# YEAR 11 INTO 12 SUMMER TRANSITION TASK 2020

# *Subject: Food Science and Nutrition*

# *Qualification/Level: L3*

# Examination Board: WJEC/EDUQAS

The following task/ tasks are to be completed over the summer break and brought to your first lesson.

You must complete **ONE** task from Task 1 and **both** Task 2 and Task 3

## Task 1

Either:

1. Produce a presentation suitable for showing to a group of Year 7 students on:
	1. What is The Eatwell Guide?
	2. Why was it introduced
	3. What are the key differences between the Eatwell Plate and the Eatwell Guide

Your presentation should last for 5 minutes.

You will be asked to present your findings to the class.

 Or:

1. Produce a training presentation for a new employee to highlight the following food hygiene areas:
2. Cross contamination
3. Personal hygiene
4. Waste disposal

Your presentation should last for 5 minutes.

You will be asked to present your findings to the class.

## Task 2

Choose **one** of the following diet related diseases. Research the health implications, symptoms, causes and any possible treatment for your chosen disease.

* Obesity
* Anaemia
* Ricketts
* Diverticulosis

You have a word limit of 1000 words, with a minimum of 600. State your word count at the end

## Task 3

Choose one of the following bacteria. Produce a Powerpoint presentation for the class using **one** slide for each research area (i.e. 4 slides plus a title):

* Sources of the bacteria
* How it is controlled
* Signs and symptoms of poisoning by the bacteria
* Groups of people most affected by the bacteria.
* Salmonella
* Escherichia coli 0157
* Listeria
* Clostridium perfringens
* Staphylococcus aureus
* Bacillus cereus

**How the work produced will fit into subsequent work and the specification as a whole**

The transition unit will prepare you for *Unit 1 Meeting Nutritional Needs* and *Unit 2 Ensuring Food is Safe to Eat*

This task will be assessed within the first week. Continuous coursework assessment methods are used throughout to allow you to maximise your potential. This may take the form of assignments, practical write-ups, presentations, posters or observation reports.

Success criteria

*Answer the question fully and in as much detail as possible. For each task you should spend around 30 minutes on research and a further 30 minutes to write up your findings.*

**Resources**

Books

Bender, D. (2002). An Introduction to Nutrition and Metabolism (3rd Ed). Oxford, UK: Taylor and Francis Ltd

Brown, A.C. (2010). Understanding Food: Principles and Preparation (4th Ed). USA:

Wadsworth Publishing

Drummond, K.E. and Brefere, L.M. (2009). Nutrition for Foodservice and Culinary Professionals (7th Ed). Hoboken, NJ, USA: John Wiley and Sons

Food Standards Agency. (2008). Manual of Nutrition (11th Ed). London, UK: Stationary Office

Jeukendrup, A. and Gleeson, M. (2004). Sport Nutrition: An Introduction to Energy

Production and Performance. Leeds, UK: Human Kinetics

Smith, M. and Morton, D. (2001). The Digestive System: Systems of the body. London, UK:

Churchill Livingstone

Websites

British Nutrition Foundation: [www.nutrition.org.uk](http://www.nutrition.org.uk)

NHS: <http://www.nhs.uk/Livewell/>

Who to contact if you should require further assistance with the work before the end of term

*Mr S Isaacs, Email:*  simon.isaacs@manorschool.northants.sch.uk

What equipment will be needed for the subject?

*General equipment that you will have to provide is your usual writing equipment, a lever arch folder and Chef Uniform for practical sessions. (Order Form will be provided)*

<https://illuminate.digital/eduqasfood/> (online digital textbook)

Username: Sprince4

Password: Student4