

GCSE

WJEC Eduqas GCSE in
FOOD PREPARATION
AND NUTRITION

ACCREDITED BY OFQUAL

GUIDANCE FOR TEACHING

Teaching from 2016



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Introduction

The WJEC Eduqas GCSE in Food Preparation and Nutrition qualification, accredited by Ofqual for first teaching from September 2016, is available to:

- all schools and colleges in England
- schools and colleges in independent regions such as Northern Ireland, Isle of Man and the Channel Islands
- independent schools in Wales.

It will be awarded for the first time in Summer 2018, using the new grading system of grades 9-1.

GCSE Food Preparation and Nutrition is a linear specification: all assessments must be taken in the final academic year of award (year of cash-in). There are two non-examination assessments (see pages 15 to 39 of the specification) both of which must be completed by learners in their final year of entry. A choice of two briefs for NEA Assessment 1 (The Food Investigation Assessment) will be released annually on the secure website on 1 September, and a choice of two briefs for NEA Assessment 2 (The Food Preparation Assessment) will be released annually on the secure website on 1 November.

PLEASE NOTE: NEW BRIEFS WILL BE ISSUED ANNUALLY, AND CENTRES MUST ENSURE THEY CHECK THE SECURE WEBSITE TO ACCESS THE RELEVANT LIVE BRIEFS.

All assessment components will cater for the full range of ability and will be untiered.

The specification builds on the tradition and reputation WJEC Eduqas has established for clear, reliable assessment supported by straightforward accessible guidance and administration. WJEC has a proven track record of setting interesting, relevant, topical and rigorous briefs that give learners adequate opportunity to showcase skills and access the whole mark range.

There will be two assessment components:

COMPONENT 1: Principles of Food Preparation and Nutrition

Written examination (50% of the qualification), available every summer series.

COMPONENT 2: Food Preparation and Nutrition in Action

Two non-examination assessments (NEAs) (50% of the qualification), available during the final year of learning.

- (i) Assessment 1: The Food Investigation Assessment (15% of the qualification)
- (ii) Assessment 2: The Food Preparation Assessment (35% of the qualification)

Two briefs will be issued annually for each assessment; this will ensure learners have a choice whilst allowing for flexibility within each centre.

Additional ways in which WJEC Eduqas can offer support:

- Specimen assessment materials
- Face-to-face CPD events
- Free access to past question papers and mark schemes via the secure website (for legacy qualifications)
- Direct access to the subject officer
- Online examination papers
- Free online resources
- Question bank facility for centres to build papers for internal use (based on legacy qualifications).

Support post 2018:

- Examiners' reports on the question paper and non-examination assessments
- Free access to past question papers and mark schemes via the secure website
- Exam Results Analysis
- Online Examination Review
- Exemplar coursework

Aims of Guidance for Teaching

The principal aim of the Guidance for Teaching is to support teachers in the delivery of the new **WJEC Eduqas GCSE in Food Preparation and Nutrition** specification and to offer guidance on the requirements of the qualification and the assessment process.

The Guidance is **not intended as a comprehensive reference**, but as support for professional teachers to develop stimulating and exciting courses tailored to the needs and skills of their own learners in their particular institutions.

The Guidance offers assistance to teachers with regard to a suggested route through the specification which may be used to develop a scheme of work, marked exemplar materials for NEA Assessment 1 and 2, and links to useful digital resources (both our own, newly created and freely available for this exciting new specification and some from external sources).

The Guidance will concentrate on those areas new to WJEC subject specifications and those subject areas where guidance has been requested most.

This Guidance for Teaching should be used as a supporting resource to accompany the specification. The specification must always be the first point of reference and can be found on the [WJEC Eduqas website](#).

Suggested route through the specification

This course plan has been designed to help teachers in their planning, and could be used to form the basis of a Scheme of Work.

However, it must be stressed that there are many other ways of organising the specification content, and the suggestion here should not be seen as prescriptive.

Teachers will wish to consider the needs and abilities of their learners, their centre environment and facilities, and their own experience when planning for this new GCSE course.

It is also expected that learners will have obtained a foundation of knowledge in relation to food preparation and nutrition, prior to starting on this subject area at KS4.

To assist centres with planning KS3 delivery, to bridge the gap between both key stages, WJEC Eduqas has developed a suggested programme which may be used as a foundation for planning a centre [Scheme of Work](#).

GCSE Food Preparation and Nutrition

Route through the Specification

Suggestions for building a Scheme of Work

Introduction

This route through the specification/exemplar Scheme of Work (S of W) has been devised as a support for your planning in readiness for the new WJEC Eduqas GCSE in Food Preparation and Nutrition. It has been written to help you get started on your own Scheme of Work, and will need reviewing and adapting to fit into your specific centre and learner requirements.

Please note the following:

Prior Learning – before starting this specification, learners should have typically engaged in food preparation and nutrition lessons (Key Stages 1–3) and should therefore have a basic understanding of the following aspects:

- Food preparation and cooking skills, such as knife skills, control of basic equipment (grater, peeler, kettle, can opener, sieve, whisk, etc.), control of oven, hob, grill, use of refrigeration, etc.
- How to work safely.
- Food hygiene (including how to wash up, dry and store equipment).
- Key nutritional principles, including the eatwell plate, the importance of macronutrients (protein, fats, carbohydrates), micronutrients (vitamin and minerals), dietary fibre, water – all at a basic level. An awareness of dietary needs, e.g. at different life stages, vegetarians, allergies and religious considerations, etc., and how dishes and meals can be planned to meet the needs of specific dietary groups.
- Simple ingredient function and food science terms, such as aeration, foaming, coagulation, etc.
- Familiarity with the basic principles of how to conduct a food science investigation.
- Knowledge and understanding of ingredients and food provenance.
- A growing awareness of social, moral, cultural and environmental issues.
- An ability to adapt and follow recipes using suitable ingredients and tools in order to prepare and cook a range of dishes.
- Sensory testing and evaluation.
- Time management skills, including basic dovetailing when conducting practical tasks.

At KS3, learners may have cooked predominantly savoury dishes. The underlying principles of nutrition and healthy eating should continue to be underpinned at KS4. However, it is not a requirement of this specification to exclude the preparation and cooking of sweet dishes. When considering the making of sweet dishes, learners should be encouraged to engage in skills which are more difficult to demonstrate in savoury dishes; learners should also be considering the nutrient content linked to health in sweet dishes. Where possible, dishes can be adapted so that healthier alternatives are produced, e.g. a cake made using

the creaming method with the addition of fruit, a fruit tart made with a wholemeal pastry base and a skimmed milk based crème patissière, and the use of oils instead of animal fats in baked goods, etc.

Lesson duration

Many centres have 1 hour lessons. This S of W has been written using 1 hour lessons as the guideline, although some practical tasks may need to be extended over the 1 hour lesson time limit. Many teachers do this very successfully by breaking down practical tasks, e.g. making pastry, rolling and baking blind as a quiche base in one lesson, then filling and baking it as a quiche the following lesson; making éclairs/choux buns in first lesson and freezing or storing them in an airtight container, and then filling with whipped cream and chocolate coating in lesson two.

Lesson structure

This sample S of W is structured on the following assumptions (it can be adapted to fit with your own centre requirements):

- each term is 6 weeks
- each week there will be 2 x 1 hour lessons.

Some centres will have 5 hours over 2 weeks, and some centres will have lessons longer than 1 hour. Feel free to use this sample S of W as a starting point for your own planning and adapt it to suit the needs of your learners, centre requirements and teaching style.

In **Year 10**, within each 6 week term we have included:

- 4 weeks of commodity based theory and practical
- 1 week of NEA Assessment 1 focus and practise
- 1 week of general nutrition and diet theory, and a linked practical (with associated written work in preparation for NEA Assessment 2).

Note:

You may wish to consider a 2 week 'refresher' period at the beginning of Year 10, Term 1, where key principles of nutrition and good health/food science/food hygiene and safety can be recapped, if appropriate. Lesson objectives, starters, plenaries, setting of homework will need to be included in each lesson plan, as will clear and achievable lesson objectives.

In **Year 11**, within each 6 week term, the time is allocated to both NEA tasks and examination revision.

This is just one way of approaching this GCSE in Food Preparation and Nutrition specification. Learner skills and knowledge developed at KS3, together with learner ability, will affect how you approach your KS4 planning. This sample S of W has been written with consideration for learners who have limited prior knowledge.

In Year 10, after 24 weeks of teaching, the basics for each Commodity group will be covered. The remainder of the year can be spent focusing on specific areas you know your learners need to improve

upon (this will vary within each centre and cohort and could include practical skills, how to conduct and write up NEAs, examination question technique, planning diets, end of term tests, etc.). Time also needs to be factored in for missed lessons due to mock examinations, trips, inset days, etc.

Prior learning at KS3 is paramount to ensure all aspects of this specification are covered. It is advisable to ensure that the KS3 curriculum is structured to prepare learners for GCSE Food Preparation and Nutrition.

This sample S of W is one way you can approach your planning. However, if you feel that your centre and learners are better suited to an alternative approach, then you should plan your curriculum accordingly.

Based on 6 weeks in each term

Year 10 Term: 1

Commodity: Fruit and vegetables, including potatoes (fresh, frozen, dried, canned and juiced)

KEY POINTS TO COVER PER COMMODITY

Provenance	<p>How/where fruit and vegetables are grown, link to climate, soil types</p> <p>Bring in organic verses non-organic (Soil Association, etc.)</p> <p>Use of pesticides and herbicides – discuss possible impact on health</p> <p>Customer choice can be linked to cost – discuss</p> <p>Food miles</p> <p>Seasonality</p>
How commodity is grown/reared and processed	<p>Select one or two appropriate fruits/vegetables and discuss growing, harvesting, etc. Suggest link to your own area, e.g. West Country – apples, peas (<i>lots of online videos to show growing, harvesting, storage and processing</i>)</p> <p>Clarify the difference between primary and secondary processing</p> <p>Include different methods of preservation (<i>carry out a taste test on one fruit/vegetable by looking at fresh, frozen, canned, dried, jam, juiced, etc.</i>) - link in with methods of sensory testing</p> <p>Link in changes to texture, colour and flavour due to cooking</p>
Classification	<p>Difference between fruits and vegetables – leaves, stems, roots, tubers, bulbs, etc.</p>

<p>Nutritional values (include sources, functions, deficiencies, excess, daily requirements)</p>	<p>Recap on 5 a day – link to eatwell plate Cover dietary fibre – soluble and insoluble Water Recap on vitamins and minerals (cover A, B, C, D, calcium and iron), and include complementary actions of the nutrients vitamin C and iron/vitamin D and calcium Nutrient requirements – link to different life stages Fat and water soluble vitamins – effect of oxidation, heat on vitamin content of fruits and vegetables Compare nutrient content of a specific fruit or vegetable – fresh, frozen, canned, dried, etc.</p>
<p>Dietary considerations</p>	<p>Vegetarians (lacto/lacto-ovo/vegan) Bone health – link in with vitamin D and calcium Healthy blood – link in with vitamin C and iron</p>
<p>Food science</p>	<p>Composition of fruits and vegetables Oxidation/enzymic browning</p>
<p>NEA Assessment 1 practise investigation</p>	<p>Suggested investigations could include:</p> <p>Enzymic browning (practical and written work covered)</p> <ul style="list-style-type: none"> • <i>Which fruits and vegetables turn brown?</i> • <i>Can enzymic browning be slowed down or stopped?</i> • <i>Does the way in which fruits and vegetables are cut affect their enzymic browning?</i> • <i>How does the texture of fruits and vegetables change when cooked?</i>
<p>Food hygiene and safety</p>	<p>Recap on personal hygiene – good practice Refrigeration temperatures Why it is important to wash fruits and vegetables? Discuss Use By and Best Before dates Stock rotation Bagged salads – food poisoning risk (link to processing of leaves for bagged salads)</p>
<p>Storage</p>	<p>Ambient – loss of nutrient content over time; mention potatoes and solanine (<i>green due to storage in light</i>) Chilling – where in fridge should items be stored? Reinforce refrigeration temperatures Why canned foods should be decanted after opening, if not used immediately Freezing – link in blanching to slow down enzymic browning, home freezing, large scale freezing (nitrogen). Reinforce freezing temperatures</p>

Weeks 1–4 commodity based theory and practical

Term 1	Commodity: Fruit and vegetables, including potatoes (fresh, frozen, dried, canned and juiced)	
	Theory	Practical (<i>reinforce theory from previous lesson</i>)
Week 1	Introduction to the course, set expectations, target grades, how learners will be assessed, etc. General recap on nutrition Introduce/recap on concept of provenance, and how this commodity is grown Classification of fruits and vegetables	Vegetable soup
Week 2	Continue with how this commodity is grown, and also include processing Include storage and food hygiene and safety	Pineapple upside-down cake <i>(touch on methods of cake making)</i>
Week 3	Nutritional values (include sources, functions, deficiencies, excess, daily requirements) Dietary considerations – specifically to fruits and vegetables	Cauliflower and broccoli cheese <i>(touch on methods of sauce making)</i>
Week 4	Enzymic browning and oxidation (carry out a simple browning experiment) and introduce the concept of NEA Assessment 1 (practical and written expectations)	Fresh fruit salad <i>(include making a stock syrup and presentation skills)</i>
Week 5 NEA Assessment 1 focus and practise	Continue with enzymic browning and oxidation Introduce a written brief, conduct an experiment Note: as the terms progress, build in more written work so that by the end of Year 10 learners will understand the expectations of the Year 11 NEA Assessment 1 (<i>research methods, hypothesis setting, plan of action, writing up an experiment, analysis results of experiment and drawing conclusions, referencing sources</i>)	Write up experiment <i>(can focus on specific aspect if time is limited)</i>
Week 6 General nutrition and diet theory, and a linked practical	Understanding of dietary reference values (EAR/RNI/LRNI/Safe Intake) BNF document Plan a dish suitable for one group listed above under Dietary considerations (e.g. high-fibre for person with iron deficiency anaemia, high in calcium for person with brittle bones) Use a nutritional analysis program to calculate nutrients and analyse data Note: as the terms progress, build in more written work so that by the end of Year 10 learners will understand the expectations of the Year 11 NEA Assessment 2	Dish selected by learner (<i>under teacher guidance</i>)

Practical dishes and skills

COMMODITY: Fruit and vegetables, including potatoes (fresh, frozen, dried, canned and juiced)

Generic names provided

These dishes are examples. It is suggested that you use your own tried and tested recipes. Remember to include fresh, frozen, dried, canned or juiced where possible.	Skills (<i>linked to Appendix A on page 23–25 of specification</i>)	Country
Savoury ideas		
Vegetable stir fry/Chow mein	1, 2, 4, 5, 9, 13, 20	China
Vegetable (and chicken) fajitas	1, 2, 3, 4, 5, 10, 19, 20	Mexico
Vegetable soup <i>or similar</i>	1, 2, 5, 6, 8, 9, 19, 20	Generic – can apply to several countries
Cauliflower and broccoli cheese	1, 5, 6, 9, 11, 12, 13, 19, 20	UK
Vegetable slaw/Potato salad (include making mayonnaise)	1, 2, 6, 8, 13, 20	UK
Vegetable and halloumi kebabs with pesto dressing	1, 2, 3, 4, 5, 8, 11, 19, 20	<i>Generic – can apply to several countries</i>
Vegetable curry and rice	1, 2, 5, 6, 9, 13, 19, 20	<i>Asia – can apply to several countries</i>
Vegetable samosas	1, 2, 3, 5, 6, 12, 17, 18, 19, 20	India
Fish and potato cakes	1, 2, 3, 5, 6, 9, 10, 12, 19, 20	UK
Cottage Pie	1, 2, 5, 6, 9, 12, 19, 20	UK
Vegetables as accompaniments/side dishes	1, 2, 5, 9, 12, 19, 20	Generic – can apply to several countries
Sweet ideas		
Fruit Muffins	5, 6, 12, 15, 16, 19, 20	UK/USA
Fresh fruit salad (include a stock syrup)	1, 2, 6, 9, 20	Generic – can apply to several countries
Fruit scones	3, 5, 6, 7, 12, 16, 17, 18, 19, 20	UK
Fruit crumble	1, 2, 5, 6, 9, 12, 17, 19, 20	UK
Fruit filled Swiss roll	1, 5, 6, 7, 8, 12, 15, 16, 19, 20	UK
Pineapple upside-down cake	1, 5, 6, 7, 8, 12, 15, 16, 19, 20	UK
Toffee apple cake	1, 2, 5, 6, 7, 8, 12, 15, 16, 19, 20	UK
Carrot cake	1, 2, 5, 6, 7, 8, 12, 15, 16, 19, 20	UK/USA

Lemon drizzle cake	1, 2, 5, 6, 7, 8, 12, 15, 16, 19, 20	UK
Apple and blackberry pie	1, 2, 3, 5, 6, 7, 8, 12, 15, 18, 19, 20	UK/USA
Gelatine set, fruit topped cheesecake	1, 2, 6, 7, 8, 14, 18, 19, 20	Generic – can apply to several countries
Fruit tart	1, 2, 3, 5, 6, 7, 9, 12, 14, 17, 18, 19, 20	UK
Practicals (NEA Assessment 2) – emphasise importance of time management, dovetailing, writing detailed time plans		

Based on 6 weeks in each term

Year 10 Term: 2

Commodity: Milk, cheese and yoghurt

KEY POINTS TO COVER PER COMMODITY

Provenance	<p>Debate local versus nationally distributed and also imported</p> <p>Bring in cost and impact on milk prices for farmers livelihood</p> <p>Link in food miles, why consumers may chose organic</p> <p>Food wastage and sustainability</p>
How commodity is grown/reared and processed	<p>How animals are reared, fed and milked. Animal sources of milk</p> <p>Different methods of preserving milk (drying, UHT, pasteurisation, etc.) –link to convenience foods</p> <p>Importance of hygiene for effective food safety (heat treatment)</p> <p>Effect on nutritional content from processing</p> <p>Examples of secondary processing – milk to cream, yoghurt, cheese, etc. <i>Videos available online to show processing</i></p>
Classification	<p>Different animal sources (also link in non-dairy milk – e.g. nut, soya, coconut; alternatives to non-dairy cream)</p> <p>Link secondary processing – to cream, yoghurt, cheese, etc.</p> <p>Different types of milk – skimmed, semi-skimmed, etc.</p> <p>Different types of cream – whipping, soured, etc. (link to fat content)</p> <p>Different types of cheese – hard, soft, etc. (link to fat content)</p>

<p>Nutritional values (include sources, functions, deficiencies, excess, daily requirements)</p>	<p>Nutrient requirements (linked to different life stages) Protein – HBV and discuss amino acids Fats – saturated Recap on vitamins and minerals (cover vitamins A and D and calcium), and include complementary actions of the nutrients vitamin D and calcium Fat soluble vitamins A and D Trace element – iodine Effect on nutritional content from processing</p>
<p>Dietary considerations</p>	<p>Link to bone health: Calcium and vitamin D</p> <p>Link to allergies: Lactose intolerance from cow milk (why?) What are the alternatives?</p> <p>Link to heart health: Fat content and type</p>
<p>Food science</p>	<p>Chemical and physical structure of dairy based products</p> <p>Emulsion – explain why milk is an emulsion Denaturation and coagulation of milk proteins Making cream, butter, yoghurt – the science behind it Making cheese – use of rennet (curds and whey). Benefits of bacteria in the making of yoghurt, cheese, etc. Effect of heat on cheese</p>
<p>NEA Assessment 1 practise investigation</p>	<p>Suggested investigations could include:</p> <ul style="list-style-type: none"> • <i>Demonstrate and explain how an emulsion is formed when making butter.</i> • <i>Explain the changes that take place in milk when it is heated.</i> • <i>Make yoghurt and explain the food science behind it.</i> • <i>Make cheese and explain the food science behind it.</i> • <i>Why is UHT milk slightly less white? Compare the flavour of UHT milk with fresh milk and discuss.</i>
<p>Food hygiene and safety</p>	<p>Concept of high risk foods (<i>dairy being a category</i>) How bacteria multiplies How to avoid cross-contamination Why heat treating raw milk is important – link to food science How should dairy based products be stored? Temperatures?</p>
<p>Storage</p>	<p>Link to dried, cartons, unopened and opened cans, fresh, frozen, etc. What are suitable conditions for storage? Why?</p>

Weeks 1–4 commodity based theory and practical		
Term 2	Commodity: Milk, cheese and yoghurt	
	Theory	Practical (<i>reinforce theory from previous lesson</i>)
Week 1	Introduce/recap on concept of provenance, and how this commodity is grown/reared and processed	Panna cotta
Week 2	Continue with how this commodity is grown, and also include primary and secondary processing (including pasteurisation) Include storage and food hygiene and safety	Halloumi and vegetable kebabs
Week 3	Nutritional values (include sources, functions, deficiencies, excess, daily requirements) Dietary considerations – specifically to milk, cheese and yoghurt	Quiche (<i>touch upon methods of pastry making</i>)
Week 4	Food science lesson (<i>make butter as a class – pass around jar and shake</i>) Cover the concepts listed above under Food science	Crème caramel
Week 5 NEA Assessment 1 focus and practise	Continue with food science Introduce a written brief, conduct an experiment Note: as the terms progress, build in more written work so that by the end of Year 10 learners will understand the expectations of the Year 11 NEA Assessment 1 (<i>research methods, hypothesis setting, plan of action, writing up an experiment, analysis results of experiment and drawing conclusions, referencing sources</i>)	Write up experiment
Week 6 General nutrition and diet theory, and a linked practical	Plan a dish suitable for one group listed above under Dietary considerations (e.g. low in saturated fat, suitable for person with osteoporosis, lactose-free) Use a nutritional analysis program to calculate nutrients and analyse data, cost dish Note: as the terms progress, build in more written work so that by the end of Year 10 learners will understand the expectations of the Year 11 NEA Assessment 2	Dish selected by learner (<i>under teacher guidance</i>)

Practical dishes and skills
 COMMODITY: Milk, cheese and yoghurt

Generic names provided

These dishes are examples. It is suggested that you use your own tried and tested recipes	Skills (<i>linked to Appendix A on pages 23–25 of specification</i>)	Country
Savoury ideas		
Yorkshire pudding	5, 6, 12, 15, 16, 19, 20	UK
Leek and potato soup	1, 2, 5, 6, 8, 9, 19, 20	UK
Spicy beetroot soup	1, 2, 5, 6, 8, 9, 19, 20	Russia
Cheese and sage scones	3, 5, 6, 7, 12, 16, 17, 18, 19, 20	UK
Pasta Bake (cheese sauce)	1, 2, 5, 6, 12, 13, 19, 20	UK/Italy
Cauliflower and broccoli cheese	1, 5, 6, 9, 11, 12, 13, 19, 20	UK
Halloumi and vegetable kebabs	1, 3, 4, 5, 8, 11, 29, 20	Generic – can apply to several countries
Smoked haddock fishcakes	1, 2, 3, 5, 6, 10, 19, 20	UK
Lebanese spiced lamb flatbread (yoghurt in flatbread mix)	5, 6, 12, 16, 17, 19, 20	Middle east
Potato and goats cheese frittata	1, 2, 5, 10, 15, 19, 20	Spain
Beef curry (marinade with yoghurt)	1, 2, 4, 5, 6, 9, 10, 13, 19, 20	India
Quiche	1, 5, 6, 7, 10, 12, 15, 17, 18, 19, 20	France/UK
Sweet potato and goats cheese ravioli	2, 5, 6, 8, 9, 17, 18, 19, 20	Italy
Spinach and ricotta ravioli	2, 5, 6, 8, 9, 17, 18, 19, 20	Italy
Three cheese soufflé	5, 6, 7, 12, 13, 15, 16, 19, 20	France
Sweet ideas		
Baked apple and honey yoghurt	1, 5, 12, 19, 20	Generic – can apply to several countries
Banana, blueberry and cinnamon muffins	1, 2, 5, 6, 7, 12, 15, 16, 19, 20	UK/USA
Rice pudding	5, 6, 12, 19, 20	UK
Mango and coconut creamed rice	1, 2, 5, 6, 9, 19, 20	Asia – can apply to several countries
Panna cotta	6, 9, 19, 20	Italy
Pumpkin and coconut loaf cake	1, 2, 5, 6, 7, 12, 15, 17, 19, 20	Generic – can apply to several countries

Kulfi	6, 9, 19, 20	India
Vanilla ice cream	6, 9, 19, 20	Generic – can apply to several countries
Crème caramel	5, 6, 9, 10, 15, 18, 19, 20	France/Spain
Crème brûlée	5, 6, 9, 11, 19, 20	France
Egg custard tart	5, 6, 7, 12, 15, 7, 19, 20	UK
Practicals (NEA Assessment 2) – emphasise importance of time management, dovetailing, writing detailed time plans		

Based on 6 weeks in each term

Year 10 Term: 3

Commodity: Cereals (including flours, breakfast cereals, bread and pasta)

KEY POINTS TO COVER PER COMMODITY

<p>Provenance</p>	<p>How climate, soil, etc., affects the types of cereals which can grow GM crops – discuss Cereal – as a staple food; impact of crop failure on health of a nation (link to sustainability and world health)</p>
<p>How commodity is grown/reared and processed</p>	<p>Look at how cereals are grown, harvested and processed General structure of grain – endosperm, germ and bran Suggest focusing on wheat and rice as there are many resources available online</p> <p>Milling of wheat into flour – key processing stages</p> <p>Secondary processing: Breakfast cereals – use different grains and look at sugar and salt content (<i>link in food labelling on packaging – look at breakfast cereal packaging to compare cereal types and nutrients – how healthy are the cereals? Also, link in function of packaging and environmental impact, and marketing of breakfast cereals – who are these cereals aimed at?</i>)</p> <p>Wheat into bread types, pasta</p> <p>Key stages in the bread making process Key stages in the pasta making process</p>
<p>Classification</p>	<p>Look at the range of cereals grown and eaten across the world</p> <p>Link secondary processing to selected cereals: Wheat – wholemeal, white, self-raising, semolina, etc. Rice – brown, white, basmati, Arborio, rice flour, rice vinegar, etc. Oats – rolled, oatmeal, etc.</p> <p>Discuss gluten-free flour</p>

<p>Nutritional values (include sources, functions, deficiencies, excess, daily requirements)</p>	<p>Cereals are a staple food (primary source of carbohydrate) Energy requirements (link to different groups) Balance of energy input with energy output Nutrient requirements (link to different life stages) Carbohydrate – starch Dietary fibre (NSP: non-starch polysaccharide) – soluble and insoluble B vitamins Effect of nutrient absorption due to presence of phytates Principal of fortification of food in the context of flour and breakfast cereals Water soluble vitamin B group – effect of cooking</p>
<p>Dietary considerations</p>	<p>Importance of wholegrains to reduce risk of heart disease, type 2 diabetes and control blood cholesterol</p> <p>Link to effect of low-fibre diet: Haemorrhoids, diverticulitis, cancer of the colon</p> <p>Deficiencies: Beriberi – lack of thiamin (vitamin B1) Pellagra – lack of niacin (vitamin B3)</p> <p>Allergies: Coeliac disease</p>
<p>Food science</p>	<p>Chemical and physical structure of cereal grains</p> <p>Gluten formation, gelatinisation, coagulation, dextrinisation, retrogradation Gels</p> <p>Breadmaking:</p> <ul style="list-style-type: none"> • Scientific principles, including problem solving • Chorleywood process in breadmaking • Vitamin C (ascorbic acid) in large scale bread manufacturing <p>Yeast as a raising agent Recap on types of raising agents and discuss their principles</p>

NEA Assessment 1 practise investigation	<p>Suggested investigations could include:</p> <ul style="list-style-type: none"> • Investigate the best flour for breadmaking (suggest gluten ball experiment, or making small batches of rolls using different flours and then conduct sensory testing) • Conduct an experiment to show the gelatinisation of a range of starches. What happens when these starches are frozen and then defrosted? • Conduct an experiment to find out the effect of other ingredients on the thickness of starch • What happens when you apply dry heat to starch?
Food hygiene and safety	<p>Concept of low risk foods (exception includes cooked rice) Food spoilage – mould, etc. Food safety issues with cooked rice</p>

Weeks 1–4 commodity based theory and practical

Term 3	Commodity: Cereals (including flours, breakfast cereals, bread and pasta)	
	Theory	Practical (<i>reinforce theory from previous lesson</i>)
Week 1	Introduce/recap on concept of provenance, and how this commodity is grown and processed Milling of wheat into flour and classifications	Basic bread rolls/focaccia bread
Week 2	Continue with how this commodity is grown, and also include processing Include storage and food hygiene and safety Rice milling and classification Other cereals	Risotto
Week 3	Nutritional values (include sources, functions, deficiencies, excess, daily requirements) Dietary considerations – specifically to cereals	Vegetable samosa (<i>making samosa pastry from scratch</i>)
Week 4	Food science lesson Cover the concepts listed above under Food science	Spinach and ricotta ravioli (<i>making fresh pasta</i>)

<p>Week 5 NEA Assessment 1 focus and practise</p>	<p>Continue with food science Introduce a written brief, conduct an experiment Note: as the terms progress, build in more written work so that by the end of Year 10 learners will understand the expectations of the Year 11 NEA Assessment 1 (<i>research methods, hypothesis setting, plan of action, writing up an experiment, analysis results of experiment and drawing conclusions, referencing sources</i>)</p>	<p>Write up experiment</p>
<p>Week 6 General nutrition and diet theory, and a linked practical</p>	<p>Plan a dish suitable for one group listed above under Dietary considerations (e.g. high-fibre, gluten-free (coeliacs), suitable for diabetics, etc.) Use a nutritional analysis program to calculate nutrients and analyse data, cost dish Note: as the terms progress, build in more written work so that by the end of Year 10 learners will understand the expectations of the Year 11 NEA Assessment 2</p>	<p>Dish selected by learner (<i>under teacher guidance</i>)</p>

<p>Practical dishes and skills <i>COMMODITY: Cereals (including flours, breakfast cereals, bread and pasta)</i> <i>Generic names provided</i></p>		
<p>These dishes are examples. It is suggested that you use your own tried and tested recipes</p>	<p>Skills (<i>linked to Appendix A on pages 23–25 of specification</i>)</p>	<p>Country</p>
<p>Savoury ideas</p>		
<p>Quiche</p>	<p>1, 5, 6, 7, 10, 12, 15, 17, 18, 19, 20</p>	<p>France/UK</p>
<p>Scones</p>	<p>3, 5, 6, 7, 12, 16, 17, 18, 19, 20</p>	<p>UK</p>
<p>Basic wholemeal bread/onion and olive focaccia</p>	<p>5, 6, 7, 8, 12, 16, 17, 18, 19, 20</p>	<p>UK/Italy</p>
<p>Vegetable samosas (making samosa pastry from scratch)</p>	<p>1, 2, 3, 5, 6, 12, 17, 19, 20</p>	<p>India</p>
<p>Chicken and bacon pie</p>	<p>1, 2, 3, 5, 6, 7, 9, 10, 12, 13, 17, 18, 19, 20</p>	<p>UK</p>
<p>Cheese straws</p>	<p>3, 5, 6, 7, 12, 17, 20</p>	<p>UK</p>
<p>Onion rings/tempura battered vegetables</p>	<p>1, 2, 5, 6, 8, 10, 16, 17, 19, 20</p>	<p>Generic – can apply to several countries</p>
<p>Pizza (bread base)</p>	<p>1, 2, 3, 5, 6, 7, 8, 9, 12, 13, 16, 17, 18, 19, 20</p>	<p>Italy</p>
<p>Lasagne</p>	<p>1, 2, 3, 5, 6, 8, 9, 10, 12, 13, 17, 18, 19, 20</p>	<p>Italy</p>
<p>Sweet potato and goats cheese ravioli</p>	<p>2, 5, 6, 8, 9, 17, 18, 19, 20</p>	<p>Italy</p>

Spinach and ricotta ravioli	2, 5, 6, 8, 9, 17, 18, 19, 20	Italy
Sushi	1, 2, 5, 6, 9, 20	Japan
Risotto	1, 2, 5, 6, 9, 19, 20	Italy
Rice pudding	5, 6, 2, 19, 20	UK
Egg fried rice	1, 2, 5, 6, 9, 10, 19, 20	China
Vietnamese rolls	1, 2, 3, 19, 20	Vietnam
Sweet ideas		
Lemon meringue pie	1, 2, 5, 6, 7, 8, 9, 12, 13, 17, 18, 19, 20	UK
Profiteroles/éclairs (choux pastry)	5, 6, 7, 8, 9, 12, 15, 16, 17, 18, 19, 20	France
Pasties (rough puff or shortcrust pastry)	1, 2, 3, 5, 6, 7, 8, 12, 17, 18, 19, 20	UK
Victoria sandwich (decorated with glacé icing, butter icing or whipped cream)	1, 2, 5, 6, 7, 8, 12, 15, 16, 19, 20	UK
Swiss roll	1, 2, 3, 5, 6, 7, 8, 12, 15, 16, 19, 20	UK
Chocolate brownies	5, 6, 7, 9, 12, 16, 19, 20	USA
Bakewell tart	3, 5, 6, 7, 8, 12, 16, 17, 18, 19, 20	UK
Fresh fruit tarts (with crème pâtissière)	1, 2, 5, 6, 7, 8, 9, 12, 13, 17, 18, 19, 20	France
Hot cross buns/Chelsea buns/brioche	5, 6, 7, 8, 12, 16, 17, 18, 19, 20	UK/France
Sable biscuits/shortbread fingers	5, 6, 7, 8, 12, 17, 18, 19, 20	France and UK
Butternut plum pancakes	1, 2, 5, 6, 9, 16, 19, 20	UK/USA
Fruit crumble	1, 2, 5, 6, 12, 19, 20	UK
Practicals (NEA Assessment 2) – emphasise importance of time management, dovetailing, writing detailed time plans		

Year 10 Term: 4

Commodity: Meat, fish, poultry, eggs

KEY POINTS TO COVER PER COMMODITY

<p>Provenance</p>	<p>Look at and compare geographical areas where meat, fish, poultry and eggs are reared/produced Discuss local verses imported (e.g. Welsh lamb verses New Zealand lamb, North sea fishing verses southern hemisphere fishing, local eggs verses imported eggs from Europe)</p> <p>Compare sea fish and farmed fish (can link to fish quotas and availability/ethical fishing – Marine Stewardship Council, etc.)</p> <p>Intensive farming verses natural farming Link to animal welfare</p>
<p>How commodity is grown/reared and processed</p>	<p>Links in with provenance Look specifically at an animal of your choice, and review how this animal is farmed/reared and slaughtered (cattle, pigs, sheep, etc.) Link to animal feed (can reference BSE) and shelter</p> <p>How fish (including shellfish) is caught – again, reference sea fish and farmed fish (fish quotas and availability/ethical fishing)</p> <p>Poultry (including eggs) – how poultry is reared and slaughtered/how egg farming is conducted (different animal sources as well as hens eggs). Can mention game, briefly</p> <p>Secondary processing: Cuts of meat and poultry, processing into bacon, ham, sausages, pies, etc. (link to methods of preservation) Offal</p> <p>Cuts of fish (whole, steaks, filets, etc.)</p> <p>Eggs – pasteurised whole/white/yolk (link to food safety and convenience)</p>

<p>Classification</p>	<p>Animal types Cuts of meat (link in methods of cooking – tender versus tough cuts, and cost) Gelatine</p> <p>Categories of fish – white/oily/shell, etc., also flat, round, etc. (link in preservation – canned, smoked, etc.)</p> <p>Types of egg</p>
<p>Nutritional values (include sources, functions, deficiencies, excess, daily requirements)</p>	<p>Nutrient requirements (link to different life stages) Protein (HBV) Saturated fat B vitamins Iron (include complementary action of vitamin C with iron) Trace element – iodine and fluoride in fish and shellfish Health benefits of eating fish Omega 3 in oily fish</p>
<p>Dietary considerations</p>	<p>Implications of excess or deficiency of protein Healthy blood – iron (haem and non-haem iron) Iron deficiency, and recap on complementary actions of vitamin C and iron</p> <p>Health benefits of omega 3</p> <p>Include religious considerations when eating meat</p>
<p>Food science</p>	<p>Chemical and physical structure of meat, fish, poultry and eggs Denaturation (e.g. uncoiling of protein molecules when making meringues) Coagulation (e.g. setting of egg in cakes) Foaming (e.g. formation of foam when whisking egg white protein) Aeration Connective tissue in meat and fish – how this should affect the cooking method Maillard reaction</p>

NEA Assessment 1 practise investigation	<p>Suggested investigations could include:</p> <ul style="list-style-type: none"> • <i>Make a batch of meringues and explain the changes that take place within the egg white protein.</i> • <i>Show how the setting of egg protein can be affected when making baked egg custard.</i> • <i>Show and explain how egg white foaming is affected when other ingredients are added.</i> • <i>Investigate the changes that take place in meat (or fish) during cooking.</i> • <i>Conduct an experiment to show the best way to tenderise meat by breaking down the connective tissue.</i>
Food hygiene and safety	<p>High risk foods – link to specific food poisoning bacteria, correct storage temperatures How to tell if meat is 'off' Can link to preservation (e.g. dried meat, canned meat, pie fillings, smoked sausages, dried egg, etc.)</p> <p>How to tell fish is fresh</p> <p>Lion mark on egg</p>
Storage	<p>Link with food hygiene and safety, also link with preservation (e.g. how to store diced, frozen, canned foods as well as fresh foods)</p>

Weeks 1–4 commodity based theory and practical

Term 4	Commodity: Meat, fish, poultry, eggs	
	Theory	Practical (<i>reinforce theory from previous lesson</i>)
Week 1	Introduce/recap on concept of provenance, and how this commodity is reared and processed	Portioning chicken (freeze if 1 hour lessons)
Week 2	Continue with how this commodity is reared and processed, primary and secondary processing Include storage and food hygiene and safety	Chicken goujons (breast)
Week 3	Nutritional values (include sources, functions, deficiencies, excess, daily requirements) Dietary considerations – specifically to meat, fish, poultry, eggs	Gutting and filleting fish and baking en papillote

Week 4	Food science lesson Cover the concepts listed above under Food science	Chicken curry and rice (thighs)
Week 5 NEA Assessment 1 focus and practise	Continue with food science Introduce a written brief, conduct an experiment (<i>suggest egg based experiment</i>) Note: as the terms progress, build in more written work so that by the end of Year 10 learners will understand the expectations of the Year 11 NEA Assessment 1 (research methods, hypothesis setting, plan of action, writing up an experiment, analysis results of experiment and drawing conclusions, referencing sources)	Write up experiment
Week 6 General nutrition and diet theory, and a linked practical	Plan a dish suitable for one group listed above under Dietary considerations (e.g. religious restrictions, for an elderly person, for a person with heart disease, and could also include a low cost budget to encourage cheaper cuts of meat) Use a nutritional analysis program to calculate nutrients and analyse data, cost dish, justify choices. At this point, learners should also be able to compose a time plan, shopping list and equipment list. Note: as the terms progress, build in more written work so that by the end of Year 10 learners will understand the expectations of the Year 11 NEA Assessment 2	Dish selected by learner (<i>under teacher guidance</i>)

Practical dishes and skills <i>COMMODITY: Meat, fish, poultry, eggs</i> <i>Generic names provided</i>		
These dishes are examples. It is suggested that you use your own tried and tested recipes	Skills (<i>linked to Appendix A on pages 23–25 of specification</i>)	Country
Savoury ideas		
Meat		
Spaghetti bolognese/chilli con carne with rice	1, 2, 9, 13, 19, 20	Italy/UK/South America
Sausage rolls	3, 5, 6, 7, 12, 17, 18, 19, 20	UK
Sausage casserole	1, 2, 5, 6, 9, 12, 13, 19, 20	UK
Beef burgers	1, 2, 3, 5, 6, 10, 11, 19, 20	USA/UK
Lamb kofta	2, 3, 5, 6, 11, 12, 19, 20	Greece
Beef in black bean sauce with rice noodles	1, 2, 4, 5, 6, 10, 13, 19, 20	China

Pasta carbonara	1, 5, 6, 9, 13, 15, 19, 20	Italy
Meat stew and dumplings	1, 2, 5, 6, 9, 12, 13, 19, 20	UK
Meatballs in tomato sauce	1, 2, 5, 6, 9, 13, 19, 20	Italy
Cottage pie/Shepherd's Pie	1, 2, 5, 6, 9, 12, 19, 20	UK
Fish		
Smoked mackerel pâté	1, 2, 6, 8, 19, 20	UK
Tuna and sweetcorn fritters	1, 2, 3, 5, 6, 10	UK/USA
Smoked haddock chowder	1, 2, 5, 6, 9, 19, 20	UK/USA
Kedgerree	1, 2, 5, 6, 9, 19, 20	UK/India
Thai fish cakes and sweet chilli dip	1, 2, 3, 5, 6, 8, 10, 13, 15, 19, 20	Thailand
Gut and fillet flat/round fish	1	Generic – can apply to several countries
Mackerel en papillote	1, 2, 5, 12, 19, 20	France
Breaded fish fillet	1, 2, 3, 5, 6, 10, 12, 19, 20	Generic – can apply to several countries
Basque style cod with prawns	1, 2, 5, 6, 9, 12, 19, 20	Spain
Plaice rolls in parsley sauce	1, 2, 3, 5, 6, 9, 12, 13, 19, 20	UK/France
Fish curry	1, 2, 5, 6, 9, 13, 19, 20	Asia – can apply to several countries
Fish pie	1, 2, 5, 6, 9, 13, 19, 20	UK
Poultry		
Chicken and vegetable kebabs	1, 2, 3, 4, 5, 6, 11, 19, 20	Generic – can apply to several countries
Chicken noodle soup	1, 2, 5, 6, 9, 19, 20	China
Caesar salad	1, 2, 5, 6, 19, 20	USA
Paella	1, 2, 5, 6, 9, 19, 20	Spain
Portioning whole chicken	1	Generic – can apply to several countries
Breaded goujons/escalope (breast)	1, 3, 5, 6, 10, 12, 19, 20	Generic – can apply to several countries
Chicken curry and rice (thighs)	1, 2, 5, 6, 9, 13, 19, 20	Generic – can apply to several countries
Barbeque wings	1, 5, 6, 10, 12, 19, 20	USA/UK
Chicken chow mein	1, 2, 4, 5, 6, 13, 19, 20	China
Chicken chasseur	1, 2, 5, 6, 9, 12, 13, 19, 20	France
Chicken risotto	1, 2, 5, 6, 9, 19, 20	Italy

Sweet and sour chicken and egg fried rice	1, 2, 5, 6, 9, 13, 19, 20	China
Tagine of chicken with fruity couscous	1, 2, 5, 6, 9, 12, 13, 19, 20	Morocco
Chicken and mushroom pie	1, 2, 5, 6, 9, 12, 13, 19, 20	UK
Eggs		
Savoury ideas		
Boiled, scrambled, fried, poached, omelette, Spanish omelette (frittata)	5, 19, 20	Generic - can apply to several countries
Egg fried rice	1, 2, 5, 6, 9, 10, 19, 20	China
Potato salad (focus is on the mayonnaise)	1, 2, 5, 6, 8, 9, 13, 19, 20	UK/USA
Devilled egg	1, 2, 5, 6, 19, 20	UK
Huevos rancheros	1, 2, 5, 6, 12, 19, 20	South America (Mexico)
Scotch eggs	2, 3, 5, 6, 9, 10, 12, 19, 20	UK
Pasta carbonara	1, 5, 6, 9, 13, 15, 19, 20	Italy
Three cheese soufflé	5, 6, 7, 12, 13, 15, 16, 19, 20	France
Quiche	1, 5, 6, 7, 10, 12, 15, 17, 18, 19, 20	France/UK
Egg Florentine	5, 6, 8, 9, 13, 19, 20	USA
Hollandaise sauce	5, 6, 8, 9, 13, 19, 20	France
Sweet ideas		
Bread and butter pudding	1, 5, 6, 7, 12, 13, 15, 16, 19, 20	UK
Swiss roll	1, 2, 3, 5, 6, 7, 8, 12, 15, 16, 19, 20	UK
Apple crumble and custard (focus is on the custard)	1, 2, 5, 6, 9, 12, 13, 14, 15, 19, 20	UK
Victoria sandwich (decorated with glacé icing, butter icing or whipped cream)	1, 2, 5, 6, 7, 8, 12, 15, 16, 19, 20	UK
Crème caramel	5, 6, 9, 10, 15, 18, 19, 20	France/Spain
Egg custard tart	5, 6, 7, 12, 15, 7, 19, 20	UK
Meringue (Pavlova)	2, 5, 6, 8, 12, 19, 20	Generic - can apply to several countries
Practicals (NEA Assessment 2) – emphasise importance of time management, dovetailing, writing detailed time plans		

Commodity: Butter, oils, margarine, sugar and syrup

KEY POINTS TO COVER PER COMMODITY

Provenance	<p>Recap on: Food miles (UK verses imported raw materials to make the butter, oil, margarine)</p> <p>Where is sugar cane and sugar beet grown?</p> <p>Organic verses non-organic, GM</p>
How commodity is grown/reared and processed	<p>Butter, oils, margarine</p> <p>Butter – how is butter made?</p> <p>Oils/margarine – growing of vegetable crop for oil production, include pressing (mention fish oil)</p> <p>Processing of margarine – different oil types used, fortification</p> <p>Sugar and syrup</p> <p>Cane and beet (climate requirements), refining process, process of making syrup</p> <p>Primary processing: Oil, sugar</p> <p>Secondary processing: Butter, margarine, sugar syrups</p> <p><i>Videos available online to show processing</i></p>

<p>Classification</p>	<p>Butter, oils, margarine (mention animal and vegetable fats)</p> <p>Hard fats – solid at room temperature</p> <p>Liquid fats – liquid at room temperature</p> <p>Butter – salted, unsalted (mention lard and suet)</p> <p>Margarine – different oil bases (sunflower, olive, soya, etc.). Is margarine healthy? (hydrogenation)</p> <p>Fortification (mention vegetable shortening)</p> <p>Sugar and syrup</p> <p>Sugar cane, sugar beet, types of syrup (monosaccharides and disaccharides, e.g. treacle, golden syrup) (mention sugar substitutes)</p>
<p>Nutritional values (include sources, functions, deficiencies, excess, daily requirements)</p>	<p>Butter, oils, margarine</p> <p>Nutrient requirements (linked to different life stages)</p> <p>Energy dense</p> <p>Saturated and unsaturated fats</p> <p>Calcium and vitamin content</p> <p>Fortification</p> <p>Sugar and syrup</p> <p>Empty calories, link to weight gain, obesity, dental caries, type 2 diabetes, etc.</p> <p>Free sugars</p>
<p>Dietary considerations</p>	<p>Butter, oils, margarine</p> <p>Energy dense</p> <p>Implications of a diet high in saturated fat</p> <p>Making sensible choices on fat type (unsaturated, etc.)</p> <p>Lower fat alternatives</p> <p>Fat soluble vitamins</p> <p>Sugar and syrup</p> <p>Consider sugar alternatives, including natural sugars</p> <p>Again link to obesity, type 2 diabetes and dental caries</p>

<p>Food science</p>	<p>Butter, oils, margarine Chemical and physical structure of butter, oils, margarine Hydrogenation of oils to produce hard fats – health implications</p> <p>Plasticity Shortening Emulsification – make butter Melting point/smoke point</p> <p>Sugar and syrup Chemical and physical structure of sugar and syrup</p> <p>Caramelisation</p>
<p>NEA Assessment 1 practise investigation</p>	<p>Suggested investigations could include:</p> <p>Butter, oils, margarine</p> <ul style="list-style-type: none"> • <i>Demonstrate the creaming properties of fats when making a sponge cake using the creaming method. Which fat produces the best results? Explain why.</i> • <i>Show the shortening properties of fats when making a shortcrust pastry. Which fat produces the best results? Explain why.</i> • <i>Make butter to show the emulsification process. Explain what is happening during this process.</i> • <i>Conduct an experiment to show which ingredients will help to stabilise mayonnaise and prevent the mix from separating.</i> <p>Sugar and syrup</p> <ul style="list-style-type: none"> • <i>What happens when sugar (sucrose) is heated?</i>
<p>Food hygiene and safety</p>	<p>Butter, oils, margarine Discuss storage relating to rancidity</p> <p>Sugar and syrup Low risk – cover foreign bodes, pests, etc.</p>

Storage	<p>Butter, oils, margarine Where should butter and margarine be stored? Reinforce chilled food temperatures Where should oil be stored? Discuss effect of light on quality and longevity of oil</p> <p>Sugar and syrup Where should sugar be stored? Why is humidity a consideration? Syrup storage? Crystallisation?</p>
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Weeks 1–4 commodity based theory and practical		
Term 5	Commodity: Butter, oils, margarine, sugar and syrup	
	Theory	Practical (<i>reinforce theory from previous lesson</i>)
Week 1	Introduce/recap on concept of provenance, and how this commodity is reared/grown and processed	Make rough puff pastry (<i>chill or freeze until next lesson if not enough time to make Apple Tarte Tatin</i>)
Week 2	Continue with how this commodity is reared/grown and processed Include storage and food hygiene and safety	Apple tarte tatin (using rough puff pastry)
Week 3	Nutritional values (include sources, functions, deficiencies, excess, daily requirements) Dietary considerations – specifically to butter, oils, margarine, sugar and syrup	Potato salad/Vegetable slaw (<i>focus is on making mayonnaise</i>)
Week 4	Food science lesson Cover the concepts listed above under Food science	Meringue (mini pavlovas) (<i>could also be pastry topped Italian style meringue</i>)

<p>Week 5 NEA Assessment 1 focus and practise</p>	<p>Continue with Food science Introduce a written brief, conduct an experiment Note: as the terms progress, build in more written work so that by the end of Year 10 learners will understand the expectations of the Year 11 NEA Assessment 1 (<i>research methods, hypothesis setting, plan of action, writing up an experiment, analysis results of experiment and drawing conclusions, referencing sources</i>)</p>	<p>Write up experiment</p>
<p>Week 6 General nutrition and diet theory, and a linked practical</p>	<p>Plan a dish suitable for one group listed above under Dietary considerations (e.g. religious restrictions, for an elderly person, for a person with heart disease, and could also include a low cost budget to encourage cheaper cuts of meat)</p> <p>Use a nutritional analysis program to calculate nutrients and analyse data, cost dish, justify choices. At this point, learners should also be able to justify choices linked to the brief and the nutritional data calculated, compose a time plan, shopping list and equipment list.</p> <p>Note: as the terms progress, build in more written work so that by the end of Year 10 learners will understand the expectations of the Year 11 NEA Assessment 2</p>	<p>Dish selected by learner (<i>under teacher guidance</i>)</p>

<p>Practical dishes and skills <i>COMMODITY: Butter, oils, margarine, sugar and syrup</i> <i>Generic names provided</i></p>		
<p>These dishes are examples. It is suggested that you use your own tried and tested recipes</p>	<p>Skills (<i>linked to Appendix A on pages 23–25 of specification</i>)</p>	<p>Country</p>
<p>Butter, oils, margarine</p>		
<p>Shortcrust pastry</p>	<p>5, 7, 12, 17, 19, 20</p>	<p>Generic – can apply to several countries</p>
<p>Rough puff/flaky pastry</p>	<p>5, 7, 12, 17, 19, 20</p>	<p>France</p>
<p>French dressing</p>	<p>6, 20</p>	<p>France</p>
<p>Hollandaise sauce</p>	<p>5, 6, 8, 9, 13, 19, 20</p>	<p>France</p>
<p>Carrot cake (uses sunflower oil)</p>	<p>1, 2, 3, 5, 6, 7, 8, 10, 12, 16, 19, 20</p>	<p>UK/USA</p>
<p>Fairy cakes</p>	<p>1, 2, 5, 6, 7, 8, 12, 15, 16, 19, 20</p>	<p>UK</p>
<p>Victoria sandwich (decorated with glacé icing, butter icing or whipped cream)</p>	<p>1, 2, 5, 6, 7, 8, 12, 15, 16, 19, 20</p>	<p>UK</p>
<p>Sugar and syrup</p>		
<p>Flapjacks</p>	<p>5, 6, 7, 9, 12, 19, 20</p>	<p>UK</p>
<p>Chocolate brownies</p>	<p>5, 6, 7, 9, 12, 19, 20</p>	<p>USA/UK</p>

Victoria sandwich (decorated with glacé icing, butter icing or whipped cream)	1, 2, 5, 6, 7, 8, 12, 15, 16, 19, 20	UK
Swiss roll	1, 2, 3, 5, 6, 7, 8, 12, 15, 16, 19, 20	UK
Fairy cakes	1, 2, 5, 6, 7, 8, 12, 15, 16, 19, 20	UK
Carrot cake (uses sunflower oil)	1, 2, 3, 5, 6, 7, 8, 10, 12, 16, 19, 20	UK/USA
Fresh fruit tarts (with crème patissière)	1, 2, 5, 6, 7, 8, 9, 12, 13, 17, 18, 19,20	France
Meringue (Pavlova)	2, 5, 6, 8, 12, 19, 20	Generic – can apply to several countries
Practicals (NEA Assessment 2) – emphasise importance of time management, dovetailing, writing detailed time plans		

Year 10 Term: 6

Commodity: Soya, tofu, beans, nuts, seeds

KEY POINTS TO COVER PER COMMODITY

<p>Provenance</p>	<p>Recap on how/where soya, beans, nuts and seeds are grown, link to climate, soil types Organic verses non-organic Food miles Seasonality</p>
<p>How commodity is grown/reared and processed</p>	<p>Soya, tofu</p> <p>How soya beans are cultivated</p> <p>Secondary processing: How soya is processed into tofu, TVP (textured vegetable protein), and link back to soya milk</p> <p>How beans (pulses/legumes), nuts and seeds are grown</p> <p>Include: mycoprotein (Quorn™) – what it is derived from, how it is processed into mycoprotein</p> <p>Secondary processing: Beans (legumes) – link to preservation (drying and canning) Nuts – ground, flaked, nibbed, etc. Seeds – drying, etc.</p> <p><i>Videos available online to show processing</i></p>
<p>Classification</p>	<p>Soya products – milk, yoghurt, TVP, tofu, tempeh</p> <p>Beans (legumes) – red kidney, black eyed, aduki, etc.</p> <p>Nuts – brazil, cashew, almonds, etc. (include a discussion on 14 allergens)</p> <p>Seeds – sesame, poppy, caraway, etc.</p>

<p>Nutritional values (include sources, functions, deficiencies, excess, daily requirements)</p>	<p>Soya products and Quorn™ Protein, amino acids, HBV source</p> <p>Beans (legumes), nuts and seeds Protein, amino acids, LBV source Complementing proteins High in fibre and other nutrient sources</p>
<p>Dietary considerations</p>	<p>Soya products and Quorn™ Good HBV source for vegetarians</p> <p>Beans (legumes), nuts and seeds Good LBV source for vegetarians Nuts – high in good fats</p> <p>Allergies: Nuts (link to 14 allergens)</p> <p>Fibre source – recap on soluble and insoluble</p>
<p>Food science</p>	<p>Soya products and Quorn™</p> <p>Beans (legumes), nuts and seeds Nuts as a thickener</p>
<p>NEA Assessment 1 practise investigation</p>	<p>Soya products and Quorn™</p> <p>Beans (legumes), nuts and seeds</p> <ul style="list-style-type: none"> • <i>How effective are ground nuts when used as a thickener?</i>
<p>Food hygiene and safety</p>	<p>Soya products and Quorn™ Recap on storage temperatures</p> <p>Beans (legumes), nuts and seeds Keep nuts away from other food sources – risk of allergen contamination</p> <p>Discuss nut storage relating to rancidity</p>

Storage	<p>Soya products and Quorn™ Recap on chilled, frozen, ambient, and discuss suitable storage</p> <p>Beans (legumes), nuts and seeds Discuss suitable storage (mostly ambient) Rancidity of nuts – how to avoid this</p>
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Weeks 1–4 commodity based theory and practical		
Term 6	Commodity: Soya, tofu, beans, nuts, seeds	
	Theory	Practical (<i>reinforce theory from previous lesson</i>)
Week 1	Introduce/recap on concept of provenance, and how this commodity is grown and processed	Tofu and coconut milk curry and rice
Week 2	Continue with how this commodity is reared/grown and processed Include storage and food hygiene and safety	Vegetable and bean casserole
Week 3	Nutritional values (include sources, functions, deficiencies, excess, daily requirements) Dietary considerations – specifically to soya, tofu, beans, nuts, seeds	Swap minced beef/lamb/pork with TVP Suggestions include: Cottage pie/Bolognaise sauce/Chilli con carne
Week 4	Food science lesson Cover the concepts listed above under Food science (there isn't much content, so it would be possible to go straight to Week 6)	Lentil and nut roast (<i>check centre policy on nuts – if nuts aren't permitted, cook alternative dish, e.g. a Quorn™ dish</i>)

<p>Week 5 NEA Assessment 1 focus and practise</p>	<p>Continue with food science Introduce a written brief, conduct experiment Note: as the terms progress, build in more written work so that by the end of Year 10 learners will understand the expectations of the Year 11 NEA Assessment 1 (<i>research methods, hypothesis setting, plan of action, writing up an experiment, analysis results of experiment and drawing conclusions, referencing sources</i>)</p>	<p>Write up experiment</p>
<p>Week 6 General nutrition and diet theory and a linked practical</p>	<p>Plan a dish suitable for one group listed above under Dietary considerations (e.g. low-calorie, sporty/active person, pregnant woman) Use a nutritional analysis program to calculate nutrients and analyse data, cost dish, justify choices. At this point, learners should also be able to justify choices linked to the brief and the nutritional data calculated, compose a time plan, shopping list and equipment list. Note: as the terms progress, build in more written work so that by the end of Year 10 learners will understand the expectations of the Year 11 NEA Assessment 2</p>	<p>Dish selected by learner (<i>under teacher guidance</i>)</p>

<p>Practical dishes and skills <i>COMMODITY: Soya, tofu, beans, nuts, seeds</i> <i>Generic names provided</i></p>		
<p>These dishes are examples. It is suggested that you use your own tried and tested recipes</p>	<p>Skills (<i>linked to Appendix A on pages 23–25 of specification</i>)</p>	<p>Country</p>
<p>Savoury ideas</p>		
<p>Cashew nut pesto</p>	<p>5, 8, 20</p>	<p>Generic – can apply to several countries</p>
<p>Lentil and carrot soup</p>	<p>1, 2, 5, 6, 8, 9, 19, 20</p>	<p>Generic – can apply to several countries</p>
<p>Vegetable and bean casserole</p>	<p>1, 2, 5, 6, 9, 13, 19, 20</p>	<p>Generic – can apply to several countries</p>
<p>Spaghetti bolognese/chilli con carne with rice (use TVP instead of minced meat)</p>	<p>1, 2, 9, 13, 19, 20</p>	<p>Italy/UK South America</p>
<p>Tofu and vegetable stir fry with a sweet and sour sauce</p>	<p>1, 2, 9, 13, 19, 20</p>	<p>Asia</p>
<p>Tofu and coconut milk curry</p>	<p>1, 2, 9, 13, 19, 20</p>	<p>Asia – can apply to several countries</p>
<p>Seeded bread rolls</p>	<p>5, 6, 7, 8, 12, 16, 17, 18, 19, 20</p>	<p>Generic – can apply to several countries</p>

Honey and sesame seed chicken	1, 5, 6, 10, 12, 19, 20	Generic – can apply to several countries
Pan fried trout with flaked almonds	1, 2, 5, 6, 10, 12, 19, 20	UK/France
Sweet ideas		
Sunflower and pumpkin seed flapjacks	5, 6, 7, 9, 12, 19, 20	UK
Lemon and pine nut cake	1, 2, 5, 6, 7, 8, 12, 15, 16, 19, 20	Italy
Practicals (NEA Assessment 2) – emphasise importance of time management, dovetailing, writing detailed time plans		

Year 11

Note:

This route through the specification assumes a 4 term year. Term 5 may be disrupted as some centres continue to teach learners until the written exam takes place, whilst other centres do not, as learners go on study leave or are not in lessons. Therefore, adapt this S of W accordingly.

Year 11 Term: 1

	Lesson 1	Lesson 2
Week 1	<p>NEA Assessment 1 brief is released to teachers on the secure website 1 September</p> <p>Teachers to familiarise themselves with the brief and review learner knowledge</p> <p>Recap on key principles of how to conduct NEA – ensure learners are familiar with the mark scheme and how to be successful in NEA Assessment 1 (<i>research methods, hypothesis setting, plan of action, writing up an experiment, analysis results of experiment and drawing conclusions, referencing sources</i>). See exemplar work in this Guidance for Teaching for further guidance, and remember that this should have been covered in your own Year 10 S of W.</p>	<p>Teachers must not divulge content of NEA brief, but may want to conduct a range of practicals so that learners are familiar with the skills/commodity focus and expectations before they are officially given the formal assessment.</p> <p>Practicals must not directly mirror the NEA brief</p>

Week 2	Preparation for NEA Assessment 1	Preparation for NEA Assessment 1
Week 3	Preparation for NEA Assessment 1	Preparation for NEA Assessment 1
Week 4	NEA Assessment 1 takes place in class	NEA Assessment 1 takes place in class
Week 5	NEA Assessment 1 takes place in class	NEA Assessment 1 takes place in class
Week 6	NEA Assessment 1 takes place in class	NEA Assessment 1 takes place in class

Year 11 Term: 2

	Lesson 1	Lesson 2
Week 1	NEA Assessment 1 takes place in class	NEA Assessment 1 takes place in class
Week 2	<p>Either this week or next week, NEA Assessment 2 brief is released to teachers on the secure website 1 November</p> <p>Teachers to familiarise themselves with the brief and review learner knowledge</p> <p>This lesson can be used in the following ways:</p> <ul style="list-style-type: none"> • Finish NEA Assessment 1 if not yet finished • As a one-off lesson to cover an aspect not covered sufficiently from Year 10, e.g. planning diets linked to nutritional requirements, cultural foods (should be linked with practicals), etc. – link to an aspect that will support learners for NEA Assessment 2) 	As Week 2, lesson 1

Week 3	Preparation for NEA Assessment 2 Recap on key principles of how to conduct NEA – ensure learners are familiar with the mark scheme and how to be successful in NEA Assessment 2	Preparation for NEA Assessment 2
<p>Make sure learners are capable of working independently on the following: <i>Research methods – a range to be conducted and analysed, plan of action, justifying choices, requisitions, time plan, evaluation (including sensory analysis)</i></p> <p><i>See exemplar work in this Guidance for Teaching for further teacher guidance, and remember that this should have been covered in your own Year 10 S of W.</i></p> <p><i>Practical work:</i> emphasise importance of time management and dovetailing Note: lesson time may also include other relevant topics such as examination question review, recaps on key research methods, etc.</p>		
Week 4	Introduce NEA Assessment 2 Analyse the Brief, write Plan of Action	NEA Assessment 2 Research 1
Week 5	NEA Assessment 2 Research 2	NEA Assessment 2 Research 3
Week 6	NEA Assessment 2 Research 4	NEA Assessment 2 Recipe trial session 1

Year 11 Term: 3

	Lesson 1	Lesson 2
Week 1	NEA Assessment 2 Recipe trial session 2	NEA Assessment 2 Recipe trial session 3
Week 2	NEA Assessment 2 Recipe trial session 4	NEA Assessment 2 Recipe trial session 5
Week 3	NEA Assessment 2 Select final 3 dishes, reasons for choice	NEA Assessment 2 Requisitions
Week 4	NEA Assessment 2 Time plan	NEA Assessment 2 Time plan (continued)
Week 5 -6	NEA Assessment 2 Practicals for NEA Assessment 2 take place 3 hours (teacher to make arrangements to complete assessment in 3 hour block)	NEA Assessment 2 Practicals for NEA Assessment 2 take place 3 hours (teacher to make arrangements to complete assessment in 3 hour block)

Please note 12 hours are recommended for this task. The 3 hour one-off practical session is a mandatory requirement, and this cannot be repeated.

This suggestion spans 16–18 lessons as students may not have exactly 1 hour per lesson, and this also allows for absence or disruption. Students who complete the practical session during the first opportunity may have completed their evaluation before Term 4 – this is acceptable. Teachers will all need to manage this as required in their centres.

Year 11 Term: 4

	Lesson 1	Lesson 2
Week 1–2	Evaluation for NEA Assessment 2	Evaluation for NEA Assessment 2
Or	Commence revision	Commence revision
<p>NEA Assessment 2 to be completed at the latest by the end of Week 2, so that revision for the written paper can take place.</p> <p>First priority is to focus on areas not covered sufficiently in Year 10, then general revision and exam paper technique. Remember in Year 10 it is suggested that each theory lesson includes examination question technique, so in Year 11 this will mean that learners are working on improving their skills rather than starting from scratch.</p> <p>Practical skills can form part of revision.</p>		
Week 1	Exam revision <i>Teachers to review specification and determine which aspects may not have been covered sufficiently. This will vary from centre to centre, and will also vary between cohorts</i>	Exam revision (can include practical work – teachers' choice)
Week 2	Exam revision	Exam revision (can include practical work – teachers' choice)
Week 3	Exam revision	Exam revision (can include practical work – teachers' choice)
Week 4	Exam revision	Exam revision (can include practical work – teachers' choice)
Week 5	Exam revision	Exam revision (can include practical work – teachers' choice)
Week 6	Exam revision	Exam revision (can include practical work – teachers' choice)

Year 11 Term: 5

	Lesson 1	Lesson 2
Weeks 1– 6	Continue to revise until examination takes place – date to be confirmed	

<p>Examination questions</p>	<p>Create a termly examination questions booklet relating specifically to each commodity. Set for homework. Starter can be reviewing answers (marked by learner/peer/teacher – this can be varied each week depending on the detail needed for the question). It is suggested that this is done weekly to build in exam technique practise.</p>
<p style="text-align: center;">Resources (see WJEC Eduqas web page for updates and sign up to be kept informed)</p>	
<p>Textbooks</p> <p>Illuminate Authors: A Clough-Halstead, F Dowling, V Ellis, J Hill, B Jones Title: WJEC/Eduqas GCSE Food Preparation and Nutrition: Student Book ISBN: 978-1-908682-85-7</p> <p>Hodder Authors: Jacqui Keepin, Helen Buckland Title: WJEC EDUQAS GCSE Food Preparation and Nutrition ISBN: 9781471867507</p>	<p>http://illuminatepublishing.com/index.php?main_page=product_info&cPath=27&products_id=105</p> <p>http://www.hoddereducation.co.uk/Product?Product=9781471867507</p>
<p>Recipes</p>	<p>http://www.bbc.co.uk/food www.allrecipes.co.uk (includes videos)</p>
<p>Nutritional requirements</p>	<p>http://www.nutrition.org.uk/healthyliving/resources/nutritionrequirements.html</p>
<p>Question Bank – this is an examination question paper setter (<i>currently being developed</i>). After the first exam in Summer 2018, GCSE Food Preparation and Nutrition will be available</p>	<p>http://www.wjec.co.uk/question-bank/</p>
<p>Online Exam Review At present, it is possible to access Design and Technology: Food Technology/Hospitality and Catering/Home Economics: Food and Nutrition. After the first exam in Summer 2018, GCSE Food Preparation and Nutrition will be available.</p>	<p>http://oer.wjec.co.uk/</p>
<p>Online e-Assessment practice – available for Hospitality and Catering (Unit 2: Catering paper, Unit 4: Hospitality paper). After first exam in Summer 2018, GCSE Food Preparation and Nutrition will be available.</p>	<p>http://www.wjec.co.uk/e-assessment/</p>

<p>WJEC Eduqas have developed Free Online Resources specifically to support this new GCSE. These include practical experiments relevant to the Food Science Investigations which will support delivery of NEA Assessment 1.</p>	<p>http://resources.eduqas.co.uk/</p>
<p>Exemplar material As part of the Guidance for Teaching, we are providing you with a range of exemplar materials for NEA Assessment 1 and 2. These have been put together by a team of experienced teachers who are moderators and examiners. Assessments 1 have been created from scratch. Assessments 2 use work from 'live' Catering coursework folders which have been adapted to fit in with the requirements of this specification. As soon as WJEC Eduqas has access to exemplars from the 2018 entries, the website will be updated to provide you with additional exemplars. Post 2018 face-to-face CPD events will also focus on the marking of exemplar materials across the range of achievement levels.</p>	<p>http://eduqas.co.uk/</p>

KEY ASPECTS OF THE SPECIFICATION

COMPONENT 1: PRINCIPLES OF FOOD PREPARATION AND NUTRITION

Written examination: 1 hour 45 minutes

50% of the qualification

This component will consist of two sections both containing compulsory questions and will assess the six areas of content as listed in the specified GCSE content.

Section A: questions based on stimulus material.

Section B: structured, short and extended response questions to assess content related to food preparation and nutrition.

WRITTEN EXAMINATION

The written examination (Component 1: Principles of Food Preparation and Nutrition) is a terminal paper sat in the final year of the course. Summer 2018 will be the first assessment opportunity.

The length of the paper is 1 hour 45 minutes, and the paper contributes to 50% of the qualification.

The paper is marked out of 100 marks.

Please refer to the specification to review the areas of content.

Resit opportunities will be available each series after 2018, as allowed by the regulators.

[Specification](#)

A specimen written paper and mark scheme is included within the SAMs (sample assessment materials) and can be found here:

[Written paper](#)

For practise papers, it is recommended that teachers access WJEC GCSE past papers and mark schemes for legacy Food related GCSEs:

- Home Economics: Food and Nutrition
- Hospitality and Catering: Unit 2 (Catering, Food and the Customer)
- Design and Technology: Food Technology

All these resources are available free of charge from the secure website.

NB: You should ensure you only test learners on appropriate subject matter. Elements of the papers mentioned above will not be relevant, e.g. designing within Design and Technology: Food Technology, and service styles within Hospitality and Catering: Unit 2 (Catering, Food and the Customer).

Online Exam Review

With the launch of this new GCSE, the online exam review service will continue to be offered. After the first examination in Summer 2018, GCSE Food Preparation and Nutrition will be available.

You can currently access Design and Technology: Food Technology/Hospitality and Catering/Home Economics: Food and Nutrition, and as a reminder the link to this resource is here:

<http://oer.wjec.co.uk/>

Online e-Assessment practice paper support

WJEC Eduqas are committed to continuing and developing our popular online e-Assessment option.

At present, this is only available for Hospitality and Catering. However after the first examination in Summer 2018, e-Assessment practice paper support for GCSE Food Preparation and Nutrition will be available.

<http://www.wjec.co.uk/e-assessment/>

Question Bank

This is an examination question paper setter and is currently available for GCSE Mathematics, GCE Biology and Human Biology, GCE Chemistry and GCE Physics. Work is underway to add GCSE Food Preparation and Nutrition to this list, and by signing up to an email newsletter you will be kept updated and will be advised when this facility is available.

<http://www.wjec.co.uk/question-bank/>

Guidance for candidates for the written examination

Candidates should:

- (i) understand the following terms which are commonly used in examination papers:
 - **Define:** give the meaning of
 - **List:** make a list
 - **State:** write clearly but briefly
 - **Describe:** give an account of
 - **Discuss:** give important aspects of; give advantages and disadvantages of; give benefits and constraints of
 - **Explain:** make clear, giving reasons
 - **Evaluate:** give important aspects of; give your own opinion of
 - **Assess:** consider, weigh up, evaluate, make a judgement about
- (ii) follow the instructions given on the front of the exam paper
- (iii) read each question carefully and **highlight** or underline key words
- (iv) remember that there are many different question types in sections A and B. Many questions test understanding as well as knowledge; candidates are likely to be asked to

assess or evaluate, rather than just list or explain a topic area. Candidates should practise applying their knowledge in this style of question

- (v) try not to use bullet points. This can look the same as writing a list, therefore it is important that candidates expand their answers and give a fact or point, explanation or reason, and good examples. One word answers are only acceptable for question types that ask for this type of response, e.g. name the main nutrient in chicken.
- (vi) check the number of marks available for each question, and remember that questions near the end of the paper are criteria marked so six or eight points may have to be given to earn 4 marks
- (vii) ensure answers are relevant
- (viii) write as legibly as possible and not use text speak
- (ix) write clearly on any additional continuation pages which question they are continuing to answer. (Food Preparation and Nutrition will be scanned for marking)
- (x) keep an eye on the time. Time should be left to read through answers, and check that facts (points), reasons or explanations and examples are given throughout.

Many of the issues above will not arise if students sit the examination via e-Processing, i.e. online examination. For example, time counts down on the system, text boxes grow so no need to use continuation sheets, word processed text may be easier for examiner to read, so there is no need for scribes, etc.

Main general concerns raised across all three legacy examination papers, which if addressed could allow future candidates to access full range of attainment:

- Candidates do not always know the names of key nutrients, functions, sources, etc.
- Candidates need to be more familiar with key food science terms (e.g. gelatinisation, coagulation, caramelisation, etc.).
- Candidates often give answers that are stated in the question.
- Candidates often give answers that are too brief, or answer longer type questions with one word answers or write a list.
- Candidates often confuse personal hygiene with kitchen hygiene.
- Candidates often confuse personal safety with food safety (hygiene).

COMPONENT 2: FOOD PREPARATION AND NUTRITION IN ACTION

Non-examination assessment: internally assessed, externally moderated

Assessment 1: 8 hours

Assessment 2: 12 hours

50% of the qualification

Assessment 1: The Food Investigation Assessment

A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

Assessment 2: The Food Preparation Assessment

Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

These assessments will be based on a choice of tasks released by WJEC annually.

NEAs (non-examination assessments)

This section of the Guidance for Teaching is written to help you understand the key elements of the two NEAs for learners in the final year of their GCSE.

Preparing in advance for NEAs

We give suggestions and answer queries to help ensure a smooth and stress-free delivery for both teachers and learners when considering the two NEAs.

Plan well ahead

Meet with your leadership team to make them aware that there are two key assessments in Year 11, and agree how this will be best planned in to the Year 11 calendar. Whole school calendars are often formalised the previous academic year, so make sure you have communicated early on to school leaders how this GCSE impacts on teaching time.

Find out when learners may not be in lessons due to whole school strategies, e.g. mock examinations, interventions, off timetable days, etc. These should be planned in so that there are no surprises.

Communicate with parents and carers and advise them well in advance of key dates, assessments and how they can support their child.

Assessment 1: The Food Investigation Assessment

15% of the total qualification

Please refer to pages 15, 17, 18, 19, 27–31 of the [specification](#).

Key information

- There will be two new briefs available from 1 September each year (the first year being 2017). There are **new briefs with each entry**, and they will be available on the **secure website**.
- The 8 hour timing is recommended – there is no compulsory timing.
- There is no time log.
- Between 1 September and the deadline date in May is the period for learners to complete this assessment and for teachers to mark, standardise and input marks onto the system.
- This assessment must be completed in the final year (year of cash-in).
- Learners have **one opportunity** to complete this assessment.

In your teaching

Make sure you build food science related tasks into your lessons (KS3 too), as these develop learners' investigative skills. Your learners should be familiar with:

- how food investigations are conducted, with emphasis on food science aspects
- how to create a **hypothesis**
- the importance of research tasks, planning tasks, carrying out tasks and evaluating tasks.

It is good practice to ensure learners have prior knowledge to the assessment criteria. Please refer to pages 28–31 of the [specification](#).

It is suggested that you build these aspects into your teaching, and ensure that by the end of the Year 10 your learners are familiar and confident with how food investigation tasks are conducted, in readiness for Year 11.

The food investigation is a controlled task, completed independently by each student, entirely in the classroom under teacher supervision and without teacher feedback. It is therefore vital that learners are able to access the task confidently and independently, and complete the task to the best of their ability.

Teachers will be asked to sign and declare that the work is the learners' own work.

The exemplar material in this Guidance for Teaching suggests a way in which the task can be conducted. It is not the only way. Learners should be encouraged to think independently and personalise their investigation and written report. Three exemplars (thickening investigations) included in this Guidance for Teaching have been written by an experienced food teacher and they use one of the example tasks. The fourth exemplar (pasta investigation) has been conducted by a learner. We have deliberately produced material that is not perfect, and annotations are provided so that you can see where marks were, and were not awarded and why.

Marks are given rather than the new grading system. Once we have real learner exemplars, the exemplar materials will be updated.

The assessment is a **medium control**. If more information is required, please refer to the JCQ website, www.jcq.org.uk

Before you start

Make sure your learners are aware of the principal of **fair testing**. Here are some basic rules for learners to consider when conducting a food investigation:

- Only change one thing at a time in each experiment, so that it is clear to see what has happened in each test.
- Have a **control** – a standard recipe and method with which you compare your other results.
- If necessary, repeat the experiment a few times to ensure the results are worthy.
- Write clear notes as the experiments are conducted, as it is easy to forget what happened if the experiments are not written up immediately.
- Measure weights, record times, etc., accurately. Make use of precise measuring equipment such as digital scales, timers, etc.
- Approach the investigations as you would a science experiment. Use appropriate sensory testing methods and present findings in tables, graphs, etc.

Keeping the cost down for The Food Investigation

Learners will need to have access to ingredients in order to conduct the Food Investigation tasks. The tasks have been designed to use ingredients that are amongst the least costly – flour, eggs, fats, etc. Think ahead! How will these ingredients be purchased, and how will the cost be met:

- Departmental budget
- Exams budget
- Pupil premium allowance
- Student contribution?

Equipment

The tasks have been designed so that they can be conducted with the usual kitchen equipment. Take care if you decide to borrow any equipment from your science department, as it may be contaminated with chemicals and as such should not be used in food preparation rooms due to the risk of cross-contamination.

The usual kitchen equipment found in a food room can be used, such as saucepans, mixing bowls, measuring jugs, white trays, etc., plus oven, hob, microwave, and so on.

In addition, we recommend the following:

- Digital scales (recommended as learners will be using small quantities of ingredients and this will ensure precise and accurate weighing and measuring)
- Temperature probe and antibacterial wipes
- Digital timers or stopwatch
- Rulers
- Sticky labels
- Small disposable yoghurt pots or similar (for weighing and mixing small quantities).

Specific equipment is noted here which we suggest you begin collecting:

- Munsell charts (see examples below). You can create your own by visiting a DIY store and collecting paint colour charts. Two can be seen here – one a selection of yellow shades which could be used in a custard investigation, and the other as a selection of brown shades which could be used when investigating baked goods such as bread and scones.



Munsell chart



Munsell chart

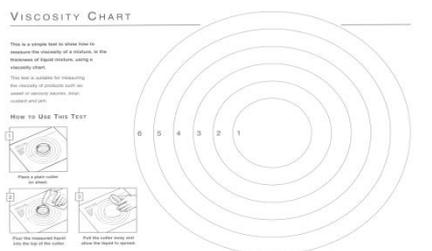
The following resources will also be helpful, but not essential, if you have a budget available:



Digital caliper

- Digital calipers – these can measure very accurately (to the mm). Examples of uses include measuring the diameter of a biscuit before and after baking to determine shrinkage, measuring the rise of scones and compare between batches (in a raising agent comparison).
- Laminated viscosity mats so that they can be reused

<http://www.foodactoflife.org.uk/Sheet.aspx?siteId=20§ionId=85&contentId=322>



Requisition list

Once your learners are familiar with the task and have decided on their investigation, ask them to provide you with a requisition list. This should identify the raw materials and equipment they each need from school. This will ensure you have prior knowledge and time to ensure they have access to the necessary tools to conduct the task. An example of a requisition list request is available here:

Photography

Learners are required to include photographic evidence in their written work. Consider how you will facilitate this. It is important that each learner has the same access to cameras, etc.

Consider the following:

- Will a camera be available for learners to share?
- Do learners have tablets that have a camera?

Each centre will have its own policy regarding use of ICT in the classroom, so this will need to be considered.

If a camera is shared, how will the learners gain access to the images? Consider using name labels in each photograph so that each image is clearly identifiable. How will you ensure that learners do not unknowingly use images from other learners' work?

Also, consider that some experiments may require immediate capture of an image, whereas other experiments will be less immediate to photograph. How will learners be able to access cameras when needed?

Learners' written folders must include clear photographic images of their investigations – this is essential for moderation purposes.

Tips for teachers – before starting NEA Assessment 1: The Food Investigation Assessment

Read the tasks in advance – give yourself time to consider the brief before introducing it to your class. If you share a class, have a discussion with the other teacher/s and ensure you have a unified approach.

Frequently Asked questions

Do I have to give my learners a choice between the two briefs?

It's up to you whether you select one brief or whether you give your learners a choice. However, both tasks will be on the official documentation.

Does this have to be done in 8 hours exactly?

There is no time log with the task, the 8 hours is a suggested time. If learners need more time, or they do not need as much time, that is entirely up to the discretion of the centre.

Does this task have to be done in one session?

No. It has been devised so that it can be conducted during lesson time over a sequence of lessons.

What happens if my learners go over the word allowance – will they be penalised?

The word guideline is 1,500–2,000 words (plus any charts, graphs and photographs). This equates to approximately 4–6 pages when typed with a font size of 11. This is an Ofqual requirement. Documents over 2,000 words are not permitted. Please take a look at the exemplar materials provided, as these will give you a much clearer picture of the detail required. Also, refer to pages 18–19 of the specification.

I am worried about how to conduct this when I have large classes. Should I split the class or do this as a whole class exercise?

The way you organise this is entirely up to you and will depend on so many factors such as space, facilities, ability of class, when the task is being done, etc. Some teachers will decide to conduct this task with the whole class. Other teachers may split the class so that learners have more room. The task is designed so that it's able to be executed in normal lessons, and the practical element can be staggered over a series of lessons.

How much support can learners be given?

Before you introduce the task to your learners, our advice is to ensure that the learners have an understanding of how the Food Investigation should be approached and how it is assessed. It is therefore important that your learners are familiar with this style of investigation (ensure this is covered both during KS3 and Year 10 curriculum). It is advisable that the learners conduct a mock assessment – you can use the SAMs (sample assessment materials) as suggested briefs or write your own. See exemplar Scheme of Work in this Guidance for Teaching to illustrate when you might consider planning this in. This NEA is a **medium control**. If more information is required, please refer to the JCQ website, www.jcq.org.uk

During the assessment can I support the learners?

The work must be the learners' own and you are not able to give the learners individual advice or feedback once the assessment has started (once again, refer to the JCQ website, www.jcq.org.uk). Consider how you will plan the skills needed to conduct food investigations to incorporate these into your teaching in Year 10 (and KS3); consider how learners will learn how to approach this task; how will they become equipped with the skills and knowledge to be able to conduct this task independently?

I am worried about the cost of the ingredients. What advice can you give me?

You may wish to advise your leadership team/head of department that this assessment is a requirement for the new specification and that you need to discuss how this will be resourced.

You may wish to provide all learners with the ingredients (and could use the comparison with the Science department providing materials for experiments) and ask for some financial support to assist you with this. Or, you may prefer learners to provide their own ingredients. The choice is yours. Consider what the implications might be if you allow learners to provide their own ingredients – will they remember? All learners must have equal access to ingredients.

Learners are expected to make small amounts when experimenting. When writing the briefs, we will make every attempt to be mindful of the cost of ingredients.

Can you clarify what I am allowed to tell, and what I am not allowed to tell the learners once I have read the brief on 1 September?

You are permitted to open and read the brief from 1 September, but you are not allowed to share this with them until you start the assessment. You, as the teacher, decide when they start. As their teacher, you will need time to process and think about the brief and you will need time to consider the practical challenges you will face – how much space will you need, what equipment may be needed, ingredients needed and so on – but you cannot tell the learners this.

Can learners conduct this task in groups?

The work must be the learners' own, so you cannot conduct this assessment in groups. Each candidate must devise their own hypothesis, plan their own work, conduct their own experiments and form their own conclusions.

This NEA is a **medium control**. If more information is required, please refer to the JCQ website, www.jcq.org.uk. The JCQ documentation gives very specific instructions on what is, and what is not permitted during NEAs.

I am worried that the work will be similar between learners.

It is likely that some learners will select and conduct similar experiments. As each candidate will be conducting their own work, each written document will differ in terms of the content and style. Conclusions are likely to vary and the discussion will also vary between learners. You will be asked to authenticate the learners' work – full details on this are given on page 19 of the specification.

Assessment 2: The Food Preparation Assessment

35% of the total qualification

Please refer to pages 16, 17, 18, 19, 32–39 of the [specification](#).

Key information

- There will be two new briefs available from 1 November each year (the first year being 2017). There are **new briefs with each entry**, and they will be available on the **secure website**.
- The 12 hour timing is recommended – there is no compulsory timing (with the exception of the 3 hour practical task, which cannot be altered).
- There is no time log.
- Between 1 November and the deadline date in May is the period for learners to complete this assessment and for teachers to mark, standardise and input marks onto the system.
- This assessment must be done in the final year (year of cash-in).
- Learners have **one opportunity** to complete this assessment.

Tips for teachers – before starting NEA Assessment 2: The Food Preparation Assessment

It is important you familiarise yourself with the specification and exemplar materials. The recommended time for this assessment is 12 hours.

The briefs for this task will be issued 1 November each year. Pointers and questions are covered below, many of which are similar to NEA Assessment 1.

Read the tasks in advance – give yourself time to consider the brief before introducing it to your class. If you share a class, have a discussion with the other teacher/s and ensure you have a unified approach.

Do I have to give my learners a choice between the two briefs?

It's up to you whether you select one brief or whether you give your learners a choice.

Does this have to be done in 12 hours exactly?

The practical task itself is a strict 3 hours so learners should plan to conduct their practical in this 3 hour window.

In terms of the remainder of the assessment – i.e. the research, planning, evaluation – there is no time log with the task, the 12 hours (including the 3 hour practical) is a suggested time. If learners need more time, or they do not need as much time, that is entirely up to the discretion of the centre.

What happens if my learners go over the word allowance – will they be penalised?

The folio of evidence for this task should consist of a maximum of 15 pages (30 sides) of A4 (or A3 equivalent), which is to include all photographs, charts and graphs when typed with a font size of 11.

This is an Ofqual requirement. Documents over this size are not permitted. Please take a look at the exemplar materials provided, as these will give you a much clearer picture of the detail required.

How much support can learners be given?

Before you introduce the task to your learners, our advice is to ensure that the learners have an understanding of how the Food Preparation Assessment should be approached and how it is assessed. It is therefore important that your learners are familiar with this style of assessment (ensure that practical skills are developed in prior learning and that the main aspects of the assessment are made familiar to learners during Year 10 curriculum). It is advisable that the learners conduct a mock assessment – you can use the SAMs (sample assessment materials) as suggested briefs or write your own. This NEA is a **medium control**. If more information is required, refer to the JCQ website, www.jcq.org.uk

During the assessment can I support the learners?

The work must be the learners' own and you are not able to give the learners individual advice or feedback once the assessment has started (once again, refer to the JCQ website, www.jcq.org.uk). Consider how you will plan the skills needed to conduct this food preparation assessment to incorporate these into your teaching in Year 10.

ADDITIONAL RESOURCES

We have produced three documents to support you:

- (i) Skills summary for practical work, giving examples of how skills can be demonstrated in dishes
 - (ii) Examples of suggested dishes and accompaniments
 - (iii) Proforma/scaffolding document that could be used as a starting point for Assessment 2: The Food Preparation Assessment.
- (i) **Skills summary for practical work, giving examples of how skills can be demonstrated in dishes**

Please note:

- In order for a dish to be considered **HIGH SKILL**, not only should the skills demonstrated reflect the high skill criteria, but the practical work should also be conducted in a **HIGHLY SKILLED manner**. The working practices of the learner should be exemplary, and the finished presentation and flavour balance of the finished dish/es should be done to a high standard.
- This list gives you examples of dishes – it would be impossible to list every dish. Our aim is to give you examples so that you can consider the skill level of dishes selected in your centre.
- You are welcome to share this list with your learners.

Skills which can be included in most of the recipes below include:

- Weighing and measuring
- Appropriate knife skills (slicing, dicing, chopping, etc.)

- Control of oven/hob/grill and small scale electrical equipment
- Greasing and lining tins and trays (*when relevant*)
- Working hygienically and cooking food thoroughly
- Working safely – avoiding accidents
- Ability to manage time and dovetail
- Appropriate presentation of dishes, with garnishing and decorative techniques used appropriately
- Consideration to seasoning and flavours of finished dish.

See Appendix A (pages 23–25 of specification) for more detail

Name of dish	Specific skills involved <i>(high skills have to be done in a skilful way to be recognised as high skill)</i>	Skill level criteria <i>(high, medium or low)</i>
Savoury		
Barbeque chicken wings	Applying ready-made sauce/dusting/marinade to pre-butchered chicken wings Roasting in oven	low/medium
Basic white/wholemeal bread	Making a basic bread dough Kneading, proving, knocking back, shaping, glazing, baking	medium
Basque style cod with prawns	<i>(assuming pre-prepared cod loin/filet is used)</i> Trimming fish to a presentable shape (if needed) Dicing vegetables Making a reduced sauce Cooking fish well – not overcooking	medium
Beef burgers	Dicing an onion Binding and forming equally sized meat patty shapes Cooking evenly and thoroughly (<i>minimum core temperature of 75°C achieved</i>)	medium
Beef (<i>or other meat</i>) curry (<i>marinade with yoghurt</i>) with rice	Dicing of meat into even pieces Preparing marinade Knife skills – dicing and slicing vegetables Making curry paste from scratch Sautéing, simmering Cooking rice (various methods) so that it is fluffy and grains are well separated	medium/high
Beef in black bean sauce with rice noodles	<i>(assuming it's ready-made black bean sauce, although this can easily be made from scratch)</i> Slicing of meat into thin and even strips Knife skills – slicing vegetables, etc. Sautéing, wok cookery Cooking rice noodles well – not overcooked or glutinous	medium

Beef Lasagne (or any meat or vegetable alternative)	<p>Meat ragu: Knife skills – dicing vegetables, crushing garlic Saut�eing, simmering</p> <p>Fresh pasta: Making a pasta dough Laminating and cutting to shape</p> <p>White sauce: Making a roux Thickening without lumps – sauce should be smooth and velvety <i>(if adding cheese, ensure it's melted and not stringy)</i></p> <p>Assembly: Assembling layers of ragu, pasta and white sauce evenly Ensuring evenly baked and well gratinated</p>	high (medium if using dried pasta)
Beef stroganoff and basmati rice	Slicing of meat into thin and even strips Knife skills – dicing an onion, slicing mushrooms Making sauce without splitting Saut�eing Cooking rice (various methods) so that it is fluffy and grains are well separated	medium
Boning a whole chicken	Flesh has been removed cleanly from the carcass All cuts are neatly presented and trimmed and free from bone and cartilage <i>(when expected)</i>	high <i>(when included as part of a skill for another dish, e.g. chicken curry and rice)</i>
Breaded fish fillet	<i>(assuming pre-prepared fish loin/filet is used)</i> Trimming fish to a presentable shape <i>(if needed)</i> Making breadcrumbs Pan�eing Shallow/deep fat frying	medium
Breaded chicken goujons/escalope (breast)	<i>(assuming pre-prepared chicken breast portion is used)</i> Slicing chicken breast into thin and evenly sized goujons or flattening breast into escalope shape Making breadcrumbs Pan�eing Shallow/deep fat frying	medium
Caesar salad (with griddled chicken)	Knife skills – slicing and dicing salad ingredients Making Caesar style dressing Making croutons using ready-made bread Butchering whole chicken to use breast Griddling chicken until cooked and still tender	Medium (high if portioning whole chicken)

Calamari rings with parsley and garlic mayonnaise	Preparing whole squid (cleaning, slicing into rings) Making tempura batter Use of deep fat fryer Making mayonnaise from scratch (no splitting and correct viscosity) Crushing garlic Chopping parsley	high
Cashew nut pesto	Use of mini food processor or pestle and mortar – achieving correct texture	low
Cauliflower and broccoli cheese	Knife skills – preparing florets Steaming vegetables – not overcooking Cheese sauce: Making a roux Thickening without lumps – sauce should be smooth and velvety Ensure cheese is melted and not stringy Well assembled – florets are evenly coated in cheese sauce Florets have kept their colour and still have a little bite (i.e. not soggy) Breadcrumb and cheese mix is prepared from scratch, and finished product is well gratinated	medium
Cheese and sage scones	Knife skills – shredding fresh sage Grating cheese Rubbing-in Mixing Chaffing Rolling out Cutting/shaping Glazing Baking	low/medium
Cheese soufflé	Panada sauce with a roux Separating egg white and yolk Whisking egg white Grating cheese Folding Decanting into dishes evenly Light and well-risen baked soufflé is achieved	high

Chicken and mushroom pie	<p>Shortcrust pastry: Rubbing-in Mixing Forming dough of correct consistency, resting dough Rolling out to line base and to cover top Making pastry leaves or similar to enhance presentation Crimping</p> <p>Béchamel sauce: Infusing Making a roux Thickening without lumps – sauce should be smooth and velvety</p> <p>Chicken: <i>(could also make a stock using chicken carcass)</i> Butchering whole chicken to use breast, cutting into strips or dice Sautéing chicken until cooked and still tender Cleaning and slicing mushrooms, sautéing</p> <p>Glazing Baking</p>	high
Chicken and vegetable kebabs with basil pesto	Cutting vegetables into even sizes <i>(to ensure even cooking)</i> Dicing ready prepared chicken breast into even sizes <i>(to ensure even cooking)</i> Skewering Use of mini food processor or pestle and mortar – achieving correct texture <i>(to make pesto)</i>	medium
Chicken chasseur	<p>Chicken <i>(could also make a stock using chicken carcass)</i> Butchering whole chicken into portions Sautéing chicken to brown skin Cleaning button mushrooms Sautéing mushrooms and shallots Making a wine reduction based sauce</p>	high <i>(if served with appropriate accompaniments)</i>
Chicken chow mein	<p><i>(assuming ready-made sauce and pre-prepared chicken breast portion is used)</i> Slicing chicken breast into thin and even strips Knife skills – slicing vegetables, etc. Cooking noodles Stir frying (wok cookery)</p>	low/medium
Chicken curry and rice (thighs)	<p><i>(assuming pre-prepared chicken thighs are used)</i> Preparing marinade <i>(if it's being used)</i> Knife skills – dicing and slicing vegetables Making curry paste from scratch</p>	medium

	<p>Sautéing, simmering</p> <p>Cooking rice (various methods) so that it is fluffy and grains are well separated</p>	
Chicken risotto	<p><i>(assuming pre-prepared chicken breast portion is used)</i></p> <p><i>(higher skill shown if a stock is made using chicken carcass)</i></p> <p>Slicing of chicken breast into thin and even strips or even dice</p> <p>Knife skills – slicing and dicing vegetables, etc.</p> <p>Sautéing</p> <p>Cooking rice until tender with a little bite (al dente)</p>	medium
Chilli con carne with rice	<p>Meat sauce:</p> <p>Knife skills – dicing vegetables, crushing garlic</p> <p>Sautéing, simmering</p> <p>Cooking rice (various methods) so that it is fluffy and grains are well separated</p>	medium
Cornish pasty	<p>Shortcrust pastry:</p> <p>Rubbing-in</p> <p>Mixing</p> <p>Forming dough of correct consistency, resting dough</p> <p>Rolling out and cutting into appropriate shape</p> <p>Sealing, crimping and glazing</p> <p>Filling:</p> <p>Knife skills – slicing, dicing, grating</p> <p>Forming filling, each pasty is evenly filled and filling remains intact during baking (no seepages)</p>	medium/high
Cottage pie/Shepherd's pie	<p>Meat sauce:</p> <p>Knife skills – neat and small dicing of vegetables, crushing garlic</p> <p>Sautéing, simmering</p> <p>Potato topping:</p> <p>Knife skills – peeling and dicing potatoes</p> <p>Simmering</p> <p>Mashing – achieving a lump free and well-seasoned mash</p> <p>Piping potato</p> <p>Even baking – good finished colour and good ratio of meat and potato layers</p>	medium/high
Eggs	<p>Boiled:</p> <p>Cooked as expected – soft boiled should have runny yolk and firm white; hard boiled should have firm white and yolk should only just be cooked and free from black ring around the yolk</p>	medium <i>(when served as component to a dish)</i>

	<p>Fried: Presentable shape – white should be cooked and not burnt, yolk should be as requested (runny/firm)</p> <p>Poached: Presentable shape, spherical and not stringy, soft runny yolk</p> <p>Scrambled: Only just cooked, should be moist and not rubbery</p> <p>Omelette: Yellow (not burnt), only just cooked, still some moisture but not raw egg flavour or appearance, not overcooked either. Required shape – cigar or half-moon</p>	
Fish and potato cakes	<p><i>(assuming pre-prepared fish loin/filet is used)</i> Poaching fish and flaking (not overcooking) Panada sauce with a roux <i>(for binding)</i> Knife skills – peeling and dicing potatoes Simmering Mashing – achieving a lump free and well-seasoned mash Forming equally sized fish and potato patty shapes Making breadcrumbs Panéing Shallow/deep fat frying Cooking evenly and thoroughly</p>	medium
Gut and fillet flat/round fish	<p>Flesh has been removed cleanly from the fish carcass Filets are neatly presented and trimmed and free from bone and excess skin If skinned fish is required, the filet is again cleanly skinned and well presented</p>	high <i>(when included as part of a skill for another dish, e.g. Paupiette of sole mornay)</i>
Hollandaise sauce	<p>Separating egg white and yolk Melting butter – not burning Make an emulsion with egg yolk and butter – free from splitting and scrambling</p>	high <i>(when included as part of a skill for another dish, e.g. Eggs Benedict)</i>
Leek and potato soup	<p>Knife skills – peeling, dicing, slicing vegetables, crushing garlic Sautéing, simmering Blending</p>	low/medium

Macaroni cheese	<p>Pasta: Cooking dried pasta until al dente Draining</p> <p>Cheese sauce: Making a roux Thickening without lumps – sauce should be smooth and velvety Ensure cheese is melted and not stringy</p> <p>Well assembled – pleasing ratio of sauce to pasta Breadcrumb and cheese mix is prepared from scratch, and finished product is evenly baked and well gratinated</p>	low/medium
Mackerel en papillote	<p>Flesh has been removed cleanly from the fish carcass Filets are neatly presented and trimmed and free from bone and excess skin Vegetables or other ingredients included are prepared accurately Greaseproof paper is folded and presented neatly Fish is perfectly cooked – not dry</p>	high (<i>if served with appropriate accompaniments</i>)
Meat stew and dumplings	<p>Stew: Dicing of meat into even pieces Knife skills – dicing and slicing vegetables Making sauce (roux or reduction) Saut�eing, simmering</p> <p>Dumplings: Mixing Shaping and forming Steaming over stew sauce Baking</p>	medium (<i>high if served with appropriate accompaniments</i>)
Pasta carbonara (with fresh pasta)	<p>Fresh pasta: Making a pasta dough Laminating and cutting to shape Cooking fresh pasta until al dente</p> <p>Carbonara: Saut�eing Making sauce without scrambling egg</p>	medium (<i>could be high if served with appropriate accompaniments</i>)

<p>Pizza (bread base)</p>	<p>Making a basic bread dough Kneading, proving, knocking back, shaping, glazing Shaping pizza dough – evenly shaped (<i>raise skill with a crimp, could be stuffed</i>)</p> <p>Tomato sauce: Knife skills – dicing vegetables, crushing garlic Saut�eing, simmering</p> <p>Topping: Well presented</p> <p>Baking – evenly browned</p>	<p>high (<i>if all done very well, otherwise medium</i>)</p>
<p>Potato salad (focus is on the mayonnaise)</p>	<p>Knife skills – peeling and dicing potatoes Simmering Separating egg white and yolk Make an emulsion with egg yolk and oil – free from splitting Correct viscosity</p>	<p>medium</p>
<p>Quiche Lorraine (or similar)</p>	<p>Shortcrust pastry: Rubbing-in Mixing Forming dough of correct consistency, resting dough Rolling out and lining tin Baking blind</p> <p>Filling: Knife skills – dicing and slicing vegetables and other ingredients Saut�eing, Grating cheese Making egg custard – white and yolk of egg well blended Baking</p>	<p>medium/high <i>(for high skill, pastry must not have shrunk, and must be short and tender. Filling must be well-baked and not overcooked)</i></p>

Sausage rolls	<p>Rough puff pastry: Rubbing-in Mixing Forming dough of correct consistency, resting dough Rolling to create layers Rolling out and cutting into appropriate shape Sealing, crimping and glazing</p> <p>Filling: Dicing Saut�eing Forming filling Each roll is neatly and evenly filled and keeps its shape after baking (no seepages)</p>	medium
Spaghetti bolognaise (with dried pasta)	<p>Meat ragu: Knife skills – dicing vegetables, crushing garlic Saut�eing, simmering</p> <p>Dried pasta: Cooking dried pasta until al dente</p>	medium
Spaghetti bolognaise (with fresh pasta)	<p>Meat ragu: Knife skills – dicing vegetables, crushing garlic Saut�eing, simmering</p> <p>Fresh pasta: Making a pasta dough Laminating and cutting to shape Cooking fresh pasta until al dente</p>	medium/high (<i>if served with appropriate accompaniments</i>)
Spinach and ricotta ravioli with a tomato and basil sauce	<p>Fresh pasta: Making a pasta dough Laminating Rolling pasta out thinly Forming evenly sized pillows free from air pockets</p> <p>Filling: Knife skills – dicing vegetables Saut�eing Forming filling and assembling into ravioli parcels</p> <p>Cooking pasta: Filling should remain inside ravioli Cooking fresh pasta until al dente</p>	medium/high (<i>if served with appropriate accompaniments</i>)

Sushi	<p>Cooking rice to required texture Making sugar/vinegar solution Knife skills – preparation of filling ingredients Rolling Cutting</p>	<p>medium (<i>could be high – very much dependant on type of sushi being made, preparation of ingredients and presentation of completed sushi</i>)</p>
Vegetable (and chicken) fajitas	<p><i>(assuming pre-prepared chicken breast portion and ready-made tortillas are used)</i> <i>(higher skill shown if portioning own chicken, making fajitas from scratch and serving with accompaniments)</i> Knife skills – slicing of chicken breast into thin and even strips Knife skills – dicing and slicing vegetables, crushing garlic Saut�eing Assembly – rolling</p>	<p>low/medium</p>
Vegetable samosas <i>(making samosa pastry from scratch)</i>	<p>Making samosa dough from scratch Making curry paste from scratch Knife skills – dicing and slicing vegetables Saut�eing Rolling out samosa dough Sealing one side of samosa dough by dry frying Forming cone shape, and filling and sealing Use of deep fat fryer</p>	<p>medium/high</p>
Sweet		
Apple and blackberry pie	<p>Shortcrust pastry: Rubbing-in Mixing Forming dough of correct consistency, resting dough Rolling out and lining dish</p> <p>Filling: Knife skills – peeling, consistently slicing apple thinly Layering Topping with pastry Sealing and crimping Glazing</p> <p>Pastry lid is smooth, free from cracks, crimped and glazed</p>	<p>medium/high</p> <p><i>(for high skill, pastry should be short and tender, and have decorative enhancements, e.g. leaves. Filling must be tender (not overcooked) and pastry well-baked)</i></p>

<p>Apple crumble and custard</p>	<p>Crumble: Knife skills – peeling, consistently slicing apple thinly Layering Rubbing-in Assembly and baking</p> <p>Custard: Separating egg white and yolk Make a custard with egg yolk (not custard powder, and not with cornflour as a stabiliser) Making custard without scrambling egg Correct viscosity</p>	<p>low/medium <i>(if learner uses cornflour as a stabiliser this lowers the skill level)</i></p>
<p>Bakewell tart (raspberry)</p>	<p>Shortcrust pastry/pate sucree: Rubbing-in Mixing Forming dough of correct consistency, resting dough Rolling out and lining tin Baking blind</p> <p>Filling: Layering with jam and fresh fruit Making frangipane topping Decoration Baking</p>	<p>medium/high <i>(for high skill, pastry must not have shrunk, and must be short and tender. Filling must be well-baked and not overcooked, topping should have decorative enhancements, e.g. lattice)</i></p>
<p>Banana, blueberry and cinnamon muffins</p>	<p>Folding/mixing Dividing mix evenly between paper cases Minimal drips on paper cases Baking</p>	<p>low</p>
<p>Black Forest gateau</p>	<p>Cake base made from scratch (various methods of cake making can be used – recipes vary) Even baking, well-risen and not burnt Well assembled with decorative finishes (including piping)</p>	<p>medium/high <i>(high would be dependent on how elaborate the decorative finishes are, e.g. piping of whipped cream, chocolate runouts, fresh fruit pieces)</i></p>
<p>Bread and butter pudding</p>	<p>Cutting bread neatly Layering Making basic egg custard Baking</p>	<p>medium</p>
<p>Brioche rolls</p>	<p>Making brioche (butter) dough Kneading, proving, knocking back, shaping, glazing, baking</p>	<p>medium/high <i>(high when included as part of a skill for another dish, e.g. home-made beef burger in a brioche roll)</i></p>

Carrot cake (uses sunflower oil)	Grating Cake making – an oil based batter Even baking, well-risen and not burnt Well assembled with decorative finishes	medium/high <i>(for high skill, cake must have elaborate decorative finishes, e.g. hand-made carrot decorations, candied peel orange segments, etc.)</i>
Cheesecake (baked)	Base: Crushing biscuits Melting butter Forming base Filling: Beating/whisking eggs, cream cheese and other ingredients Flavouring Baking, cooling (making sure cheesecake is set) Finishing: Applying decorative finishes	medium/high <i>(for high skill, biscuit base could be made from scratch, cheesecake should have elaborate decorative finishes, e.g. a coulis or fruit glaze, piped cream, segmented orange slices, spun sugar, etc.)</i>
Cheesecake (gelatine set)	Base: Crushing biscuits Melting butter Forming base Filling: Beating/whisking cream Flavouring Melting gelatine and using appropriate quantities of gelatine so that cheesecake has required texture Setting Finishing: Applying decorative finishes	medium/high <i>(for high skill, biscuit base could be made from scratch, cheesecake should have elaborate decorative finishes, e.g. a coulis or fruit glaze, piped cream, segmented orange slices, spun sugar, etc.)</i>
Chocolate brownies	Melting method of cake making (<i>other methods also can be used</i>) Folding Baking – still needs to have squidgy texture after baking Cutting into even sized pieces	low/medium

Crème caramel	<p>Making sugar caramel to required colour</p> <p>Making egg custard</p> <p>Baking – ensure egg is set and not overcooked (needs a 'wobble')</p> <p>Removing from dish by inverting – comes out intact not damaged</p>	medium/high
Fresh fruit salad (including stock syrup)	<p>Making stock syrup</p> <p>Knife skills – neat and well-presented fruit preparation</p> <p>Well-presented finished dish (colourful and neat)</p>	medium
Fresh fruit tarts (with crème patissière)	<p>Shortcrust pastry/pate sucee:</p> <p>Rubbing-in</p> <p>Mixing</p> <p>Forming dough of correct consistency, resting dough</p> <p>Rolling out and lining tin</p> <p>Baking blind</p> <p>Crème patissière:</p> <p>Separating egg white and yolk</p> <p>Make a crème patissière free from lumps and to the required viscosity</p> <p>Topping:</p> <p>Knife skills – neat and well-presented fruit preparation</p> <p>Glaze on fruit – smooth and flowing, not lumpy</p> <p>Well-presented finished dish (colourful and neat)</p>	<p>high</p> <p><i>(for high skill, pastry must not have shrunk, and must be short and tender. Crème patissière must be perfect. Topping should be presented to a very high standard)</i></p>
Fruit filled Swiss roll	<p>Whisking method of cake making</p> <p>Even baking, well-risen and not burnt</p> <p>Rolled neatly, free from cracks</p> <p>Filled appropriately (more than solely jam)</p> <p>Well assembled with decorative finishes</p>	medium

Lemon meringue pie	<p>Shortcrust pastry/pate sucree: Rubbing-in Mixing Forming dough of correct consistency, resting dough Rolling out and lining tin Baking blind</p> <p>Lemon filling: Cornflour and egg yolk thickened lemon filling Correct viscosity</p> <p>Meringue topping: Egg whites whisked and meringue made successfully Thought given to piping of meringue topping Meringue is cooked well and has good colour</p> <p>Pleasing ratio of base to filling to meringue topping No weeping of meringue</p>	<p>high</p> <p><i>(for high skill, pastry must not have shrunk, and must be short and tender. Lemon filling must be correct viscosity and no scrambling of egg. Meringue topping should be presented to a very high standard)</i></p>
Lemon tart, with raspberry compote	<p>Shortcrust pastry/pate sucree: Rubbing-in Mixing Forming dough of correct consistency, resting dough Rolling out and lining tin Baking blind</p> <p>Custard: Lemon zesting and squeezing Separating egg white and yolk Make a cold custard with egg yolk Baking – ensure egg is set and not overcooked (needs a wobble) Tart can be cut neatly and will keep its shape (i.e. not flow)</p> <p>Compote: Stewing fruit gently, to produce the compote</p>	<p>high</p> <p><i>(for high skill, pastry must not have shrunk, and must be short and tender. Custard filling must be gently baked and not overcooked. It should have a pale yellow colour with very little browning of the topping)</i></p>
Panna cotta	<p>Heating cream Melting gelatine and using appropriate quantities of gelatine so that the panna cotta has required texture and 'wobble'. Removing from dish to serve – free from cracks or too much 'melted' sauce</p>	<p>medium</p>

<p>Profiteroles/éclairs (choux pastry)</p>	<p>Ensuring fat and water mix come to a rolling boil before adding sifted flour Producing raw choux pastry to the correct consistency (not too stiff nor too runny) Piping into even sized profiteroles/éclair shapes Baking – need to be golden brown and well-risen Filled with appropriate filling, e.g., crème patissière/crème Chantilly Finishing technique used – e.g. glacé icing, chocolate topping</p>	<p>high</p> <p><i>(for high skill, finished product must be well-baked and have elaborate and well presented decorative finishes)</i></p>
<p>Victoria sandwich (decorated: glacé icing, butter icing or whipped cream)</p>	<p>Creaming method of cake making Even baking, well-risen and not burnt Well assembled with decorative finishes</p>	<p>medium/high</p> <p><i>(for high skill, cake must have elaborate decorative finishes, e.g. piping of whipped cream/butter icing, chocolate runouts, feathered glacé icing, fresh fruit pieces)</i></p>

How to raise skill levels in dishes

Here are suggestions on how **medium** skilled dishes can be adapted to raise the skill level. Please remember that **this is a guide**, and that the practical work conducted by learners should also be conducted in a **HIGHLY SKILLED** manner.

Dish and skill level	Revised dish and skill level
Barbeque chicken wings	
<p>Applying ready-made sauce/dusting/marinade to pre-butchered chicken wings Roasting in oven</p> <p style="text-align: center;">low/medium</p>	<p>Butchering whole chicken into portions to obtain wings Making own barbeque sauce from scratch Roasting in oven</p> <p style="text-align: center;">medium</p>
Beef in black bean sauce with rice noodles	
<p>(using <i>ready-made black bean sauce</i>) Slicing of meat into thin and even strips Knife skills – slicing vegetables, etc. Sautéing, wok cookery Cooking rice noodles well – not overcooked or glutinous</p> <p style="text-align: center;">medium</p>	<p>Make black bean sauce from scratch using fermented salted black beans Slicing of meat into thin and even strips Knife skills – slicing vegetables, etc., use a range of slicing thicknesses and consider shapes and presentation of vegetables Sautéing, wok cookery Making noodles from scratch – similar to making pasta (use rice flour) Cooking rice noodles well – not overcooked or glutinous</p> <p style="text-align: center;">high</p>
Vegetable (and chicken) fajitas	
<p>(using <i>pre-prepared chicken breast portion and ready-made tortillas</i>) Knife skills – slicing of chicken breast into thin and even strips Knife skills – dicing/slicing vegetables, crushing garlic Sautéing Assembly – rolling</p> <p style="text-align: center;">low/medium</p>	<p>Butchering whole chicken to use breast Knife skills – slicing of chicken breast into thin and even strips Knife skills – dicing/slicing vegetables, crushing garlic Sautéing Making unleavened flour or corn tortillas from scratch Assembly – rolling Make following accompaniments from scratch: Tomato and onion salsa Guacamole</p> <p style="text-align: center;">medium/high</p>

Panna cotta	
<p>Heating cream Melting gelatine and using appropriate quantities of gelatine so that panna cotta has required texture and 'wobble' Removing from dish to serve – free from cracks or too much 'melted' sauce</p> <p style="text-align: center;">medium</p>	<p>Heating cream Melting gelatine and using appropriate quantities of gelatine so that panna cotta has required texture and 'wobble'. Removing from dish to serve – free from cracks or too much 'melted' sauce Adding a layer of jelly (made from scratch – fruit juice and gelatine, add fresh fruit pieces for interest and texture) Make following accompaniments from scratch: Fruit compote/coulis Shortbread biscuits</p> <p style="text-align: center;">high</p>
Fruit filled Swiss roll	
<p>Whisking method of cake making Even baking, well-risen and not burnt Rolled neatly, free from cracks Filled appropriately (more than solely jam) Well assembled with decorative finishes</p> <p style="text-align: center;">medium</p>	<p>Whisking method of cake making Even baking, well-risen and not burnt Rolled neatly, free from cracks Make orange curd from scratch and marble into cream Chantilly Filled with whipped crème Chantilly, piped neatly Segment oranges and cook in sugar syrup, use as filling and decoration Well assembled with decorative finishes (e.g. spun sugar, chocolate runouts, in addition to the caramelised orange segments)</p> <p style="text-align: center;">high</p>

Notes to give examples of when a dish is considered to be a MEDIUM or HIGH SKILL dish in theory, but has not been produced skilfully to meet the skill level:

Carrot soup	
Criteria for dish to be a MEDIUM SKILL	Skills actually demonstrated by learner
<p>Onions and carrots to be finely and evenly diced (paysanne).</p> <p>Vegetables to be gently sautéed, very little colour achieved (definitely no burnt bits).</p> <p>Vegetables to be gently simmered in stock.</p> <p>Final soup to be smooth, well blended, no grainy bits or missed pieces of carrot or onion.</p> <p>The soup to be tasted and well-seasoned.</p> <p>Thought given to presentation – enhancements/garnishes given such as freshly made croutons (evenly coloured), or drizzled cream or thin slices of fried carrot.</p>	<p>Onions and carrots were diced unevenly, there were some pieces of peel and skin in the pan when being sautéed.</p> <p>Vegetables were sautéed, but learner did not control the pan well, so there were too many burnt bits of onion and carrot.</p> <p>Learner had trouble controlling the hob, and the soup was boiling rather than simmering.</p> <p>Final soup looked and felt grainy (carrots needed cooking for longer), there were too many pieces of onion and carrot which weren't blended (this is supposed to be a smooth soup).</p> <p>The soup had not been tasted and was bland.</p> <p>Little thought given to presentation – the bowl had greasy fingermarks over it, and no thought was given to garnishing.</p>

Vegetable and pasta bake	
Criteria for dish to be a MEDIUM SKILL	Skills actually demonstrated by learner
<p>The main components of the dish are error free.</p> <p>Pasta (dried) is cooked well – al dente.</p> <p>Vegetables are well sliced – even and neat.</p> <p>Vegetables have been sautéed perfectly.</p> <p>Roux based sauce is smooth and velvety, cheese is melted and there is no oiliness.</p> <p>Well-seasoned and excellent flavour balance.</p> <p>Ratio of pasta to cheese sauce is excellent.</p> <p>Mixture stayed in dish when baked.</p> <p>Colour on surface is golden brown, thought given to garnishing and presentation.</p> <p>Working practices are faultless: food safety and hygiene, kitchen and personal safety, tidiness, and time management are all commendable.</p>	<p>The dish contained many errors</p> <p>Pasta was not cooked well – it needed longer as the pasta was still hard.</p> <p>Vegetables were unevenly sliced and lots of skin was left on the onion</p> <p>Vegetables were sautéed but were burnt, and too much oil was used.</p> <p>Roux based sauce was not completely smooth, there were lumps and some oiliness to the sauce.</p> <p>Seasoning had been attempted, but flavour was not balanced.</p> <p>Unbalanced proportion of pasta to cheese sauce.</p> <p>Mixture overflowed and made a mess of the oven as it was not placed on a baking tray.</p> <p>Colour on surface was too dark, the bake looked burnt.</p> <p>Working practices need improving – concerns regarding the following: food safety and hygiene, kitchen and personal safety, tidiness, and time management.</p>

Fish, chips and mushy peas	
Criteria for dish to be a HIGH SKILL	Skills actually demonstrated by learner
<p>Fish is filleted neatly, very little flesh left on the fish skeleton.</p> <p>Learner uses the filleting knife with accuracy and skill.</p> <p>Fish fillets are of an even thickness, to ensure even cooking.</p> <p>Batter is of the consistency of pouring cream, so that it coats the fish well.</p> <p>Chips are of the same thickness and length.</p> <p>Learner uses the deep fat fryer carefully, paying excellent consideration to kitchen safety.</p> <p>The chips and fish are fried to an even colour.</p> <p>The chips and fish are both served together and hot.</p> <p>Presentation of the final plate is neat and clean, the plate is free from mess, oil spills and greasy fingermarks.</p> <p>The finished dish is presented to a high standard with thought given to accompaniments and garnishes.</p>	<p>Fish was filleted with poor accuracy, learner had left some flesh on the fish skeleton.</p> <p>Learner used the filleting knife clumsily and didn't really know what to do.</p> <p>Fish fillets were of an uneven thickness, so cooking resulted in some areas of the fillets being under or overcooked.</p> <p>Batter was too thin, so the fish was not protected when it went in the fryer.</p> <p>Chips were irregular in thickness and length, resulting in a more random presentation and colour.</p> <p>Learner used the deep fat fryer with merry abandon and did not give careful consideration to kitchen safety; learner may have even suffered a burn!</p> <p>The chips and fish were fried to an irregular colour.</p> <p>The chips and fish were not served together and were not hot.</p> <p>The presentation of the dish was messy, there were oil spills and greasy fingermarks.</p> <p>The dish was presented poorly with little thought to accompaniments or garnishes.</p>

(ii) Examples of suggested dishes and accompaniments for NEA Assessment 2

Teachers have asked for suggestions on the types of dishes that learners would need to prepare, cook and serve for NEA Assessment 2.

Below, we have given examples of dishes and accompaniments that could be made to meet a range of different briefs.

A few key points to mention:

The three dishes do not have to form part of a three course meal – they are three separate dishes. Having said this, if a learner wishes to present their three dishes as a three course meal, this is perfectly acceptable. Marks will be awarded based on the skills, working practices and finished dishes, and not whether it is a three course meal.

Learners should be encouraged to ensure each dish is given equal weighting in terms of effort and skills. It would be preferable for learners to produce three equally skilled dishes rather than two which are low in skill and one which is a significantly higher skilled dish, as the latter would take up a disproportionate amount of their time during their 3 hour practical assessment.

Brief 1: Dishes suitable for lacto-ovo vegetarians

Suggested dishes and accompaniments

Higher ability learners:

Aloo mushroom masala *with biryani rice and chapatti*

Sweet potato and goats cheese roulade *with a mushroom sauce*

Tomato and red onion tart *with a basil pesto drizzle*

Lower ability learners:

Cauliflower and broccoli au gratin, *with a simple green salad and vinaigrette*

Leek and potato soup *with cheesy croutons*

Pineapple upside-down cake, *with honey yoghurt*

Brief 2: Dishes to promote bone health

Suggested dishes and accompaniments

Higher ability learners:

Spinach and ricotta ravioli *with a tomato sauce*

Three cheese soufflé *with a radicchio and walnut salad*

Blue cheese and red pepper tart *with beetroot and cabbage slaw*

Lower ability learners:

Halloumi and vegetable kebabs *with red pepper and sweetcorn couscous*

Huevos rancheros *and a crispy green salad*

Panna cotta *with a fruit compote*

Brief 3: Dishes high in fibre

Suggested dishes and accompaniments

Higher ability learners:

Herring in oatmeal *with potato salad*

Ratatouille and three bean pie (made with wholemeal pastry) *served with an endive and avocado salad*

Three bean and chicken bake (topped with sweet potato mash) *and served with caraway cabbage*

Lower ability learners:

Lentil and carrot soup, *with cheesy wholemeal scone bites*

Broccoli and bean pasties (made with wholemeal pastry) *with a crispy carrot and cabbage salad*

Apricot and sunflower seed flapjacks, *with an icing glaze*

Brief 4: Dishes from a specific culture: France

Suggested dishes and accompaniments

Higher ability learners:

Wild sea bass en papillote, *served with fennel and orange slaw*

Double-baked soufflé *with a dandelion and walnut salad*

Raspberry and pistachio éclairs

Lower ability learners:

French onion soup *with Gruyère croutons*

Tuna Salade Niçoise

Chocolate mousse *with Langues de chat biscuits*

Brief 5: Low in saturated fats

Suggested dishes and accompaniments

Higher ability learners:

Teriyaki marinated oven-baked salmon *with an avocado, watercress and pumpkin seed salad*

Freshly made tagliatelle verdi pasta *with winter ratatouille and a walnut and parsley pesto*

Spinach, aubergine and chickpea curry *with lemon rice and roti bread*

Lower ability learners:

Mediterranean bean stew *with boiled potatoes*

Sesame chilli chicken *with gingered watermelon salsa*

Baked apples with prunes, cinnamon and ginger *served with a low-fat honey infused Greek yoghurt*

(ii) Sample proforma for Assessment 2: The Food Preparation Assessment

Remember that this should consist of a maximum of 15 pages 30 sides of A4 (or A3 equivalent) and include all photographs, charts and graphs.

A NEW BRIEF WILL BE RELEASED EACH YEAR ON THE SECURE WEBSITE ON 1 NOVEMBER.

Template for Assessment 2: The Food Preparation Assessment

This can be used to help lower ability candidates structure their written work. The more able candidates should not need a template; it is expected that they should be able to organise and format their own written work.

This is a suggested format that could help candidates – it is designed for editing to suit the brief and learning needs of each candidate.

Task

Type the task description in here.

Introduction

Suggest that the candidate analyses the task.

Pick out key words and meanings – what do they need to consider when approaching this task?

Plan of action

Candidates could summarise what they plan to do.

Research ideas

Candidate could list research tasks that they are going to do.

Results and analysis of research

Candidate summarises each research task – lists key findings, gives a brief analysis.

It might be helpful for candidates to list some key objectives that they would like to achieve. They can then use this as a starting point for their discussion during the Evaluation.

Final dishes

Candidate lists final three dishes and accompaniments.

Evaluation

Candidates should ensure that they include the following points:

A demonstration of technical skills (these skills should be listed in Investigation and Planning of the Task, in order to be used in the discussion).

Did the dishes meet the requirement of the brief?

A reference to conducting sensory testing of their dishes. Third party testing should be considered as well as the candidates' own opinion. Can these be formalised by providing written evidence, e.g. star profiles, hedonic data, etc.?

Comments on final presentation of dishes.

A reference to any changes to the recipes which needed to be made during the cooking session.

Suggested improvements.

Whether or not the final dishes have been compared with similar dishes made by others.

Photography of assessed dishes

Learners' written folders must include clear photographic images of their final dishes. It is essential for moderation purposes that photographic evidence demonstrates the standard of all completed dishes.

It is good practice for teachers to take responsibility for photographic evidence for finished dishes rather than rely on learners to do so. They will have much to focus on during their assessment and photographing their final dishes may not be top of their priority list!

GENERAL QUESTIONS RELEVANT TO BOTH NEAs

I have learners who are entitled to extra time in written examinations. Can they have extra time for the NEAs?

All extra time and access arrangements are applicable to the new specification, as they are to the current specification.

I have learners who are entitled to teaching assistant (TA) support. Can they have TA support for the NEAs?

As long as the learners direct the TAs, they can be awarded marks for the practical section of Assessment 2.

Can I use proformas/scaffolding documents?

For lower ability learners, proformas/scaffolding documents will be useful and are permitted. For the most able learners and to gain higher marks, we would expect to see a degree of individuality amongst their thought processes and hence written presentation of their work.

I am worried that I won't have enough time to do two assessments as well as revision for the written exam in Year 11.

The key to this is planning. When planning your Scheme of Work, make sure that in Year 10 and KS3 those learners are taught the necessary aspects of this specification. During Year 10, allow time for learners to develop an understanding of the assessment criteria for both NEA tasks, including mock examinations.

When do the two NEA tasks have to be completed by?

Both Assessment 1: The Food Investigation Assessment and Assessment 2: The Food Preparation Assessment have to be marked, standardised and sent to your moderator in May of the awarding year (year of cash-in). The actual date in May will be available on the website.

Does this task have to be word processed or can it be handwritten?

Work can be presented either word processed or handwritten.

Can I provide word processed work electronically?

Yes, you can submit learners' work on a CD or on a memory stick. If you wish to do this, contact the Subject Officer so that your moderator can be advised.

EXEMPLAR MATERIAL A.

Assessment 1: The Food Investigation Assessment

Section A	
Research and plan the task: maximum 5 marks	
Candidates will be expected to:	
<ul style="list-style-type: none"> • use a range of relevant sources to research the task • create a plan of action • predict an outcome 	
Band	A02
3	<p>5 marks</p> <p>Research is thorough and has been collected from a number of relevant sources. A comprehensive plan has been completed, providing sufficient detail with a number of variables suggested with outcomes predicted.</p> <p>The candidate has predicted a final outcome and has tested more than one variable.</p> <p>Specialist vocabulary in relation to food science is used appropriately.</p>
	<p>3-4 marks</p> <p>Research has been collected from a number of relevant sources. The plan is structured and provides sufficient detail to enable the investigation to be completed.</p> <p>The candidate has predicted an outcome that could be feasible.</p> <p>Some use of appropriate food science terminology.</p>
	<p>1-2 marks</p> <p>Little or no research has been documented in the plan of action.</p> <p>The candidate has not predicted an outcome.</p> <p>Writing is limited and will prove difficult to follow.</p>
0	<p>0 marks</p> <p>Not credit worthy or not attempted.</p>

5

* lots of research conducted by candidate listed & explained.

Plan of action is logical & gives a clear indication as to what he is trying to do. He has suggested a range of starters as variables and has also suggested other experiments that he could conduct (in mind map). Lots of specialist language used.

Section B

Investigate the working characteristics, function and chemical properties of ingredients through practical experimentation and use the findings to achieve a particular result: maximum 15 marks

Candidates will be expected to:

- demonstrate their ability to review and make improvements to the investigation by amending the ingredients to include the most appropriate ingredients, process and cooking method
- demonstrate an understanding of the working characteristics and functional and chemical properties of the ingredients selected
- record the outcomes of their investigation, the modification and adjustments made during the preparation and cooking process, and the sensory preference tests carried out to formulate the results

Band	A02
4	<p style="text-align: center;">12-15 marks</p> <p>The learner has executed a range of modifications and trailing of ingredients whilst following their plan during the preparation and cooking processes. <i>Session 1 had a range of starches. + then conducted Session 2.</i></p> <p>An excellent, detailed knowledge and understanding of the working characteristics and functional and chemical properties of the ingredients selected during the investigation is evident by the decisions made.</p> <p>Candidate has recorded in detail the investigation, the modification and adjustments made during the preparation and cooking process. <i>Well recorded - both as data & also as a written analysis.</i></p> <p>A wide range of tests have been carried out to include sensory preference tests and participant feedback to formulate the results.</p> <p>Photographic evidence identifying the stages of the investigation have been well annotated and documented. <i>- excellent photographic images & annotation.</i></p> <p>Results are well presented and clearly communicated in a logical manner using a range of different formats. <i>photographs, tables, - word describing sauce & hedonic table. & viscosity test method.</i></p>
3	<p style="text-align: center;">8-11 marks</p> <p>The candidate is able to follow their plan and carry out the investigation, modifying the ingredients, preparation and cooking processes during the investigation.</p> <p>The candidate demonstrates good knowledge and understanding of the working characteristics and functional and chemical properties of the ingredients selected during the practical investigation, as evidenced by further decisions made.</p> <p>The candidate has recorded the investigations and changes made during the preparation and cooking process.</p> <p>A range of tests have been carried out, to include sensory preference tests and customer feedback, to formulate the results. <i>- used viscosity test & hedonic testing. could have developed sensory test further.</i></p> <p>Photographic evidence identifying the stages of the investigation have been included with some annotation.</p> <p>Results are presented in a logical manner using at least two different formats.</p>

Candidate has good knowledge - To go higher Band 4, candidate needs to demonstrate greater scientific discussion on process of gelatinisation.

2	<p style="text-align: center;">4-7 marks</p> <p>The candidate was able to follow their plan and carry out the investigation with limited modification, by amending the ingredients, preparation or cooking method.</p> <p>The candidate shows adequate knowledge and understanding of the working characteristics and functional and or chemical properties of the ingredients selected during the practical investigation by the decisions made.</p> <p>The candidate has recorded some of the modification and adjustments made during the preparation and cooking process.</p> <p>A few tests have been carried out which include sensory preference tests and participant feedback to formulate the results.</p> <p>Photographic evidence of the investigation have been included but not annotated.</p> <p>Results presented satisfactorily, using more than one format.</p>
1	<p style="text-align: center;">1-3 marks</p> <p>The candidate struggles to follow the plan, limited changes made to the investigation, requires teacher support.</p> <p>Limited knowledge and understanding of the working characteristics and functional and chemical properties of the ingredients selected during the practical investigation is evident.</p> <p>The candidate made little reference to the changes made during the preparation and cooking process.</p> <p>A few tests were carried out which required teachers guidance.</p> <p>A few results have been simply explained.</p>
0	<p style="text-align: center;">0 marks</p> <p>Not credit worthy or not attempted.</p>

Section C	
Analyse and evaluate the task: maximum 10 marks	
Candidates will be expected to:	
<ul style="list-style-type: none"> analyse the data and results collected, draw conclusions justify findings, the reasons for the success or failure of the ingredients selected to trial evaluate the hypothesis and confirm if the prediction was proven 	
Band	A04
3	<p style="text-align: center;">8-10 marks</p> <p>The candidate has analysed the task in detail and conclusions presented are based on scientific knowledge and understanding of the ingredients selected, and the preparation or cooking methods used. <i>eg, gloss/shine / texture / consistency / viscosity / importance of accurate weighing / measuring. - a range of comments given</i></p> <p>The candidate shows an excellent understanding of the task in their ability to justify their findings with clear reasons given based on the methods used to gather the results. <i>conducted 2 sets of experiments - 2nd based on findings from 1st.</i></p> <p>The prediction is reviewed and detailed conclusions have been based on the analysis of data and information from the research and investigation, demonstrating a clear in depth understanding of the task. <i>Reviewed hypothesis & discussed. Candidate gave ideas to develop in future.</i></p> <p>Writing is well structured, clearly expressed and largely error free. Specialist terminology used with accuracy and ease.</p>
2	<p style="text-align: center;">4-7 marks</p> <p>The results have been briefly analysed with reference to the research and investigation carried out.</p> <p>The candidate shows an understanding of the task evidenced in their ability to justify their findings against the range of tests and the results.</p> <p>The prediction is reviewed and conclusions have been based on the analysis of data and information from the research and investigation, but the prediction has not been referred back to the task.</p> <p>Some specialist vocabulary has been used.</p>
1	<p style="text-align: center;">1-3 marks</p> <p>A brief attempt has been made to interpret the information collected, analysis is simplistic with limited conclusions discussed and evaluated.</p> <p>The candidate has shown a lack of understanding in the justification of the results.</p> <p>The prediction has not been evaluated.</p>
0	<p style="text-align: center;">0 marks</p> <p>Not credit worthy or attempted.</p>

Check through whole document as some conclusions may be given throughout the document & not just at the end.

8

TASK

There are a number of ways to thicken a sauce.

Investigate the working characteristics and the functional and chemical properties where appropriate of the different methods used to thicken a sauce.

WJEC Eduqas are very open and flexible to each candidate's interpretation of the brief. For example, in this brief we mention the different methods used to thicken a sauce. This could include roux, all-in-one, cornflour slurry, beurre manié, and so on, but equally your candidate may investigate different ingredients such as different starches.

Research methods:

The candidate has personally developed the structure and headings – proformas have not been used to scaffold the work; the most able candidates should not need to use proformas.

The **first** thing I did was jot down the ways I could think of that you would thicken a sauce. These were my initial thoughts:

You can see the candidate hasn't wasted any time with lengthy introductions. The candidate has got straight to the point.

Using different ingredients: wheat flour, cornflour, arrowroot, potato starch and rice starch. These ingredients will thicken by a process called gelatinisation.

Using different methods: roux, all in one method, reduction and pureeing.

The **second** thing I did was to look through my text book and cook books to see if I had missed anything – I wanted to make sure there weren't any other ways to thicken a sauce that I had missed. I then found out about beurre maniéⁱ. This is a mix made up of equal parts of soft butter and flour and is used to thicken soups and sauces. This is often added towards the end of the cooking process when a sauce needs thickening. So, I added this to my list of methods of making sauces.

The **third** thing I did was research online, by googling “*different ways to thicken a sauce*” to see if I had missed anything else. On the Jamie Oliver forumⁱⁱ I read one posting that said they thickened soups using bread. I then researched this some more and found that bread sauce (used on Christmas day as an accompaniment with roast turkey) and a chilled Spanish soup called gazpacho are thickened with breadⁱⁱⁱ. Another website (<http://www.wikihow.com/Thicken-Sauce>)^{iv} told me that you can also use food gums as thickening agents such as are xanthan gum, agar and guar gum. It also suggested using potato flakes. It also showed how to use eggs as a thickening agent e.g. egg yolks in custard.

Another website (<http://www.cooksrecipes.com/tips/how-to-thicken-sauce.html>)^v also suggested boiling cream to make it thicker and then adding it to a sauce to help to thicken it. It also mentioned thickeners such as blood (like in black pudding) yogurt, fresh cheese and ground almonds.

I put all my ideas into a mind map, which I hand drew and photographed as it's much quicker for me.

Here it is:



Hypothesis:

My hypothesis is that the best way to thicken a tomato sauce suitable for a pizza topping is by using a cornflour slurry.

The candidate has thought creatively about sauces to come up with his hypothesis.

Plan of action:

- I need to decide what is my ideal pizza sauce? What should the appearance, texture and thickness be like?
- I need to find a recipe for my ideal pizza sauce which I will use as a standard recipe.
- I need to decide on the ingredient variables I will include in my experiments. I also need to decide whether I will do experiments with different methods of thickening, like I showed in my mind map.
- I then need to conduct my experiments (and provide my teacher with a requisition list for each practical).
- I need to conduct sensory analysis to find out which is the preferred sample to use as a tomato sauce topping on a pizza.
- I need to analyse my results and draw conclusions.

The candidate has written a summary of the Plan of Action and then expanded on this in greater detail. This is an excellent way of communicating ideas and thought processes. It is worth encouraging candidates to spend time on planning their investigation.

Expanded plan of action	
I need to decide: what is my ideal pizza sauce?	My ideal pizza sauce will be smooth and quite thick. It doesn't flow too much. This is because that is what I have seen from other pizza sauces. I particularly like the pizza sauce that is used in Pizza Express but I can't buy that in the supermarket to use as a comparison, so I have found this Asda product, which I am going to use as my control for the appearance, texture and thickness. I am not interested in the flavour (I think that's another experiment I could do if I had time).

	<p>It is important that there is a control, so that results have a benchmark to compare against.</p> 
I need to find a recipe for my ideal pizza sauce which I will use as a standard recipe.	<p>I have decided to use the following base recipe and then I will add my different thickeners to this: 100ml passata (sieved tomatoes) 5g of thickener mixed with 20ml water into a slurry</p> <p>I predict that cornflour will produce the most appealing thickened pizza sauce – as it will be smooth, glossy and lump free. I predict some of the other starches might give me lumps in my sauce, especially wheat flour.</p>
I need to decide on the variables I will include in my experiments	<p>The ingredients I will use are: 5g of each of the following: wheatflour, potato starch, rice flour, arrowroot, cornflour, cassava flour</p> <p>The candidate is investigating different ingredients then different methods – it is acceptable to investigate ingredients</p> <p>Each of these starch types are the variables.</p>
I then need to conduct my experiments	I will keep the method and quantities the same so that I have conducted a fair investigation
I need to conduct sensory analysis to find out which is the preferred sample to use as a tomato sauce topping on a pizza	<p>I will do a range of sensory tests to ensure I record feedback on:</p> <ul style="list-style-type: none"> • appearance • texture • thickness
I then need to decide if I would benefit from any other experiments	If I have time I may repeat the experiments with different ratios of starch to passata. I may also look at different methods such as reduction and pureeing
I need to analyse my results (measuring appearance, texture and thickness) and draw conclusions	I will come up with recommendations and suggestions

Experiments:

Session 1:

Ingredients for each experiment:

100ml passata

5g of thickener mixed with 20ml water into a slurry

Thickeners are: 5g of each of the following:

wheat flour, potato starch, rice flour, arrowroot, cornflour, cassava flour



Here are the different starch and flour types I chose to use in session 1



Here are the 3 ingredients weighed for session 1

Method

Each method was the same:

- Weigh 100ml passata sauce into a measuring jug and transfer into a small saucepan. Place onto a gentle heat.
- While the passata is heating, measure 20 ml of cold water into a measuring jug and put in the 5g starch. Mix into a slurry with a teaspoon. Make sure all the starch is mixed.
- As the passata sauce comes to the boil add the starch slurry and keep mixing until the starch thickens the sauce (called gelatinisation). Cook through for 60 seconds (use timer to be accurate).
- Using a plastic spatula tip all the hot thickened sauce onto the viscosity mat and record how far it spreads.
- Repeat experiments with other starches. Compare appearance, texture and thickness of each sauce against the control (Asda Pizza sauce)

Candidates should be encouraged to give a brief summary of the method for the experiment, but ensure it is brief.

Results:

Asda sauce	wheat flour	potato starch	brown rice flour	arrowroot	cornflour	cassava flour
						
Comments on appearance and texture						
Shiny, glossy, bright, lumpy (due to tomato and onion), flecks of green	Grainy, dull, few flecks of flour visible, pale	Dull, flat, cloudy, lacks lustre	Wet, grainy, looks like tomato puree	Shiny, glossy, mirror like, smooth	Thick, dull, opaque, dark, flat	Dull, thick, flat, lacks a shine

Photographic images are clear and the results table is clear.

Did the sauce have lumps?						
Yes (but from onion and tomatoes, not due to the starch)	yes	no	no	no	no	no
How far did each sauce spread on the viscosity mat?						
5	5	3.5	4.5	4	3	4

Analysis of results:

Thickness (viscosity):

Here is a summary from most thick to least thick:

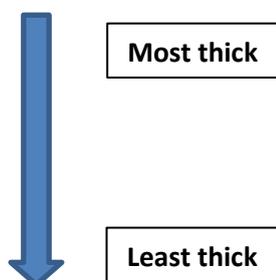
Cornflour

Potato starch

Arrowroot / Cassava flour

Brown rice flour

Asda pizza sauce / wheat flour



Appearance and texture:

I asked 6 of my class mates to complete a sensory table, so that I could find out which they preferred the look of, when considering the sauce as a pizza sauce. I used the following table^{vi}:



My results were as follows:

cornflour	26	out of a possible	30
cassava flour	25	out of a possible	30
arrowroot	24	out of a possible	30
Asda sauce	21	out of a possible	30
potato starch	15	out of a possible	30
wheat flour	9	out of a possible	30
brown rice flour	9	out of a possible	30

So, from the experiments conducted so far I have found out that:

- Using 5g starch in 20ml water and 100ml passata the thickest sauce is cornflour and the least thick sauce is wheat flour and brown rice flour.
- I have also found out that from the 6 class mates tested, the most popular sauce (in terms of appearance and texture) was cornflour, followed very closely by cassava flour and arrowroot. The least popular was made with wheat flour and brown rice flour.

A good summary paragraph of results is given here.

Conclusions:

Cornflour, cassava flour and arrowroot are all suitable thickeners that can be used to thicken a pizza sauce. They all provide a sauce which has an attractive gloss and sheen. They did not form lumps like the wheat flour in the method used. I can also see that different starches have different concentrations – so I would like to experiment with different quantities of starch to see if I can improve on the viscosity and get a result nearer to the Asda Pizza sauce which I used as a control.

The candidate has reviewed the experiment and, based on the findings, suggests additional experiments.

Science behind gelatinisation:

When you mix the starch with the water it forms a suspension. When this suspension is added to the hot passata liquid the starch granules start to swell as they absorb the liquid. As the heat increases, and over time, the starch granules keep swelling until they form a gel, this process is known as gelatinisation and is what happened in each of my experiments in Session 1 to thicken my passata.

Candidates should be encouraged to include a summary of the scientific principles underlying the experiment – this can be located in the most appropriate area of the document.

Candidates should be encouraged to include a summary of the scientific principles underlying the experiment – this can be located in the most appropriate area of the document.

Session 2:

I will repeat the experiment from Session 1 but this time use cornflour only.

I will use 2g, 3g and 4g of cornflour in 20ml of water to see if this improves the viscosity.

Here are my results:

2g cornflour	3g cornflour	4g cornflour
		
Comments on appearance and texture		

All 3 samples looked the same: thick, dull, opaque, dark, flat, smooth, no lumps or bubbles		
How far did each sauce spread on the viscosity mat?		
4.5	4.5	4

Analysis of results 2:

By adjusting the quantity of cornflour by a matter of 1g or 2 g it does have an effect on the viscosity of the sauce. It also shows that how accurate I am when measuring the passata, water and cornflour will affect the final thickness of the sauce – as you can see 2g and 3g had approximately the same thickness. The 4g samples was a little firmer but not as firm as the 5g cornflour sample I uses in session 1.

Final Conclusions:

I can conclude that cornflour is one of the best ways to thicken a tomato sauce suitable for topping on a pizza is by using a cornflour slurry; it is however not the only way – as there are other starches that perform just as well. I can also conclude that it is really important to weigh and measure ingredients accurately, especially when making such small samples.

When I looked closely at the ingredient declaration on my Asda pizza sauce (which I used as my control) I saw that they also used cornflour as the thickener. I didn't know that until I had thought of my hypothesis and was well into my experiments. The cornflour also acts as a stabiliser.

Again, the candidate has summarised conclusions – this is to be encouraged.

Possible future developments:

How else could this NEA have been interpreted?

1. By making a sweet and sour sauce and experimenting with different thickeners – wheat flour, cornflour, potato flakes, and a gum. Learners could investigate the effect of acid (such as orange juice) and sugar on the setting properties of the starch.
2. By looking at different methods for thickening a white sauce (roux, all-in-one, cornflour slurry) to see which has preferred eating qualities.

If I had more time, I could experiment a little more, by looking at some other methods of thickening I have mentioned on my mind map – such as with eggs, gums, adding purees and reducing the sauce by heating further.

Word count: 1934

The candidate has given suggestions on how the experiment could be developed.

Word count on a document is to be encouraged. If candidates check the word count regularly, it will discourage exceeding the 2,000 word limit.

Davies, Jill (2005) Hammond's Cooking Explained, 4th edition. Longman: Pearson Education Limited

Jamie Oliver.com (2015) forum: Food & Drink

<http://www.jamieoliver.com/forum/viewtopic.php?pid=574032> (Accessed: 20/

The Telegraph on line (2015) The Kitchen Thinker: Bread sauce

<http://www.telegraph.co.uk/foodanddrink/8194243/The-Kitchen-Thinker-Bread-sauce.html> (Accessed: 20/10/15).

Wikihow: (2015) How to thicken sauce

<http://www.wikihow.com/Thicken-Sauce> (Accessed: 20/10/15).

cooksrecipes.com (2015) From The Cook's Bible: How to Thicken a Sauce

(<http://www.cooksrecipes.com/tips/how-to-thicken-sauce.html>) (Accessed: 20/10/15).

<http://www.foodafactoflife.org.uk/Sheet.aspx?siteId=20§ionId=85&contentId=329>

EXEMPLAR MATERIAL B.

Assessment 1: The Food Investigation Assessment

Section A	
Research and plan the task: maximum 5 marks	
Candidates will be expected to:	
<ul style="list-style-type: none"> • use a range of relevant sources to research the task • create a plan of action • predict an outcome 	
Band	A02
	5 marks
3	<p>Research is thorough and has been collected from a number of relevant sources. A comprehensive plan has been completed, providing sufficient detail with a number of variables suggested with outcomes predicted.</p> <p>The candidate has predicted a final outcome and has tested more than one variable.</p> <p>Specialist vocabulary in relation to food science is used appropriately.</p>
	3-4 marks
2	<p>Research has been collected from a number of relevant sources. The plan is structured and provides sufficient detail to enable the investigation to be completed.</p> <p>The candidate has predicted an outcome that could be feasible.</p> <p>Some use of appropriate food science terminology.</p>
	1-2 marks
1	<p>Little or no research has been documented in the plan of action.</p> <p>The candidate has not predicted an outcome.</p> <p>Writing is limited and will prove difficult to follow.</p>
	0 marks
0	Not credit worthy or not attempted.

Research: 410 notes, books, internet — but not explained
(sourced have been included on P8: References)

4

(to get 5 marks candidate needs to elaborate on Research Findings)

Section B

Investigate the working characteristics, function and chemical properties of ingredients through practical experimentation and use the findings to achieve a particular result: maximum 15 marks

Candidates will be expected to:

- demonstrate their ability to review and make improvements to the investigation by amending the ingredients to include the most appropriate ingredients, process and cooking method
- demonstrate an understanding of the working characteristics and functional and chemical properties of the ingredients selected
- record the outcomes of their investigation, the modification and adjustments made during the preparation and cooking process, and the sensory preference tests carried out to formulate the results

Band	A02
4	<p style="text-align: center;">12-15 marks</p> <p>The learner has executed a range of modifications and trailing of ingredients whilst following their plan during the preparation and cooking processes. <i>Range of starches used.</i></p> <p><i>Amended exp 1 & redid with different weights.</i></p> <p>An excellent, detailed knowledge and understanding of the working characteristics and functional and chemical properties of the ingredients selected during the investigation is evident by the decisions made. <i>understood the process of gelatinisation. Adapted experiments as went along.</i></p> <p>Candidate has recorded in detail the investigation, the modification and adjustments made during the preparation and cooking process.</p> <p>A wide range of tests have been carried out to include sensory preference tests and participant feedback to formulate the results.</p> <p>Photographic evidence identifying the stages of the investigation have been well annotated and documented.</p> <p>Results are well presented and clearly communicated in a logical manner using a range of different formats.</p>
3	<p style="text-align: center;">8-11 marks</p> <p>The candidate is able to follow their plan and carry out the investigation, modifying the ingredients, preparation and cooking processes during the investigation.</p> <p>The candidate demonstrates good knowledge and understanding of the working characteristics and functional and chemical properties of the ingredients selected during the practical investigation, as evidenced by further decisions made.</p> <p>The candidate has recorded the investigations and changes made during the preparation and cooking process.</p> <p>A range of tests have been carried out, to include sensory preference tests and customer feedback, to formulate the results.</p> <p>Photographic evidence identifying the stages of the investigation have been included with some annotation.</p> <p>Results are presented in a logical manner using at least two different formats.</p> <p><i>Images / tables / text.</i></p>

2	<p style="text-align: center;">4-7 marks</p> <p>The candidate was able to follow their plan and carry out the investigation with limited modification, by amending the ingredients, preparation or cooking method.</p> <p>The candidate shows adequate knowledge and understanding of the working characteristics and functional and or chemical properties of the ingredients selected during the practical investigation by the decisions made.</p> <p>The candidate has recorded some of the modification and adjustments made during the preparation and cooking process.</p> <p>A few tests have been carried out which include sensory preference tests and participant feedback to formulate the results. <i>① Ramp test ② Ask personal opinion on colour & texture. ③ Diameter & appearance. NO 3RD PARTY COMMENTS</i></p> <p>Photographic evidence of the investigation have been included but not annotated.</p> <p>Results presented satisfactorily, using more than one format.</p>
1	<p style="text-align: center;">1-3 marks</p> <p>The candidate struggles to follow the plan, limited changes made to the investigation, requires teacher support.</p> <p>Limited knowledge and understanding of the working characteristics and functional and chemical properties of the ingredients selected during the practical investigation is evident.</p> <p>The candidate made little reference to the changes made during the preparation and cooking process.</p> <p>A few tests were carried out which required teachers guidance.</p> <p>A few results have been simply explained.</p>
0	<p style="text-align: center;">0 marks</p> <p>Not credit worthy or not attempted.</p>

Section C	
Analyse and evaluate the task: maximum 10 marks	
Candidates will be expected to:	
<ul style="list-style-type: none"> analyse the data and results collected, draw conclusions justify findings, the reasons for the success or failure of the ingredients selected to trial evaluate the hypothesis and confirm if the prediction was proven 	
Band	A04
3	<p style="text-align: center;">8-10 marks</p> <p>The candidate has analysed the task in detail and conclusions presented are based on scientific knowledge and understanding of the ingredients selected, and the preparation or cooking methods used. <i>analysed each experiment & then formed an opinion.</i></p> <p>The candidate shows an excellent understanding of the task in their ability to justify their findings with clear reasons given based on the methods used to gather the results.</p> <p>The prediction is reviewed and detailed conclusions have been based on the analysis of data and information from the research and investigation, demonstrating a clear in depth understanding of the task. <i>← not detailed</i> <i>— Throughout conclusion</i></p> <p>Writing is well structured, clearly expressed and largely error free. Specialist terminology used with accuracy and ease.</p>
2	<p style="text-align: center;">4-7 marks</p> <p>The results have been briefly analysed with reference to the research and investigation carried out.</p> <p>The candidate shows an understanding of the task evidenced in their ability to justify their findings against the range of tests and the results.</p> <p>The prediction is reviewed and conclusions have been based on the analysis of data and information from the research and investigation, but the prediction has not been referred back to the task.</p> <p>Some specialist vocabulary has been used.</p>
1	<p style="text-align: center;">1-3 marks</p> <p>A brief attempt has been made to interpret the information collected, analysis is simplistic with limited conclusions discussed and evaluated.</p> <p>The candidate has shown a lack of understanding in the justification of the results.</p> <p>The prediction has not been evaluated.</p>
0	<p style="text-align: center;">0 marks</p> <p>Not credit worthy or attempted.</p>

Assessment 1: The Food Investigation Assessment

Exemplar Material B

Task: *There are a number of ways to thicken a sauce. Investigate the working characteristics and the functional and chemical properties where appropriate of the different methods used to thicken a sauce.*

Research methods

The candidate has conducted a range of research, but has not commented on the findings in as much detail as possible.

When I read the brief the first thing that I did was to look over my sauces notes from year 10. This reminded me of the various ways sauces can be thickened, including using starches, using protein, purees and emulsification of fats.

I then looked at a couple of books (see references) to read more about this topic. Finally, I looked at the internet to find out more about ways sauces can be thickened and the science behind it.

I decided that for the time I am given I need to focus on one method of thickening and have decided to look at starches.

I did some research on how starches thicken sauces – and this is by a process called gelatinisation. I found out that there are many different starches that can thicken a sauce – the most popular ones are wheat flour, arrowroot, corn flour. Each starch will thicken sauces to a different degree of thickness. This will depend on the amount of water each starch is able to absorb and how concentrated the starch grains are in the liquid. Some starches will set a liquid and it will still be runny, others will set a liquid and make it solid, like a jelly.

When a liquid is added to starch and heat is applied, the starch granules will swell as they absorb the liquid and keep swelling until a gel is formed. This is called gelatinisation.

The candidate has summarised the process of gelatinisation in their own words. Candidates should be reminded that copying word for word from other sources is plagiarism.

Hypothesis:

Wheat flour will have the greatest thickening effect when compared with arrowroot and cornflour.

Plan of Action

I need to decide on a recipe to follow – how much liquid and starch will I use?

I need to decide on a method for testing how thick each gel I make is

I need to decide on which are the most appropriate methods of sensory testing for the experiments I conduct

I need to conduct my experiments and once I get my results decide whether I need to conduct any more experiments

I need to conclude and discuss whether my hypothesis is proven or not. I will consider how these findings might be useful for a food scientist.

Candidates should be encouraged to list and then expand on their Plan of Action. This will give them a structure to follow.

Discussion for Plan of Action

An expanded Plan of Action will encourage candidates to consider how each task should be conducted, and enable candidates to reflect on whether they need to spend more time conducting research.

I need to decide on a recipe to follow – how much liquid and starch will I use? : I will use the following quantities for each experiment: 50g starch (wheat flour, arrowroot and cornflour) with 180ml cold water

I need to decide on a method for testing how thick each gel I make is: In school we have used a viscosity mat in the past so I was thinking of using this. Then, as part of my research I found a method where you pour your thickened solution down a “ramp” and record the time it takes to get to the bottom. This looks like it will be a more accurate way of measuring thickness so I will use this method.

I need to decide on which are the most appropriate methods of sensory testing for the experiments I conduct: I don't think it would be a good idea to ask anyone to taste my starches – as its just starch and water. What I will do is ask peoples to do a ranking test, based on appearance.

I need to conduct my experiments and once I get my results decide whether I need to conduct any more experiments: I will do one batch of experiments – using 50g starch (wheat flour, arrowroot and cornflour) with 180ml cold water. If I feel I need to change the quantities I will do another experiment. I will also see what feedback I get in my sensory testing to see if I need to conduct more testing.

I need to conclude and discuss whether my hypothesis is proven or not. I will consider how these findings might be useful for a food scientist. I will discuss the results of my experiments and come to a conclusion. I will also say whether my hypothesis is proven or not.

Experiments

Experiment 1

Here is a brief summary of how I made my starch mixtures:

Candidates should be encouraged to give a brief summary of the method for the experiment, but ensure it is brief.

Make the ramp – I used 2 baking trays, one acts as a base the other is the “ramp” and it's covered in cling film, I have used a kitchen roll holder to support the upright baking tray and it makes sure the angle is the same for each experiment – showing that the test is fair.

Place the 50g of the carefully weighed starch into a saucepan and stir in 180ml of cold water with the wooden spoon. Begin to slowly heat the starch and water in the saucepan. Make sure to stir the starch and water continuously. When the starch begins to thicken, cook for 30 seconds, making sure I keep stirring.

As soon as the 30 seconds is over pour the thickened gel onto the high end of the ramp. Then, using my stop watch measure how fast the thickened gel flows to the bottom of the ramp. Repeat for other 2 starches. Complete the data sheet, noting the time it takes for the starch to flow to the bottom of the ramp.

Results from experiment 1



Photo of the ramp I constructed from 2 baking trays and a kitchen roll holder

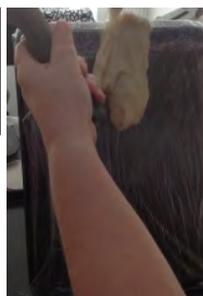


Photo of me pouring thickened wheat starch down my ramp.

The candidate has kept photographic images small, so that they do not take up too much space on the page. They are annotated to explain the relevance of the image.

Photos of the 3 starch gels on the ramp:

Wheat flour



Image 1 at 1 min 6 seconds



Image 2 at 3 min 48 secs – and it stopped flowing

Arrowroot

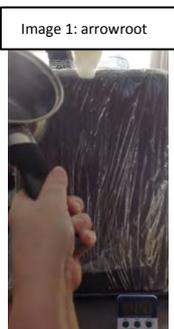


Image 1 – arrowroot gel being “poured” onto the ramp.



Image 2 – arrowroot gel at 19 seconds starting to flow down the ramp.



Image 3 – arrowroot gel at 48 seconds, it is clear to see it is “flowing slowly” down the ramp.



Image 4 – arrowroot gel at 6 min 18 seconds, it finally stops “flowing” down the ramp and the gel is cold

Cornflour



Image 1: cornflour

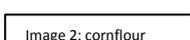


Image 2: cornflour



Image 3: cornflour



Image 4: cornflour



Image 1 – cornflour gel being poured onto ramp as you can see it's so thick it won't pour

Image 2 – cornflour gel after 14 seconds hasn't moved much down the ramp

Image 3 – cornflour gel after 54 seconds, it's moved a few centimetres down the ramp

Image 3 – cornflour gel after 1 min 28 seconds, the gel falls off the ramp – because it is so solid

Discussion of results:

After I had done this experiment I realised that:

- my ratio of starch to water needed adjusting as the cooked gels were just too thick to “flow” down my ramp.
- I should have also used a ruler in my photos to show the distance that the starch gel reached from the bottom of the tray.
- I also found out that as soon as the gels cooled down they stopped flowing – so they needed to be hot / warm to flow.

So – I am going to do a second experiment, this time:

The candidate has reflected on the findings from Experiment 1, and has revised the quantities and improved the data recording.

- Use 25g starch to 180ml water – the method for the experiment is the same as experiment 1
- I will measure the distance the starch is from the base of the tray if it stops flowing before it reaches the bottom

Experiment 2

Results from experiment 2

Wheat flour



Image 1b, 2b and 3b – it took the wheat flour gel 8 seconds to flow to the base of the ramp. You can also clearly see the lumps in the gel.

Arrowroot

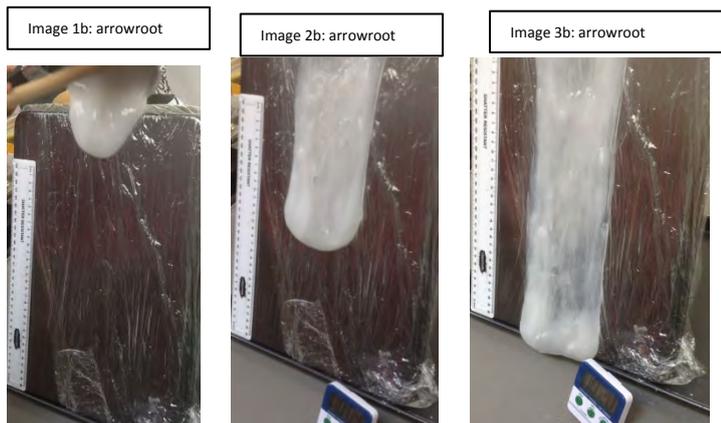


Image 1b, 2b and 3b – it took the arrowroot gel 20 seconds to flow to the base of the ramp.

Cornflour

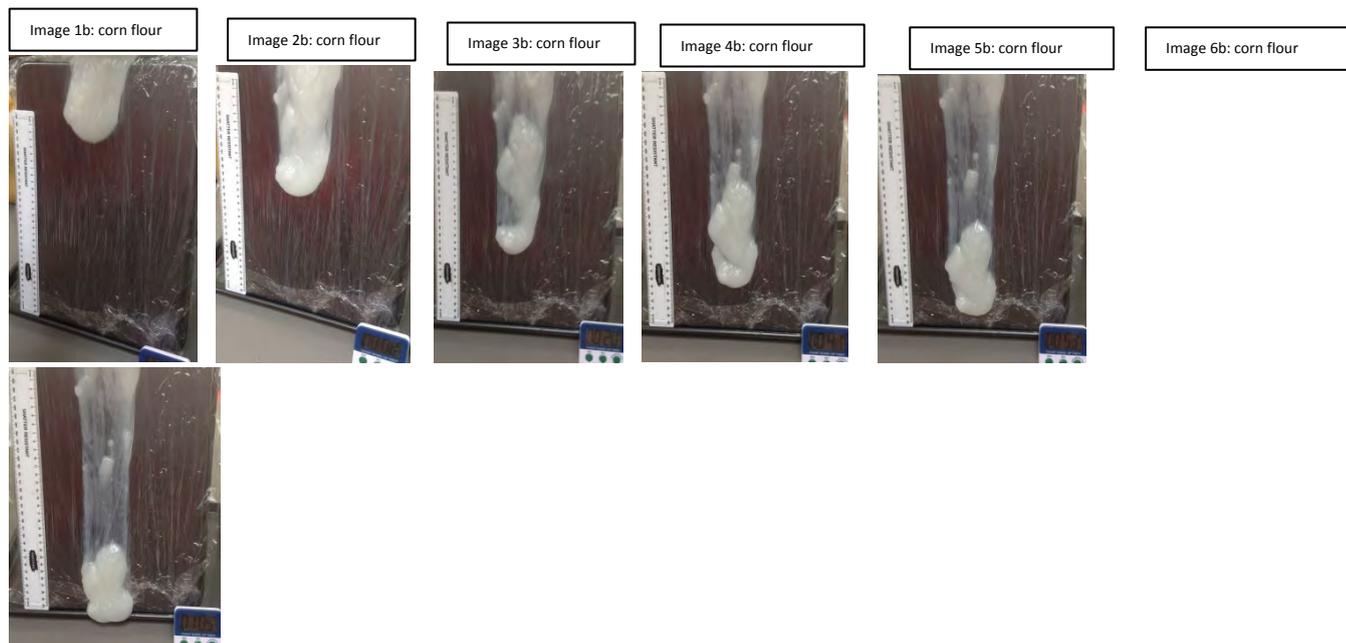


Image 1b to 6b – it took the cornflour gel 1 minute and 5 seconds to flow to the base of the ramp.

Colours and visual texture of gelatinised gels			
	wheat flour	arrowroot	cornflour
Colour	Yellowy white, a solid colour	See through when in a thin layer, when a thick layer more white	Whiteish, less see through than arrowroot, more cloudy
Visual texture	Quite smooth, apart from lumps of flour that would not gelatinise	Glossy, shiny, smooth Sticky - stretches when you pull it	Glossy, shiny, smooth

Discussion of results:

This recipe of 25g starch and 180ml water produced a gel that was much easier to flow down my ramp.

The gel which flowed the fastest was: wheatflour (8 seconds)

The 2nd fastest was arrowroot (20 seconds)

And the slowest was cornflour at 1 minute and 5 seconds

This shows that even though I used the same weights and ratios of ingredients each starch has a different ability to thicken sauces.

I also learnt that each starch is a different colour – so you should think about what type of starch you use in which types of dishes as this could affect how the finished dish looks.

A Conclusion point is included here. When marking candidates' work, make sure you review the whole document for each section, so that you don't overlook where credit can be given.

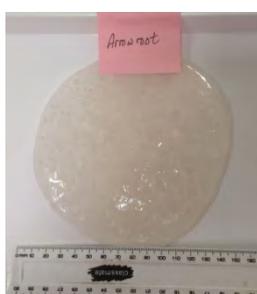
Experiment 3

I was interested to see how the thickened starches would look like if I allowed them to cool – so I did a third and final experiment. I used the same ingredients and method as experiment 1. This time I lined 3 same sized bowls with cling film (so that I could get the gels out if the bowls easily) and I tipped the hot gels into the lined bowls and let them cool. Once cool, I tipped onto white trays and:

- Measured their diameter
- Noted their appearance



Photos of cooled gel before removing from bowls.



Results from experiment 3

Wheatflour had a diameter of 120mm, arrowroot had a diameter of 135mm and cornflour had a diameter of 110mm.

The candidate said at the beginning of the experiment that sensory testing would be conducted to get the opinion of peers, but this has not been done. Therefore, marks need to reflect the lack of third party opinion.

Conclusions:

The results from experiments 2 and 3 were conflicting – as in experiment 1, the fastest flowing gel was wheat flour, then arrowroot and the slowest was cornflour.

In experiment 3, when the gels were allowed to cool, the widest diameter and most flowing gel was arrowroot, then wheat flour (it was a solid block) and finally cornflour which was also a solid block. This tells me that some starches (arrowroot) keep their flowing ability when cool, whereas others (wheat flour and cornflour) will stop flowing when cooled.

It also tells me that you should think carefully about the types of starch you use in a dish – so wheat flour is good to use when a dish is not needed to be see through – such as tomato soup or cheese sauce; cornflour should be used when you want a sauce to be shiny and set when cold (such as a pie filling) and arrowroot should be used when you want a sauce to be glossy and shiny and also still runny when cold – such as a cold lemon sauce. This is important information if you are a food scientist as you need to know which type of starch is the best choice when devising recipes.

Analysis of my hypothesis: my hypothesis was:

Wheat flour will have the greatest thickening effect when compared with arrowroot and cornflour.

Based on my experiments I would say this is not true when looking at hot sauces, but if you allow a sauce to cool then wheat flour is a more effective thickener than arrowroot but not as good as cornflour.

WORD COUNT: 1781

References:

Books

TULL, Anita (1996) Food and Nutrition, 3rd edition : Oxford University Press

McGEE, Harold (2004) Food and Cooking, 1st edition : Hodder and Stoughton

Internet

The kitchn.com: Food Science: How Starch Thickens <http://www.thekitchn.com/food-science-how-starch-thickens-83665>

Education.com : Starches as Thickening Agents <http://www.education.com/science-fair/article/starch-thickening-agent/>

EXEMPLAR MATERIAL C

Assessment 1: The Food Investigation Assessment

Section A	
Research and plan the task: maximum 5 marks	
Candidates will be expected to:	
<ul style="list-style-type: none"> • use a range of relevant sources to research the task • create a plan of action • predict an outcome 	
Band	A02
	5 marks
3	<p>Research is thorough and has been collected from a number of relevant sources. A comprehensive plan has been completed, providing sufficient detail with a number of variables suggested with outcomes predicted.</p> <p>The candidate has predicted a final outcome and has tested more than one variable.</p> <p>Specialist vocabulary in relation to food science is used appropriately.</p>
	3-4 marks
2	<p>Research has been collected from a number of relevant sources. The plan is structured and provides sufficient detail to enable the investigation to be completed.</p> <p>The candidate has predicted an outcome that could be feasible.</p> <p>Some use of appropriate food science terminology. <i>curdling.</i></p>
	1-2 marks
1	<p>Little or no research has been documented in the plan of action. <i>very brief.</i></p> <p>The candidate has not predicted an outcome.</p> <p>Writing is limited and will prove difficult to follow.</p>
	0 marks
0	Not credit worthy or not attempted.

2

Section B

Investigate the working characteristics, function and chemical properties of ingredients through practical experimentation and use the findings to achieve a particular result: maximum 15 marks

Candidates will be expected to:

- demonstrate their ability to review and make improvements to the investigation by amending the ingredients to include the most appropriate ingredients, process and cooking method
- demonstrate an understanding of the working characteristics and functional and chemical properties of the ingredients selected
- record the outcomes of their investigation, the modification and adjustments made during the preparation and cooking process, and the sensory preference tests carried out to formulate the results

Band	A02
4	<p style="text-align: center;">12-15 marks</p> <p>The learner has executed a range of modifications and trailing of ingredients whilst following their plan during the preparation and cooking processes.</p> <p>An excellent, detailed knowledge and understanding of the working characteristics and functional and chemical properties of the ingredients selected during the investigation is evident by the decisions made.</p> <p>Candidate has recorded in detail the investigation, the modification and adjustments made during the preparation and cooking process.</p> <p>A wide range of tests have been carried out to include sensory preference tests and participant feedback to formulate the results.</p> <p>Photographic evidence identifying the stages of the investigation have been well annotated and documented.</p> <p>Results are well presented and clearly communicated in a logical manner using a range of different formats.</p>
3	<p style="text-align: center;">8-11 marks</p> <p>The candidate is able to follow their plan and carry out the investigation, modifying the ingredients, preparation and cooking processes during the investigation. — changes recipe to 200 ml milk & 8g salt.</p> <p>The candidate demonstrates good knowledge and understanding of the working characteristics and functional and chemical properties of the ingredients selected during the practical investigation, as evidenced by further decisions made. ← understand egg yolk thickness.</p> <p>The candidate has recorded the investigations and changes made during the preparation and cooking process.</p> <p>A range of tests have been carried out, to include sensory preference tests and customer feedback, to formulate the results.</p> <p>Photographic evidence identifying the stages of the investigation have been included with some annotation.</p> <p>Results are presented in a logical manner using at least two different formats.</p>

Table, star diagram, text.

8

2	<p style="text-align: center;">4-7 marks</p> <p>The candidate was able to follow their plan and carry out the investigation with limited modification, by amending the ingredients, preparation or cooking method.</p> <p>The candidate shows adequate knowledge and understanding of the working characteristics and functional and or chemical properties of the ingredients selected during the practical investigation by the decisions made.</p> <p>The candidate has recorded some of the modification and adjustments made during the preparation and cooking process.</p> <p>A few tests have been carried out which include sensory preference tests and participant feedback to formulate the results. <i>Preference test, 2 tasters only & then into star diagram.</i></p> <p>Photographic evidence of the investigation have been included but not annotated.</p> <p>Results presented satisfactorily, using more than one format.</p>
1	<p style="text-align: center;">1-3 marks</p> <p>The candidate struggles to follow the plan, limited changes made to the investigation, requires teacher support.</p> <p>Limited knowledge and understanding of the working characteristics and functional and chemical properties of the ingredients selected during the practical investigation is evident.</p> <p>The candidate made little reference to the changes made during the preparation and cooking process.</p> <p>A few tests were carried out which required teachers guidance.</p> <p>A few results have been simply explained.</p>
0	<p style="text-align: center;">0 marks</p> <p>Not credit worthy or not attempted.</p>

Section C	
Analyse and evaluate the task: maximum 10 marks	
Candidates will be expected to:	
<ul style="list-style-type: none"> • analyse the data and results collected, draw conclusions • justify findings, the reasons for the success or failure of the ingredients selected to trial • evaluate the hypothesis and confirm if the prediction was proven 	
Band	A04
3	<p style="text-align: center;">8-10 marks</p> <p>The candidate has analysed the task in detail and conclusions presented are based on scientific knowledge and understanding of the ingredients selected, and the preparation or cooking methods used.</p> <p>The candidate shows an excellent understanding of the task in their ability to justify their findings with clear reasons given based on the methods used to gather the results.</p> <p style="color: red; font-style: italic;">not detailed</p> <p>The prediction is reviewed and detailed conclusions have been based on the analysis of data and information from the research and investigation, demonstrating a clear in depth understanding of the task.</p> <p>Writing is well structured, clearly expressed and largely error free. Specialist terminology used with accuracy and ease.</p>
2	<p style="text-align: center;">4-7 marks</p> <p>The results have been briefly analysed with reference to the research and investigation carried out.</p> <p>The candidate shows an understanding of the task evidenced in their ability to justify their findings against the range of tests and the results.</p> <p>The prediction is reviewed and conclusions have been based on the analysis of data and information from the research and investigation, but the prediction has not been referred back to the task.</p> <p>Some specialist vocabulary has been used.</p>
1	<p style="text-align: center;">1-3 marks</p> <p>A brief attempt has been made to interpret the information collected, analysis is simplistic with limited conclusions discussed and evaluated.</p> <p>The candidate has shown a lack of understanding in the justification of the results.</p> <p>The prediction has not been evaluated.</p>
0	0 marks
	Not credit worthy or attempted.

6

TASK

There are a number of ways to thicken a sauce.

Investigate the working characteristics and the functional and chemical properties where appropriate of the different methods used to thicken a sauce.

Introduction

During my research time for this NEA I looked at:

The candidate needs to expand on the information found. For a higher mark, there should be some sort of discussion relating to the research, and also an acknowledgment of sources.

- Text books
- Cook books
- The internet

To find out about the different ways you can thicken sauces I have decided to make custard and show how custard can be thickened in different ways.

My hypothesis is:

Custard that is thickened with eggs and cornflour will have the best colour, flavour and texture.

Plan of action:

1. I am going to make custard using a control recipe (with eggs and cornflour as the thickeners).
2. I am then going to make other custard recipes using:
 - Just egg as thickener
 - Eggs and arrowroot as thickener
 - Egg and brown rice flour as thickener
 - Custard powder (free from egg – contains mostly sugar, starch,

colouring and additives: Sugar, Modified Starch, Whey Powder, Hydrogenated Vegetable Oil, Cream Powder, Milk Proteins, Thickeners (Carboxymethyl Cellulose, Carrageenan), Flavourings, Colours (Beta Carotene, Annatto)

I am going to ask some people to comment on the **colour, flavour and texture** of each test so that I can see if my hypothesis is correct.

At some point during this task, candidates need to discuss the science behind their task. Therefore, in this example there should be a discussion explaining gelatinisation of starch, coagulation of egg proteins and other scientific language, as appropriate. This exemplar does not contain any such explanation by the candidate

How will I carry out my plan of action?

I found the following recipe from BBC Food which I am going to use as my control:
http://www.bbc.co.uk/food/recipes/custard_1293

Ingredients

600ml full-fat milk
1 vanilla pod
3 eggs, yolks only
2 tsp cornflour
25g caster sugar

Preparation method

1. Heat the milk with the vanilla pod until just boiling.
2. Mix together the egg yolks, sugar and cornflour to get a smooth paste.
3. Pour over the milk and stir well. Remove, wash and dry the vanilla pod to re-use in another recipe.
4. Strain the mixture back into a clean saucepan and, stirring constantly, cook gently until the custard thickens.

(I am not using vanilla pod as its expensive – so I will use vanilla essence and I am using semi skimmed milk rather than full fat milk as it has less fat in it. I have halved the recipe to make a smaller batch. I am using: 300ml semi- skimmed milk, 1 drop vanilla essence, 32g, yolks, 6g cornflour, 12g caster sugar).

Results

After doing Test 1 I could see that the custard was very runny and I needed to adjust the recipes – so I changed the milk from 300ml to 200ml and I also increased the starch from 6g to 8g. I then redid Test 1 and the thickness of the custard was much better.

After doing Test 2 I found that this custard was really runny, so I decided to do it again with double the egg yolk (64g), this would make up for the thickener that was missing.

IMAGES BELOW FOR:

Test 1 (with egg yolk and cornflour) / Test 1 AMMENDED (with egg yolk and increased cornflour and reduced milk) / Test 2 (with egg yolk only AND increased cornflour and reduced milk)



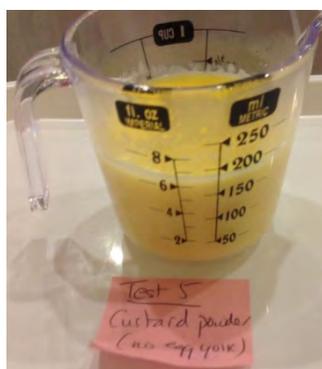
IMAGES BELOW FOR:

Test 2b (with double the egg yolk only AND reduced milk) / Test 3 (with egg yolk and arrowroot at 8g AND reduced milk) / Test 4 (with egg yolk and 8g brown rice flour AND reduced milk)



IMAGE BELOW FOR:

Test 5 (with custard powder, 200ml MILK)



When making Tests 2 and 2b they split and I realise that having a starch in the recipe helps to prevent this splitting (called curdling).

The first time I made my custard with just egg I didn't follow the method properly and the custard split – so I had to redo the experiment, the second time I was much more careful with the heat and so my custard didn't split.

The candidate is not penalised for the splitting of the custard, as they are not being tested for their culinary ability. They did recognise that a split custard is not acceptable, and had the initiative to repeat the experiment.

Sensory testing: (from

<http://www.foodfactoflife.org.uk/sheet.aspx?siteId=20§ionId=85&contentId=329>)

The candidate has referenced throughout the document rather than at the end of the document – this is acceptable.

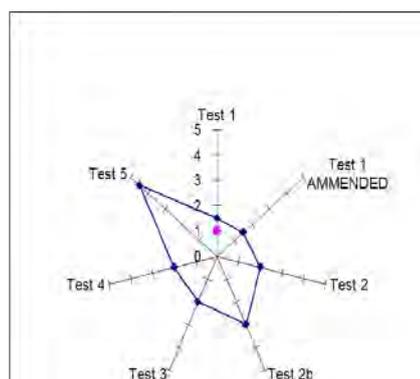
I asked both tasters to score out of 5 (5 being the best) their preference on **colour, flavour and texture**.

The candidate could have increased the range of testers from two, in order to have a wider range of results to analyse.

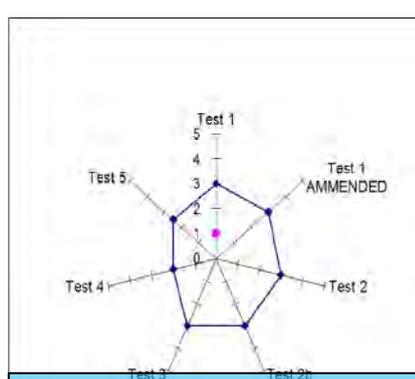
The candidate could have developed this sensory analysis by asking the tasters to rank samples, and also to give descriptions as to how the samples were in terms of colour, flavour and texture.

TEST 1	Tester 1	Tester 2	Average score
Colour /5	2	1	1.5
Flavour /5	3	3	3
Texture/5	2	1	1.5
TEST 1 AMMENDED	Tester 1	Tester 2	
Colour /5	2	1	1.5
Flavour /5	3	3	3
Texture/5	3	2	2.5
TEST 2	Tester 1	Tester 2	
Colour /5	2	2	2
Flavour /5	3	3	3
Texture/5	2	2	2
TEST 2b	Tester 1	Tester 2	
Colour /5	3	3	3
Flavour /5	3	3	3
Texture/5	2	2	2
TEST 3	Tester 1	Tester 2	
Colour /5	2	2	2
Flavour /5	3	3	3
Texture/5	1	1	1
TEST 4	Tester 1	Tester 2	
Colour /5	2	2	2
Flavour /5	2	2	2
Texture/5	1	2	1.5
TEST 5	Tester 1	Tester 2	
Colour /5	4	5	4.5
Flavour /5	3	2	2.5
Texture/5	3	4	3.5

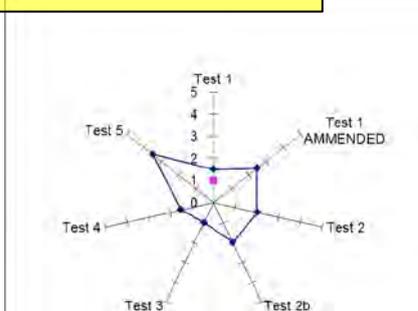
Star diagrams to show colour, flavour and texture in the tests done:



Star diagram to show colour preferences for custards



Star diagram to show flavour preferences for custards



Star diagram to show texture preferences for custards

Conclusions:

From the results above the most preferred sample in terms of **colour** was Test 5 – made with custard powder – this brighter yellow colour is achieved by added colour.

From the results above the most preferred samples in terms of **flavour** was shared between Tests 1, 1 amended, 2, 2b and 3. The tests made with brown rice flour and custard powder were least preferred.

From the results above the most preferred sample in terms of **texture** was Test 5 – made with custard powder – this custard was thicker and also smooth and lump free.

The candidate could have considered linking in thickness of sauce (viscosity) when discussing texture.

I would also conclude that using a starch with egg yolks means the custard making process is easier and there is less chance of the egg overheating and becoming scrambled – this is called “splitting the sauce”.

My hypothesis was:

Custard that is thickened with eggs and cornflour will have the best colour, flavour and texture.

Based on the results of my experiment I would say that this hypothesis is only 1/3 proven – most people preferred the flavour of custard made with egg, cornflour and arrowroot, but preferred the colour and texture of custard made with custard powder.

WORD COUNT: 958 words

Word count is below the recommended minimum of 1,500 words. The candidate could have developed the work further and increased the opportunity to gain more marks.

EXEMPLAR MATERIAL D

Assessment 1: The Food Investigation Assessment

Section A	
Research and plan the task: maximum 5 marks	
Candidates will be expected to:	
<ul style="list-style-type: none"> • use a range of relevant sources to research the task • create a plan of action • predict an outcome 	
Band	A02
3	<p>5 marks</p> <p>Research is thorough and has been collected from a number of relevant sources. A comprehensive plan has been completed, providing sufficient detail with a number of variables suggested with outcomes predicted.</p> <p>The candidate has predicted a final outcome and has tested more than one variable.</p> <p>Specialist vocabulary in relation to food science is used appropriately.</p>
	<p>3-4 marks</p> <p>Research has been collected from a number of relevant sources. The plan is structured and provides sufficient detail to enable the investigation to be completed.</p> <p>The candidate has predicted an outcome that could be feasible.</p> <p>Some use of appropriate food science terminology.</p>
2	<p>1-2 marks</p> <p>Little or no research has been documented in the plan of action.</p> <p>The candidate has not predicted an outcome.</p> <p>Writing is limited and will prove difficult to follow.</p>
1	<p>0 marks</p> <p>Not credit worthy or not attempted.</p>
0	

mentions gluten + elasticity

needs expanding hypothesis is included

needs reference of developing into a discussion.

weak & hard what

2 awarded, as much greater detail is needed in Plan of Action. 2

Section B

Investigate the working characteristics, function and chemical properties of ingredients through practical experimentation and use the findings to achieve a particular result: maximum 15 marks

Candidates will be expected to:

- demonstrate their ability to review and make improvements to the investigation by amending the ingredients to include the most appropriate ingredients, process and cooking method
- demonstrate an understanding of the working characteristics and functional and chemical properties of the ingredients selected
- record the outcomes of their investigation, the modification and adjustments made during the preparation and cooking process, and the sensory preference tests carried out to formulate the results

Band	A02
4	<p style="text-align: center;">12-15 marks</p> <p>The learner has executed a range of modifications and trailing of ingredients whilst following their plan during the preparation and cooking processes.</p> <p>An excellent, detailed knowledge and understanding of the working characteristics and functional and chemical properties of the ingredients selected during the investigation is evident by the decisions made.</p> <p>Candidate has recorded in detail the investigation, the modification and adjustments made during the preparation and cooking process.</p> <p>A wide range of tests have been carried out to include sensory preference tests and participant feedback to formulate the results.</p> <p>Photographic evidence identifying the stages of the investigation have been well annotated and documented.</p> <p>Results are well presented and clearly communicated in a logical manner using a range of different formats.</p>
3	<p style="text-align: center;">8-11 marks</p> <p>The candidate is able to follow their plan and carry out the investigation, modifying the ingredients, preparation and cooking processes during the investigation.</p> <p>The candidate demonstrates good knowledge and understanding of the working characteristics and functional and chemical properties of the ingredients selected during the practical investigation, as evidenced by further decisions made.</p> <p>The candidate has recorded the investigations and changes made during the preparation and cooking process.</p> <p>A range of tests have been carried out, to include sensory preference tests and customer feedback, to formulate the results.</p> <p>Photographic evidence identifying the stages of the investigation have been included with some annotation.</p> <p>Results are presented in a logical manner using at least two different formats.</p>

3 variables

Good visual images

2	<p style="text-align: center;">4-7 marks</p> <p>The candidate was able to follow their plan and carry out the investigation with limited modification, by amending the ingredients, preparation or cooking method.</p> <p>The candidate shows adequate knowledge and understanding of the working characteristics and functional and or chemical properties of the ingredients selected during the practical investigation by the decisions made.</p> <p>The candidate has recorded some of the modification and adjustments made during the preparation and cooking process.</p> <p>A few tests have been carried out which include sensory preference tests and participant feedback to formulate the results.</p> <p>Photographic evidence of the investigation have been included but not annotated.</p> <p>Results presented satisfactorily, using more than one format.</p>
1	<p style="text-align: center;">1-3 marks</p> <p>The candidate struggles to follow the plan, limited changes made to the investigation, requires teacher support.</p> <p>Limited knowledge and understanding of the working characteristics and functional and chemical properties of the ingredients selected during the practical investigation is evident.</p> <p>The candidate made little reference to the changes made during the preparation and cooking process.</p> <p>A few tests were carried out which required teachers guidance.</p> <p>A few results have been simply explained.</p>
0	<p style="text-align: center;">0 marks</p> <p>Not credit worthy or not attempted.</p>

Clearly a capable candidate → needs to develop the experiment

— just tasting. (no tables or data included)

very little explanation. — sticky dough. Breaking after drying.

Mark reflects lack of depth in investigation.

Sensory testing data not included, just the candidate's opinion.

6

Section C	
Analyse and evaluate the task: maximum 10 marks	
Candidates will be expected to:	
<ul style="list-style-type: none"> • analyse the data and results collected, draw conclusions • justify findings, the reasons for the success or failure of the ingredients selected to trial • evaluate the hypothesis and confirm if the prediction was proven 	
Band	A04
3	<p style="text-align: center;">8-10 marks</p> <p>The candidate has analysed the task in detail and conclusions presented are based on scientific knowledge and understanding of the ingredients selected, and the preparation or cooking methods used.</p> <p>The candidate shows an excellent understanding of the task in their ability to justify their findings with clear reasons given based on the methods used to gather the results.</p> <p>The prediction is reviewed and detailed conclusions have been based on the analysis of data and information from the research and investigation, demonstrating a clear in depth understanding of the task.</p> <p>Writing is well structured, clearly expressed and largely error free. Specialist terminology used with accuracy and ease.</p>
2	<p style="text-align: center;">4-7 marks</p> <p>The results have been briefly analysed with reference to the research and investigation carried out.</p> <p>The candidate shows an understanding of the task evidenced in their ability to justify their findings against the range of tests and the results.</p> <p>The prediction is reviewed and conclusions have been based on the analysis of data and information from the research and investigation, but the prediction has not been referred back to the task. <i>Hypothesis discussed briefly.</i></p> <p>Some specialist vocabulary has been used.</p>
1	<p style="text-align: center;">1-3 marks</p> <p>A brief attempt has been made to interpret the information collected, analysis is simplistic with limited conclusions discussed and evaluated.</p> <p>The candidate has shown a lack of understanding in the justification of the results.</p> <p>The prediction has not been evaluated.</p>
0	0 marks
	Not credit worthy or attempted.

3

Assessment 1: The Food Investigation Assessment

Exemplar Material D

An investigation to find the most suitable flour to make egg pasta

Candidates should be encouraged to include the brief at the beginning of the document.

Introduction

Egg pasta is made using fresh whole eggs and flour. Vegetable purees can be added to change the colour and the flavour slightly.

In Italy they use 00 flour this flour can be hard to obtain and is expensive in the UK, therefore, either plain flour or strong bread flour is used in place of the 00 flour, but which one makes the most successful pasta?

This would count as research. To develop this further, the candidate could expand on this and include references.

My investigation will look at all three flours and produce a batch of pasta to see what the differences are, which one is the most pliable and easy to work with, which one has the better texture (mouth feel) once it is cooked. I predict that the Italian 00 pasta flour should be the one to choose to make fresh pasta.

This would count as Plan of Action. Again, it could be developed to gain more marks.

This is the hypothesis.

Background research on flour

<u>Plain flour</u>	<u>Strong flour</u>	<u>Italian 00 pasta flour</u>
Weak wheat which is seeded and grown in spring within a month and produces a soft flour, this does not contain very much GLUTEN which is the protein found in flour. Gluten gives flour elasticity when combined with water.	Hard wheat sown in autumn and harvested in spring, allows the Gluten to develop within the wheat creating a strong flour.	00 flour is wheat flour finely milled. In Italy they grade flour as 1, 0 (zero), or 00 (double zero), this refers to how fine the flour is milled and ground down, double zero flour is very finely milled. 00 could be hard or soft flour you will need to check the package to see if the 00 flour is suitable for pasta or cake making.

This counts as Research.

Ingredients and method used

Test 1 1 free range egg, 75g plain soft flour



Test 2 1 free range egg, 75g strong bread flour

Test 3 1 free range eggs, 75g 00 flour

The method use will be to mix the ingredients in a food processor, rest in the fridge, rolled out using a pasta machine and cut into noodles. I will start to dry the pasta before cooking it in boiling salted water for 1 minute. The pasta will be drained and coated with olive oil. Finally the pasta will be served with a red pepper sauce to conclude the taste/ texture testing.

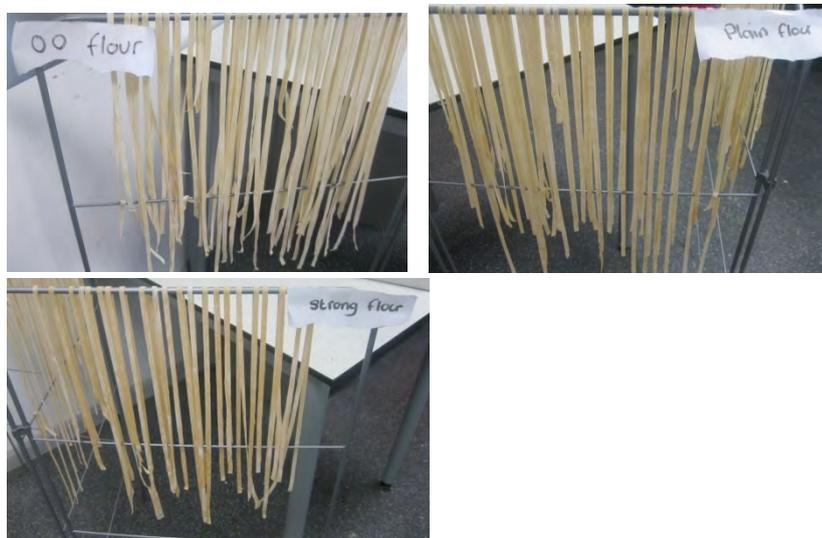


Each flour mixed in the processor came to a dough very easily, none was better than another.

The dough rested for ½ hour, the 00 came out of the cling film no problem however both the plain flour and the strong flour dough was sticky and needed more flour dusted on it to remove it from the cling film.

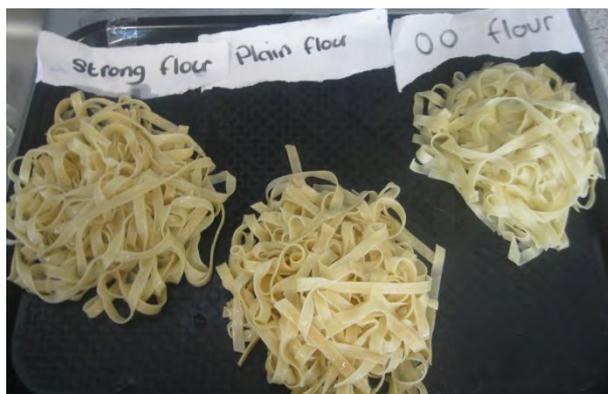
This counts as Results.

All three doughs went through the pasta machine without any difficulties and were hung out to dry.



When the pasta was removed from the rack the 00 was more fragile and tended to break.

The
was
flour
more



pasta was boiled for 1 minute in boiling salted water, drianed and coated in olive oil, the 00 tagliatelle much whiter once cooked, the strong was slightly tougher and took a few seconds to cook.

A red pepper sauce was added testing.

to each pasta for the taste



Conclusion; there was very little difference working with the three flours to produce the tagliatelle. The texture of the strong flour pasta was a little tougher, the appearance of the 00 was the most pleasing, the difference in cost of a bag of plain flour and a bag of 00 did not warrant using 00 flour Therefore my over results suggest that plain flour makes the best pasta when you consider value for money, along with texture.

The candidate has drawn a conclusion and used their own opinion, but has not evidenced the opinion of others.

WORD COUNT: 592

The word count is well below the recommended minimum of 1,500 words. The candidate has room to develop the work, and could consider extending the experiments to include additional flours such as semolina, wholemeal, and other cereals in addition to wheat. Greater range of sensory testing could have been conducted, and results could have been represented in graphs, tables, etc.

This Investigation was conducted by a Year 9 student. It is clear from the content that this student is an able candidate.

As a Food Investigation, this piece of work would score mid to low range as the candidate has not covered all aspects of the assessment criteria. It's a good example to show for this very reason. Therefore, please ensure that in the lead up to this task, your candidates are familiar with how to access the assessment criteria.

This would be a good example to use for KS3, where you wish to conduct an Investigational Task linked to pasta making.

EXEMPLAR MATERIAL A.

Assessment 2: The Food Preparation Assessment

Section A	
Investigate and plan the task (to include trialling and testing): maximum 15 marks	
Candidates will be expected to:	
<ul style="list-style-type: none"> • use a range of research skills to investigate the task • demonstrate knowledge and understanding in the choice of dishes when selecting a final menu • plan the task and produce a clear dovetailed sequence of work to include health and safety points and quality points 	
Band	A03
	12-15 marks
4	<p>The evidence presented demonstrates an excellent understanding of the assessment. <i>- evident throughout</i></p> <p>* The research is thorough, exploring the task in depth using a range of research methods and at least three sources have been used in order to inform choices. The candidate has used trialling and testing as part of selection process.</p> <p>Dishes chosen show a thorough understanding of the needs of the assessment i.e. to showcase technical skills and the reasons given justify fully how the choice relates to the assessment. <i>- reasons for choice are relevant to the brief</i></p> <p>The plan of action shows is proficient; dovetailing is clear, realistic and logical. The excellent referencing of safety and quality points, highlight thorough understanding. This plan could be followed independently by any individual to produce quality practical outcomes. <i>- the plan is well dovetailed. Excellent detail</i></p> <p>Evidence includes excellent use of correct technical terminology of the techniques and skills to be demonstrated during the practical session.</p>
	8-11 marks
3	<p>The candidate shows a good understanding of the assessment.</p> <p>The research in order to inform choices has been collected from at least two different sources.</p> <p>Suitable dishes have been chosen, that meet the requirements of the assessment. Reasons for choice are clear showing understanding and knowledge and justify how the choice relates to the assessment.</p> <p>The plan of action is clear and dovetailed with good reference to safety and quality points.</p> <p>The candidate demonstrates good knowledge of technical terminology of the techniques and skills to be used.</p>

15

* Research is thorough or if anything is too detailed Candidate could have condensed the research write ups - this can be tricky with very able candidates

2	<p style="text-align: center;">4-7 marks</p> <p>The evidence shows adequate understanding of the assessment some research has been gathered from more than one source and documented in order to justify choices.</p> <p>Suitable dishes have been chosen and appropriate reasons for choice given.</p> <p>The plan of action lists the key points and the candidate has attempted to make reference to, safety and quality points. Time plan of action is generally logical.</p> <p>The candidate has attempted to use correct technical terminology in relation to the techniques to be utilised.</p>
1	<p style="text-align: center;">1-3 marks</p> <p>The candidate shows a limited understanding of the assessment.</p> <p>Some research in order to identify choices has been documented but it is very general and only from one source.</p> <p>Final dishes to be made have been identified with some attempt to justify decisions, in relation to the assessment.</p> <p>Plan of action is logical but not all key points/stages are identified and there is only minimal reference to safety and quality points.</p> <p>Little attempt has been made to use the correct terminology in relation to the techniques and skills used.</p>
0	<p style="text-align: center;">0 marks</p> <p>Not credit worthy or attempted.</p>

Section B

Prepare, cook and present a menu of three dishes within a single session: maximum 45 marks

Candidates will be expected to:

- demonstrate health and safety procedures when preparing, cooking and presenting a menu of **three dishes**
- select, demonstrate and apply a variety of technical skills in the preparation, cooking and presentation, of **three dishes** to meet a particular requirement
- use a wide range of ingredients/commodities to produce very different types of dishes
- demonstrate excellent and where appropriate complex knife skills, the ability to weigh and measure accurately
- be able to test the dishes for readiness using the appropriate technique and judge and manipulate sensory properties during the cooking processes
- demonstrate portion control, excellent presentation to include how the dishes would form part of a meal and food styling
- demonstrate appropriate use of the 3 hours allowed for preparation, cooking and serving to showcase technical skills
- include photographic evidence of the final presented dishes

Band	A03
5	<p style="text-align: center;">37-45 marks</p> <p>The candidate followed the plan of action and worked completely independently and extremely competently throughout the preparation cooking and presenting of their dishes. <i>Ticked off MSP & Timpler sheets as he went along.</i></p> <p>Excellent use has been made of the 3 hours allowed for preparation, cooking and serving; the candidate has fully embraced showcasing their technical skills. Correct equipment was selected, prepared and used with extreme confidence for all three dishes and any accompaniments.</p> <p>The wide variety of appropriate and complex skills (such as filleting meat or fish and precise fruit and vegetable cuts, e.g. julienne, brunoise, macedoine) used in all three dishes by the candidate were executed competently and to an excellent standard.</p> <p>The candidate demonstrated excellent time management and all three dishes and any accompaniments were produced with success within the time available. <i>Finished on time. Used time effectively.</i></p> <p>The candidate was able to accurately judge and manipulate the sensory properties during the cooking processes at every stage for all three dishes. <i>tasked hygienically.</i></p> <p>Temperature control was faultless during the storing/cooking/testing for readiness and serving of the dishes. All three dishes were served at the correct temperature (for each course where applicable). <i>Good use of chiller. Temp probe for chicken & mussel.</i></p> <p>All three dishes and accompaniments were presented to an extremely high standard, accurate portion control was evident and the presentation clearly identified how the dishes would form part of a meal. A high quality finish was achieved due to food styling being used appropriately with attention to detail to improve the aesthetic qualities of the dishes.</p>

all independent

42

** Skills: Portioning chicken, roux, reduction, sauteing, simmering, control of hob & oven. Presentation. Flavour balances.*

cleaning mussels & ensuring safety. Bread making. Sauteing, knife skill. Pate sweet, bakery blind, custard, condis, ice-cream churning

(Mussels not as skillful as other 2 dishes)

4	<p style="text-align: center;">28-36 marks</p> <p>The candidate followed the plan of action and worked independently and competently throughout the preparation cooking and presenting of the dishes.</p> <p>Very good use has been made of the 3 hours allowed for preparation, cooking and serving; the candidate has embraced showcasing their technical skills.</p> <p>Correct equipment was selected, prepared and used with confidence for all three dishes.</p> <p>The wide variety of appropriate and complex skills (such as filleting meat or fish and precise fruit and vegetable cuts, e.g. julienne, brunoise, macedoine) used in all three dishes were completed competently and to a very good standard.</p> <p>The candidate demonstrated very good time management and all three dishes were produced with success within the time available.</p> <p>The candidate was able to accurately judge and manipulate the sensory properties during the cooking processes at almost every stage.</p> <p>Temperature control was very good during the storing/cooking/testing for readiness and serving of the dishes. All three dishes were served at the correct temperature (for each course where applicable).</p> <p>All three dishes were presented to very good standard, accurate portion control was evident and the presentation clearly identified how the dishes would form part of a meal. A quality finish was achieved due to food styling being used appropriately with attention to detail to improve the aesthetic qualities of the dishes.</p>
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3	<p style="text-align: center;">19-27 marks</p> <p>The candidate worked in a confident, and organised manner following the plan of action when preparing cooking and presenting their dishes.</p> <p>The candidate was able to select, prepare and use equipment appropriately when making at least two of the three dishes.</p> <p>A range of appropriate skills and cooking methods were demonstrated competently by the candidate and they made accurate judgements relating to the techniques being used for all three dishes.</p> <p>At least two of the three dishes showed good execution of skills.</p> <p>The candidate was able to work within the required time frame and demonstrate good understanding of the need to dovetail and demonstrate good pace.</p> <p>The candidate was able to accurately judge and manipulate the majority of the sensory properties during the cooking processes.</p> <p>Temperature control was mostly adhered to during the storing/cooking/testing for readiness and at least two dishes were served at the correct temperature. (for each course where applicable).</p> <p>All three dishes were presented to a good standard, Portion control was evident and food styling was used to improve the aesthetic qualities of the dishes. The dishes were mostly presented to indicate how they would form part of a meal.</p>
2	<p style="text-align: center;">10-18 marks</p> <p>The candidate made a fairly good attempt to follow the plan of action when preparing cooking and presenting the dishes.</p> <p>On the majority of occasions correct equipment was selected and used correctly.</p> <p>Technical skills demonstrated were executed mostly independently and to a satisfactory standard.</p> <p>The three dishes varied in level of skill.</p> <p>The candidate was able to judge and manipulate most of the sensory properties during the cooking processes.</p> <p>A fairly good attempt was made to ensure temperature control was adhered to during the storing/cooking/testing for readiness and at least one dish was served at the correct temperature. (for each course where applicable).</p> <p>All three dishes produced were successful but with varying degrees of quality. Presentation of at least two dishes was good.</p> <p>At least two dishes showed knowledge of portion control, and an attempt had been made to demonstrate garnishing and food styling and to indicate how the dishes would form part of a meal.</p>

1	<p style="text-align: center;">1-9 marks</p> <p>The candidate has made some attempt to follow the plan of action when preparing cooking and presenting their dishes.</p> <p>The candidate made some attempt to select the most appropriate piece of equipment for at least two dishes.</p> <p>Some attempt made to demonstrate an acceptable standard of technical skills for each dish made.</p> <p>Skill levels of all dishes chosen only allow candidate to demonstrate basic technical skills.</p> <p>The candidate has produced at least two dishes with some degree of independence, i.e. some support needed to judge and manipulate sensory properties during the cooking process.</p> <p>The candidate has attempted to present at least two dishes in an appropriate manner but some concerns related to portion control and quality of finish/garnishing relating to one or more dishes.</p>
0	<p style="text-align: center;">0 marks</p> <p>Not credit worthy or not attempted.</p>

Section C	
<p>Evaluate the selection, preparation, cooking and presentation of the three dishes: maximum 10 marks</p> <p>Candidates will be expected to:</p> <ul style="list-style-type: none"> • evaluate the technical skills selected and demonstrated in relation to the chosen dishes • evaluate using sensory properties; consider the taste, texture, aroma and appearance: presentation and food styling of the completed dishes 	
Band	A04
4	<p>8-10 marks</p> <p>The candidate has evaluated in detail the technical skills selected and demonstrated and identified fully how the dishes produced relate to the chosen assessment. <i>skills listed in Reasons for choice & discussed in Evaluation</i></p> <p>The dishes produced have been evaluated to a high standard. In depth accurate descriptors have been used in relation to the sensory properties; taste, texture, aroma and appearance, presentation and food styling of the completed dishes. Any modifications made to the recipes, or to techniques used during the session have been reviewed.</p> <p>The candidate has analysed and evaluated to a very high standard, the food made by themselves during the practical session and considered improvements to its success in relation to food made by others. They use appropriate technical terminology with accuracy. They have discussed in detail highly realistic improvements to their own outcomes after comparing against those of others.</p>
	<p>5-7 marks</p> <p>A clear reference to the suitability of the dishes in relation to the chosen assessment has been conveyed.</p> <p>The candidate clearly evaluated the technical skills selected and demonstrated in relation to the chosen dishes.</p> <p>The chosen dishes were evaluated using sensory properties considering the taste, texture, aroma and appearance, presentation and food styling of the completed dishes using a variety of sensory testing, some suggestions for improvements are suggested.</p> <p>Candidate has made a good attempt to analyse and evaluate the food made by themselves during the practical session in relation to food made by others. Good use of accurate technical terminology is evident. The candidate has suggested realistic improvements to their own outcomes after comparing against those of others.</p>

9

Has used other peoples opinions — Mr Harris, parents & tasks (in Star diagrams).
 Has discussed research findings & recommendations and indicated how these were met.
 Used Star diagrams to sensory test & then discussed there. Improvements covered. Could have expanded on these.

2	<p style="text-align: center;">3-4 marks</p> <p>The candidate has made some reference to the suitability of the dishes in relation to the chosen assessment.</p> <p>The candidate has briefly evaluated the technical skills selected and demonstrated in relation to the chosen dishes.</p> <p>A brief evaluation has been completed on the sensory tests carried out. Some basic conclusions drawn considering the taste, texture, aroma and appearance, final presentation and food styling of the completed dishes.</p> <p>Some attempt made to analyse and evaluate the food made by themselves during the practical session in relation to food made by others. They have suggested some improvements to their own outcomes, as a result of comparisons being made.</p>
1	<p style="text-align: center;">1-2 marks</p> <p>The candidate has made a limited attempt to evaluate the suitability of the dishes in relation to the chosen assessment.</p> <p>Some attempt has been made to evaluate the technical skills selected and demonstrated in relation to the chosen dishes.</p> <p>A limited number of sensory tests have been carried out, all items have not been evaluated based on the required criteria.</p> <p>Limited attempt to analyse and evaluate the food made by themselves during the practical session in relation to food made by others.</p>
0	<p style="text-align: center;">0 marks</p> <p>Not credit worthy or not attempted.</p>

Assessment 2: The Food Preparation Assessment

Exemplar Material A

Note: this exemplar comprises of sections from several pieces of GCSE Catering coursework. It is a representation of what a complete piece of Assessment 2: The Food Preparation Assessment COULD look like. Please note: it is made up work produced by a number of candidates.

TASK A:

A local restaurant is holding an international week.

Research, prepare and cook three dishes that could be served on a themed menu to promote the cuisine of a specific country or region.

Introduction

Work from Candidate A

Before I start I am going to do some research on what international food and regional foods mean and then jot down the ideas I have that could form part of my research:

The candidate has written in the present and future tense. Some candidates will write in the past tense – all tenses are acceptable.

What does international food and regional food mean?

International food is food from all over the world. It can be English, Italian, African, Jamaican, French, American and so on.

There has been an increase in the amount of internationally themed food available in the UK. Some reasons for this increase include the fact that the UK is a multi-cultural society, this influences our food choices as the availability of exotic ingredients and international restaurants increases .

Foreign holiday travel, improvements to transport and the popularity of cookery programmes and celebrity chefs are important factors too.

Regional food is food that is specific to a particular geographical area such as in the UK cheeses are often made in and named after an area e.g. Cheddar, Stilton, Caerphilly. Other foods are named after the area that they were first made such as Bakewell tart, Eccles cakes and Melton Mowbray pork pies.

Peoples desire to try new foods and cuisines should all contribute to a successful International week in a local restaurant.

The candidate has linked this introduction back to the brief.

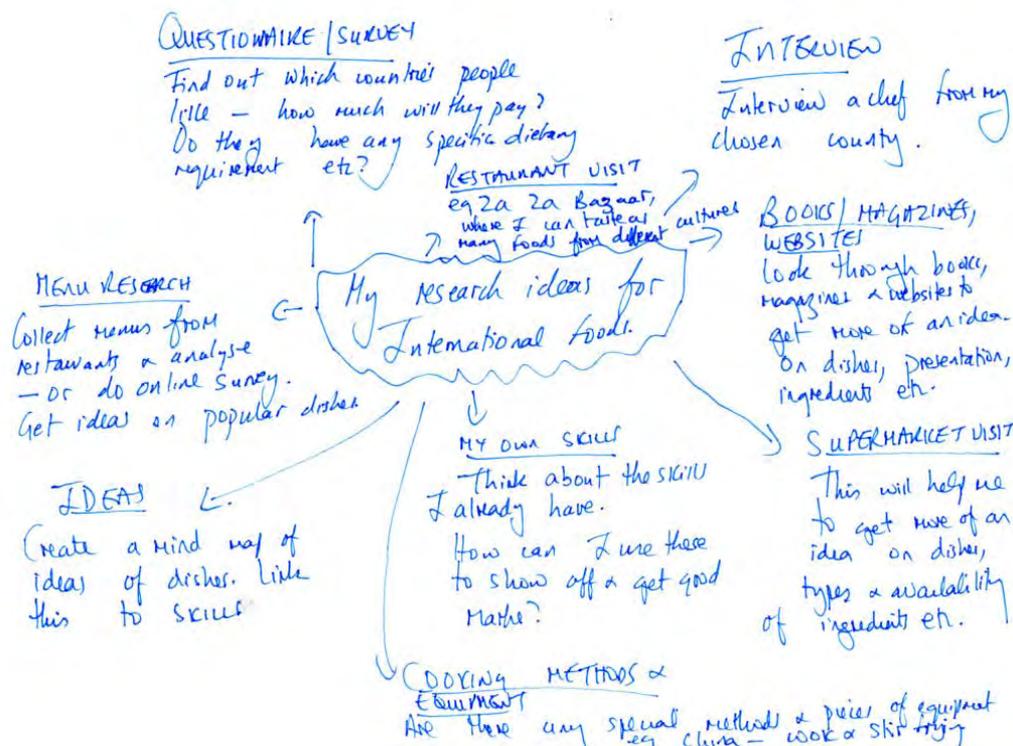
Research Ideas for International Foods:

I did a mind map to jot down ideas I had on the types of research I could do. This was really helpful as it made me think of different ways I could research information.

For my research I have decided to:

- do a survey to decide on my country

- reflect on my personal strengths and weaknesses
- a questionnaire
- a supermarket survey
- a mind map of ideas and skills
- recipe trials



Plan of Action	
Decide on the research I need to do	
FIRST THING TO DO:	HOW?
Survey people to decide which country is most popular	I am going to do a quick survey of 30 people to find out what is their favourite cuisine when visiting restaurants – this will help me to decide on my country
Review my personal strengths when it comes to cooking	I am going to think about and write down my own personal strengths when it comes to cooking, so that I make sure I show off skills which I know I can do well.
SECOND THING TO DO:	HOW?
Decide on my final country	Using the findings of my quick survey I will make a decision
The candidate will decide very quickly on the final country.	
Do some primary research linked to my chosen country	<ul style="list-style-type: none"> - do a more detailed questionnaire asking people more questions to help me decide on the types of dishes to make for my final country - visit a restaurant or do supermarket survey

	If time and finances are tight, this could be an online visit.
Do a mind map of dishes I could make, and link this to skills.	Look through cook books, food magazines, cooking websites and get ideas, then put this onto a mind map. I will use the skills table we have in class so that I make sure I think about the skill level of the dishes I might want to make.
Do some recipe trialling so that I can develop my practical skills	Use the time in class to develop my skills and knowledge on dishes – I will aim to make at least 3 dishes that I can make in lesson time
Trialling should not be the exact final dishes, but would be a stepping stone to the final dish.	
I will then write all this up and decide on my final three dishes and accompaniments	Using word for typing text and excel for tables and graphs.

RESULTS AND ANALYSIS OF RESEARCH:

Appendix items are not encouraged. All research findings should be summarised within the main body of the text.

1. Survey people to decide which country is most popular

I asked 30 people (adults and my peers) the following question and then did a tally chart to summarise my results:

As part of my GCSE in Food Preparation and Nutrition I am doing a survey to find out which cuisines people would most like to see in a restaurant.

Please can you circle ONE country that you would most like to see, or if I have not included it – please write down your preferred country:

France	Germany	Greece	India	Indonesia	Italy
Mexico	Poland	Russia	Thailand	USA	
UK (specify a region if possible)			Other – your choice:		

Thank you, Rasheed

My results were:

France – 2; Germany – 0; Greece – 1, India – 6,; Indonesia – 1; Italy – 8; Mexico – 0; Poland – 0; Russia – 0; Thailand – 2; USA – 4, UK (specify a region if possible)West Country – 2;

Other – your choice: China – 2; Australia – 1; Caribbean – 1

Analysis – the most popular countries were Italy with 8 votes, then India with 6 votes and thirdly USA with 4 votes. Before I decide which country I am going to think about what skills and dishes I am good at.

The candidate has summarised what was done, and then drawn some conclusions in order to help move forward.

1. Review my personal strengths when it comes to cooking skills:

I am good at	I am not so great at
Knife skills – I can dice and slice fruits and vegetables neatly	Watching blades – I need to be careful as I have had a few cuts using the knife.
I can bone a chicken neatly	Gutting and fileting fish – I find the smell and touching the fish unpleasant
Making cakes – they always rise well and taste great	Decorating cakes – I can pipe ok but am not so good at making my cakes look professional.
Making bread, I can knead and shape well	Pastry – I tend to be a bit heavy handed so my pastry often shrinks and tastes a bit tough
Roux sauces – my sauces tend to smooth and I never get lumps	Custard – I always seem to over heat the egg yolk and end up with scrambled egg
Making pasta – I love making shapes too.	Using gelatine – I always seem to get lumps of gelatine in my cheesecakes
Making quiche fillings	Hollandaise – however hard I try my hollandaise has split.
Making meringues	Choux pastry – my éclairs were flat and disappointing
Shallow frying – when I made fish cakes they were evenly cooked	
Shaping mixes into shapes – e.g. meatballs dumplings and bread rolls. I am good at making these even.	
I am neat – and tidy when I work	
I am accurate at weighing and measuring ingredients	Putting food in and out of the oven – I need to be more careful as I have burnt myself a couple of times.
I am good matching flavours together	Not so great at colour as I am colour blind

Analysis – I need to decide on the skills I want to showcase in my final practical. On the one hand I want to push myself so that I get better at the skills I am not so great at, but on the other hand I don't want to get a bad mark because I made a dish I am not good at. So, what I will do is use my trial sessions to try to improve on some skills like pastry making, cake decorating etc. if I can and then if I can get better at these I could maybe make dishes using these skills in my final assessment.

2. Decide on my final country

I have decided to choose **Italy** as my final country. **Why?** It got the most votes (8), I can research Italian restaurants quite easily as there are 3 on our high street; Italian ingredients are easy to get hold of in the supermarket: My family like Italian food so my mum will be happy to buy me the ingredients and all my family will give me feedback on my dishes; I am good at making pasta and would like to explore making pasta dishes some more; it gives me the opportunity to show lots of skills.

The candidate needs to decide quite soon on the final country so that there is time to focus research on that country.

3. PRIMARY RESEARCH: Do a more detailed questionnaire asking people more questions to help me decide on the types of dishes to make for my final country.

I drafted up 11 questions to ask people and then asked a range of ages (the youngest was 12 and the oldest was 82). I typed up my results and put them into graphs. I included my results and analysis here.

Here is a summary of my questions and results:

The candidate has used a lot of time to write up these findings. This could also take the candidate over the page limit. It may be more advisable to condense these results so that only the summary paragraph is included.

Question 1: Are you male or female?

I thought it was important to ask an equal amount of male and female customers, as I know that opinions can differ, and having more men than woman answering the questions or vice versa, would not be fair and could affect my results. The recommended calorie intake for men and woman is also different, men have a higher allowance, this could also affect choices made.



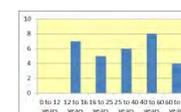
Question 2- In a restaurant how much do you think is appropriate to spend on three dishes?

I think it is important for me to find out how much a customer would be willing to spend on three dishes before I buy any ingredients, or I consider what kinds of ingredients I will be putting in my dishes. The majority of customers said they would pay between £16-20 for three dishes. I think this is brilliant because it means I can consider putting fancy extravagant ingredients in my dishes. It also means I can consider meat dishes, which is good because they are high in protein.



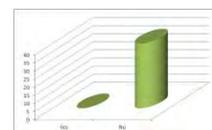
Question 3: How old are you?

Another question I thought was important to consider was age. I think this is important because similarly to gender, this can have a huge impact on your eating habits and what you would prefer in a dish; for example younger children may prefer sweeter dishes, whereas adults may not find them as enticing. I asked people between 12 to 85 years old, so I did ask a good range of ages.



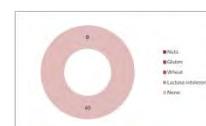
Question 4: Do you suffer from diabetes?

I think it is definitely important for me to consider customers that could have special requirements, or any specific dietary needs, because in doing this I will be able to make sure that the maximal amount of customers can enjoy my dish. None of the customers I asked have diabetes, so I don't have to worry about the levels of sugar in my dishes, however I will still be careful with the content, for health reasons.



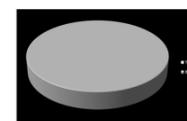
Question 5: Do you have any other allergies if so what are they?

I decided it would be important to carry on research further from question 4, to find out if any of the people asked have any other special dietary requirements. I thought this was important because for my meal to be a full success I have to consider as many people as I can in the planning process. I found that once again nobody asked had any allergies, but I still think that is important I checked, as if I hadn't customer satisfaction could have been less.



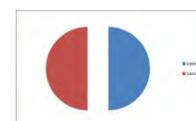
Question 6: Are you a vegetarian?

There are plenty of dishes that I could consider that could involve me preparing animal protein; this would be good, as they are high biological value foods, meaning they provide all the essential amino acids needed for growth, repair and maintenance. However if some customers are vegetarians then I have to provide alternative tasty dishes that will appeal to the majority. Out of all the people I asked, there were no vegetarians, which I believe is good because I will have a variety of dishes to choose from.



Question 7: Do you prefer sweet or a savoury dishes?

As I am preparing three dishes for my food preparation assessment I thought it would be good to find out whether people prefer sweet or savoury dishes. I think considering this question will allow me to please many customers, and will increase the desirability of my dishes. My results show that 50% of customers asked have no preference, and each individual option is evenly weighted. I think this is good as it shows that the customers are not too fussy, and it leaves me room to find the perfect dishes.



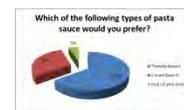
Question 8: What is your favourite carbohydrate accompaniment with a main meal?

There was quite a mixed opinion to this question. 9 out of 20 people said that they prefer pasta, this shows me that I should definitely consider making a pasta dish, such as cannelloni filled with spinach and ricotta cheese. 2 people said that bread was their favourite carbohydrate; I could consider serving an Italian style bread such as focaccia as an accompaniment or using a bread base if I decide to make pizza.



Question 9: Which of the following types of pasta sauce would you prefer?

65% of people said that they prefer tomato based sauces with pasta, this tells me that I should definitely consider serving a pasta dish with a tomato sauce, but 30% of people said that they prefer cream based. This shows me that I should try and make a dish with both tomato and cream based sauces such as a lasagne or Carbonara.



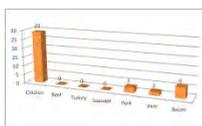
Question 10: Would you prefer desserts to have a soft or crunchy texture?

70% of the people that I asked said that they prefer desserts with a soft texture, so I could make a panna cotta or a selection of gelato. 30% of the people that I asked said that they prefer desserts with a crunchy texture, so I could serve my dessert with amoretto biscuits, to give a crunchier texture.



Question 11: Which of the following types of animal proteins do you prefer?

For my final question I wanted to find out which meat source was the most popular, as I know I want to prepare a dish with a protein source. I found that chicken is the most popular protein source, which is great because there are multiple dishes that I can prepare that I can involve chicken in. The least popular meat was sausage; I should probably steer clear of this. I may consider making a chicken dish where I portion a whole chicken as this will show skill.



Final analysis of questionnaire:

The candidate now has a structure to help make decisions on trial and final dishes. The results of the questionnaire are here as a guide, but they don't have to be adhered to rigidly.

Here is a summary of what I found out having done my questionnaire, I should bear these points in mind when choosing my final dishes:

- My dishes need to appeal to both male and female customers
- My customers would be happy to spend up to £20 in a restaurant on my 3 dishes – which means I can spend £10 to £12 on ingredients if I want to make a profit in my restaurant.
- My dishes need to appeal to all age ranges – from 12 to 85 years.
- I don't have to consider customers with diabetes although I should be careful about obesity levels and not going overboard on unhealthy and especially sugary dishes.
- I don't have any customers who have allergies, but again, should be considerate about allergies when planning my dishes.
- None of the people surveyed were vegetarian – so I can include meat in my dishes if I wish to.
- I can make both sweet and savoury dishes in my food preparation assessment.
- I should consider pasta, bread, potatoes and rice as possible carbohydrate accompaniments to a dish.
- If I decide to make pasta – both tomato and cream sauces were liked by those surveyed, but tomato was more popular than cream sauces.
- If I do a sweet dish, more people preferred a soft rather than a crunchy dessert so I should bear that in mind.

- Chicken was the most preferred source of animal protein.

4. **PRIMARY RESEARCH:** visit a restaurant or do supermarket survey

I decided to visit my local supermarket (Tesco) to get some ideas on Italian foods and ingredients: Here is a summary of my findings:

What did I look at?

I chose to research specific types of food like: frozen foods, breads and cakes, different fruits and vegetables, ready meals, savoury snacks and speciality items like spices, herbs and oils.

What did I find out?

At Tesco there was a lot of Italian '**carbohydrates**'. There were products like dried pasta (tagliatelle, fettuccine, spaghetti, penne, fusilli, lasagne, tortellini etc), bread (ciabatta, focaccia, garlic bread, bruschetta) and risotto rices (Arborio, and Carnaroli). This made me consider making a dish with pasta (I am thinking about ravioli) or rice (risotto) and or bread as part of an Italian dish.

There were also a lot of **pasta ready meals**: ravioli already filled, pasta already covered in sauce, carbonara and lots more. This made me realise that you need good skill to be able to cook Italian food properly so most people just settle for ready-made meals. It also showed me that for my food preparation assessment if I do pasta dish (which is quite likely) I need to practice it to perfection to make sure every component of it is perfect.

This visit opened my eyes to use different **Italian ingredients** and not just the ones we use and eat day to day. I saw speciality oils, (olive), cheeses (Parmesan, Dolcelatta, Pecorino and Taleggio), capers, pestos (basil, red pepper, walnut), canned beans such as borlotti and cannellini and plum tomatoes (canned and fresh).

When I was at Tesco I also went down the frozen foods aisle. I looked at the ice cream to see what flavours were available, I saw coffee, chocolate, rum and raisin flavours as well as the traditional vanilla ice cream. I also saw some sorbets (lemon, mango, raspberry) and had an idea that a sorbet would be a good accompaniment to a fruit tart (if I have time to make it).

Tesco had a large variety of fruits and vegetables, many used in Italian cuisine. I will try and include vegetables to make my dishes healthy, the ones I think would work well in Italian dishes include: sweet potato, spinach, tomatoes, courgettes, peppers, garlic, speciality mushrooms, aubergine, fennel, artichoke and rocket.

Fruits I saw for sale, which I can use include: Sicilian lemons, fresh raspberries, melons, apricots and peaches. There was a huge selection of fresh herbs: such as basil, rosemary and parsley. These will help to add flavour to dishes.

I looked at the ready prepared desserts; there were tarts such as Pear and almond. Sicilian lemon, Chocolate and coffee tart; mousse style dishes such as: Raspberry mousse, Tiramisu. There were pannacottas and ricotta baked cheesecakes, so there is plenty of choice when thinking about sweet dishes I could make for my assessment.

Here are some images I took during my visit:



An Italian plum tomato and mascarpone soup I found in the chilled aisle; this would be well accompanied with the garlic dough balls or garlic and parsley ciabatta I found in the chilled speciality breads section (with pizzas)



A selection of chilled ready meals that have given me ideas on pasta and pizza dishes: Roasted vegetable lasagne would be a good vegetarian option if I needed to make my dishes meat free, or to try to increase the 5 a day for customers. Spaghetti carbonara shows skill as it's easy to scramble the egg and ruin the dish; Chicken arrabbiata pasta – gives me an idea on how to use chicken in a spicy tomato sauce (I could portion a whole chicken to show skill); Spinach and ricotta cannelloni, which I would like to try as I like the idea of making pasta and rolling it with a filling: an interesting paprika flavoured pizza and another idea for a ravioli filling with cherry tomatoes, mozzarella and basil.



I found these two popular Italian desserts:

Sicilian Lemon tart – I could practice improving my pastry making skills and think about a similar tart as one of my dishes.

Tiramisu is a simple dish to make – but I could raise the skill level a little by making my own sponge fingers.

Analysis: Doing this visit was very helpful – it has made me think about the types of Italian dishes which are popular with UK consumers. It has also made me think about skills – as to get a good mark I need to show some high level skills in my dishes.

The candidate is reflecting well and is thinking about the types of dishes that could be considered. Thought is also given to the level of skill which needs to be demonstrated for higher marks.

5. Mind map of ideas and skills

Before I could decide on my dishes I decided to do a mind map of ideas. Here are some of my ideas, and I have annotated the skills for each dish as it's important to me that I don't chose dishes which limit my marks because they might not be skilful enough.

Savoury ideas:

Image	Name of dish	Skills summary for each dish
	Arancini	Cooking rice, forming into balls the same size, deep frying
	Bruschetta	Knife skills – dicing, topping, flavour balance Toasting bread
	Focaccia bread	Making a flavoured bread dough (<i>kneading, proving, knocking back, shaping</i>), control of oven Cutting cooked bread into even sizes
	Grissini wrapped in ham	Making a bread dough (<i>kneading, proving, knocking back, shaping</i>), control of oven
	Carpaccio of tuna	Slicing raw tuna, making a dressing, presentation skills
	Pizza	Making pizza dough (<i>kneading, proving, knocking back, shaping</i>), Making a tomato sauce – <i>knife skills, sautéing, simmering, blending</i> <i>Shaping dough (crust forming) topping, control of oven</i>
	Lasagne	Making pasta (<i>laminating too</i>), making meat ragu (<i>knife skills, sautéing, simmering</i>), making a white sauce (<i>roux</i>), assembly, control of oven
	Panzanella	Knife skills, making a dressing, presentation
	Piedmontese peppers	Knife skills (halving peppers), control of oven
	Sweet potato and amoretto ravioli with sage butter	Making pasta (<i>laminating</i>) making filling – control of oven, mixing, crushing biscuits forming pasta parcels – evenly filling making sure parcels are same size cooking pasta to <i>al dente</i> browning (not burning) butter
	Pasta with a tomato and basil ragu	Making pasta (<i>laminating</i>), cutting into ribbons making tomato sauce (<i>knife skills, sautéing, simmering</i>),
	Minestrone soup	Knife skills – <i>paysanne, sauté, simmer</i>
	Spaghetti carbonara	Making pasta (<i>laminating</i>), cutting into ribbons Or cooking dried pasta Making a sauce using egg as a thickening agent and not scrambling the egg
	Gnocchi	Peeling and cooking potatoes Control of hob Mashing, forming potato “dough”, cutting, cooking, making a cream based sauce

	Spaghetti bolognese	Making pasta (<i>laminating</i>), cutting into ribbons Or cooking dried pasta Making meat ragu (<i>knife skills, sautéing, simmering</i>), control of hob
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ideas:

Image	Name of dish	Skills summary for each dish
	Baked cheesecake	Greasing tin, crushing biscuits, melting butter, making topping, control of oven, presentation
	Biscotti	Making biscuit dough (getting consistency right), evenly cutting, control of oven
	Chocolate and pear tart	Making shortcrust pastry / pate sucee (rubbing in), lining tin, baking blind, peeling and slicing pears evenly; making frangipane style cake mix, control of oven
	Chocolate pannacotta	Heating cream, using gelatine as a setting agent, presentation
	Gelato	Making a custard, making fruit coulis, use of ice cream machine
	Fruit tart	Making shortcrust pastry / pate sucee (rubbing in), lining tin, baking blind, making crème patisserie, knife skills- slicing fruits, presentation, apricot glaze or arrowroot glaze
	Lemon and meringue tart	Making shortcrust pastry / pate sucee (rubbing in), lining tin, baking blind, making cornflour thickened lemon sauce, whisking egg whites to make a meringue, piping, control of oven, candied fruit, presentation
	Pinolata (pine nut tart)	Making shortcrust pastry / pate sucee (rubbing in), lining tin, baking blind
	Tiramisu	Making whisked sponge fingers, piping, control of oven; assembly
	Vanilla pannacotta with fruit compote	Heating cream, using gelatine as a setting agent, stewing fruit, getting viscosity tight for compote, presentation

Analysis of mind map of ideas and skills

Doing this mind map and skills analysis was really helpful as it helped me to focus more closely on the types of dishes that I should chose – based upon skills I would show, the time it would take me to make them and making sure I chose his that were tasty and attractive to look at. What it has made me realise is that I would really like to develop some pasta dish ideas as well as a sweet pastry tart.

PRIMARY RESEARCH: Recipe Trialling

Trialling of ideas – learners are encouraged to practice dishes and make amendments as appropriate for final practical, but should not be encouraged to practice all of the exact dishes as this would be classed as a run through.

Work from Candidate B

6. In class were given 4 hours of lesson time to do some recipe trialling

Recipe trial write-ups have been taken from GCSE Catering assessments. They demonstrate one way that recipe trials can be documented, but are not necessarily the trials that may have been conducted for the final dishes made in this exemplar.

Recipe trial 1: Tagliatelle with tomato ragu:

On 4th December I made an Italian inspired pasta dish: Tagliatelle with tomato ragu. I wanted to practice pasta making and making a simple tomato sauce. I believe that my Tagliatelle with a tomato ragu came out successfully. Not bad for a first attempt. The overall taste was very satisfying as all the flavours complemented each other very well. The appearance was neat and had array of colours which were balanced out to resemble the Italian flag. What I would have to improve on if I was going to do this dish as part of my assessment is to make the pasta quicker, as I found that I was spending too much time on the stages of making the pasta than doing things like washing up and sanitising my work surfaces. To improve upon the appearance of my dish If I was going to use it as my part of my final assessment, I would mix the pasta in with the sauce, which is known for being the traditional Italian way of presenting pasta with sauce. There were lots of skills when making this dish such as making fresh pasta, laminating, cutting into tagliatelle ribbons, using a pasta rolling machine, cooking the tagliatelle until al dente, making the ragu – gentle simmering, assembly and presentation.



Recipe trial 2: Cannelloni

I made the Italian dish Cannelloni del Nonno (cannelloni filled with rocket, spinach and ricotta cheese) on the 11th December. This dish originates from Italy. The reason I chose this dish was to continue to practise my pasta making skills and to improve on my béchamel sauce making. When making pasta before I found that my pasta was a bit too thick so this time I decided to make the pasta sheets thinner. After making the cannelloni dish I found that I kneaded the pasta dough for a bit longer, therefore making the pasta was stretchier, which made it easier to roll out thinner. Although this time I made it, the béchamel sauce was too thick, I think that next time I should add more liquid (milk or water) to make the sauce thinner, and easier to eat. *Here is a photo of my finished cannelloni dish.*

As you can see the tomato sauce makes the is contrasted by the bright colour of the crunchy has turned golden, which also gives the dish an



cannelloni red in colour, this rocket leaves. The cheese attractive appearance. I think

that next time I should cut off the ends of the cannelloni to give the dish a neater look. If I made this dish again I would make sure that I put enough milk into the béchamel sauce so that when it cools slightly it won't be as thick. I think a pasta dish could be made in my final assessment, making pasta shows skill. If I did a filled pasta I would need to make sure that it doesn't leak and there is definitely skill when making a béchamel sauce.

Recipe trial 3: Spinach and ricotta ravioli with tomato sauce

On 18th December I carried on practising making pasta and this time made Spinach and Ricotta Ravioli with a tomato ragu. The pasta making went well, as I have now made this a few times. To improve this dish if I was to do it again for my final assessment I would ensure that my ravioli parcels are neater. I could display this dish is by using a bottle and slowly drizzle the sauce over the ravioli parcels so that the all the parcels can be seen and so that it gives the dish sophistication.



Recipe trial 4 :Panna cotta with berry compote and biscuit

I made the Italian dessert Pannacotta with berry compote and biscuit on the 8th January. The reason I chose this dish was because I wanted to practice and improve on working with gelatine and also making a coulis style sauce to accompany my dish. I also wanted to practise my rubbing in, shaping and rolling out evenly when I was making my biscuits. When making Pannacotta with berry compote and biscuit I found that the biscuit dough was really crumbly and difficult to roll out but I found out that by using flour and a palette knife to lift the biscuit it will not crumble. Whilst making my Pannacotta I found out the gelatine takes a long time to make the Pannacotta into a firm jelly base dessert so in my food preparation assessment I will make sure I leave myself enough time for it to set properly.



Here is a photo of my finished Pannacotta with berry compote and biscuit

As you can see the contrast of colours are explosive and the compote and Pannacotta is firm and glossy, the biscuits add some a crunch to the finished dish, but I think they are a little large, and next time I would minimize the size of them. The dish overall looked appetising and I wouldn't change much else because the biscuits were cooked properly and the combination of colours, textures and flavours complement each other. If I were to make this dish again I wouldn't change much as I was happy with my dish except I would reduce the size of the biscuits and add an additional sheet of gelatine as it took very long to set and we don't have masses of time in my food preparation assessment. I think that this dish could be used in my food preparation assessment and is worth considering.

Recipe trial: 5

I made Onion Focaccia on the 15th January. The reason I chose this dish was to increase my knowledge of Italian cooking and to develop my bread making skills. I also chose to cook this dish as I may need to make an accompaniment, I thought that focaccia would be a good accompaniment. When making my foccacia I found that my bread dough was quite dry and crumbly, in order to make it stick I had to use more water. When I rolled out my bread and left it next to the oven to prove, I found that I tried to roll it too thin and did not cover the dough which formed a slight crust



to form on the top of the dough. I also did not have enough time to prove my dough so it didn't rise as much as I had hoped it would. After I had cooked my bread in the oven it was quite soggy from the oil. The bread also tasted extremely herby. When I make this dish again I will not use as much oil on the top of my bread or include as much herbs so that the taste is more of a subtle flavour. I would also cover my dough when I prove it as it will prevent a crust from forming. Here is a photo of my finished Onion Foccacia. As you can see there is not much colour to my dish, I think it needs to be baked for longer.

Recipe trial 6: Breadsticks

I made Breadsticks on 22nd January. My finished bread sticks were well baked, there were no 'raw bits' of the dough and when you bit into it there was a good snap. The vibrant red chilli flakes looked brilliant hidden away in the dough. The bread had a fabulous crunch and snap and when you bit into it you automatically got a bursting flavour of hot chillies and salt which was great. The chillies really enhanced the dish making it go from just boring dough to fabulous chilli dough which caught the attention of my tasters. The dough was a success, it was cooked through out and was golden brown on the outside and when you bit into it the crunchiness and snap was great. The presentation was good and looked 'rustic' which was the look I was going for. I think I need more practice in getting the shape right and length. I'm not so worried about the length as it's a rustic look but I don't want some looking fatter than others. I could either stand them up like I did in the picture or lie them down which wouldn't look as good personally but it is another option. I also could create some dip the breadsticks



sort of oil and balsamic vinegar sauce type product to into.

Work from Candidate C

Analysis of recipe trialling:

Now that I have done all my recipe trialling I have been able to improve my practical skills when making fresh pasta, white and tomato based sauces, gelatine set puddings, rubbing in needed for short crust pastry, bread bases.

I have decided that my 3 final dishes and accompaniments will be:

Sweet potato and amoretti ravioli with tomato sauce; served with endive salad

Calzone pizza (filled with marinated spicy chicken, mushrooms, spinach and melted mozzarella), with a red pepper pesto

Lemon tart with raspberry gelato and coulis

Reasons for choice:

Learners should be encouraged to keep the Reasons for choice section brief, and relevant to the task. Therefore, in this task brief there is no need to mention nutritional content as this is not a focus of the brief. The brief relates to International food, so the relevance of the three dishes should be linked to international cuisine in the Reasons for choice section. Likewise, the reasons should be linked to the research findings

I have chosen my 3 dishes and accompaniments as these are popular Italian inspired dishes that I am confident I can make in my 3 hour time allowance and if I do them well I can show a range of skills which I hope will get me good marks.

Sweet potato and amoretti ravioli with tomato sauce; served with endive salad
Calzone pizza (filled with marinated spicy chicken, mushrooms, spinach and melted mozzarella), with a red pepper pesto
Lemon tart with raspberry gelato and coulis

I have summarised the skills that I will show in each dish as follows:

1. Sweet potato and amoretti ravioli with tomato sauce; served with endive salad

- *Baking sweet potatoes, making puree, crushing biscuits*
- *Making pasta – dough: kneading, laminating, forming shapes (sealing and removing air to make sure the parcels don't burst when cooked). Cooking pasta until al dente (not mushy)*
- *Knife skills – onion dicing, crushing garlic,*
- *Sautéing, simmering, blending, passing through a sieve*
- *Arranging leaves and ravioli parcels artistically*
- *Making a French dressing*

2. Calzone pizza (filled with marinated spicy chicken, mushrooms, spinach and melted mozzarella), with a red pepper pesto

- *Making a bread dough from scratch: kneading, proving, knocking back, forming into a perfect round base*
- *Knife skills – sautéing mushrooms, onion and spinach*
- *Preparing and marinating raw chicken*
- *Forming calzone, baking, control of oven*
- *Roasting red peppers, making a pesto*

3. Lemon tart with raspberry gelato and coulis

- *Making shortcrust pastry – rubbing in*
- *Lining tin baking blind (without shrinking or burning)*
- *Making lemon custard baking without cracking or splitting the custard*
- *Making ice cream – (not custard recipe)*
- *Making a coulis*
- *Presenting artistically*

My dishes will look attractive as for the ravioli dish I will make sure that each ravioli pillow is evenly sized and filled. The ravioli will be presented with a drizzle of smooth, shiny tomato sauce; the endive salad will provide an eye catching colour contrast as well as providing a crunchy alternative to the soft ravioli pillows. The calzone pizza will have a rustic appearance. I will fold it and seal it

The Reasons for choice are written in the future tense as they are written before the practical takes place.

carefully so that the filling doesn't escape and it will have a drizzle of my red pepper pesto over the surface to add interesting colour and texture. My lemon tart will be made as a whole tart (with pate sucree and a baked blind pastry) and I will cut it into a neat slice so that there is a generous ratio of smooth tart lemon filling to pastry. My raspberry gelato will be smooth and free from ice crystals and the raspberry coulis will be presented as small spheres in decreasing diameter.

I will take care to ensure I taste my dishes as I make them to ensure the flavours are well balanced – from the sweetness of the sweet potato and amoretto ravioli filling to the sweet and acidic lemony custard filling.

There will be contrast of textures from the al dente pasta to the soft and velvety sweet potato filling and the shiny and glossy tomato sauce accompanying the ravioli. The calzone pizza base, made with yeasted dough, will be rolled out thinly, there will be a generous filling and so that the pizza dough is not too overpowering. The dough will be crunchy and I will make sure that the base is well cooked and not soggy. For the lemon tart – the short crust pastry base will be sweet and shortbread like and the gelato will contrast well with the zingy lemon filling. I will keep back some fresh raspberries for added decoration and add a tiny fresh mint leaf to contrast against the creamy yellows and pinks.

I will make sure that I complete my tasks within the 3 hour time allowance by taking time and effort to write my time plan in detail– and multi task as much as possible. I will tick off each task as I do it – so that I don't forget anything and make sure I give myself enough time to wash up and present my dishes.

Because this brief is about making dishes for a restaurant I will do my best to present my dishes as you would expect to see in a restaurant – so I will try to get matching crockery and make good use of garnishes and decorations. I will try to make my food and table look as professional as possible.

I have taken on board some of the findings from my questionnaire, so for example I would say that all 3 dishes would appeal to both men and women and all ages. To try to keep within a rough budget of £12 on food cost I will shop carefully and keep a careful eye on my spending. In terms of suitability for people with specific dietary needs my dishes won't be suitable for coeliacs as all 3 contain wheat flour; apart from the pizza (as it has chicken in the topping) they are suitable for lacto ovo vegetarians and those with nut allergies. Diabetics would need to avoid the lemon tart due to the sugar content, but both the savoury dishes would be acceptable menu choices for those with diabetes.

I have managed to include pasta and bread (pizza base) in my dishes which is what those people I surveyed said they preferred. My lemon filling for the tart together with the gelato are soft so that will please those who prefer a soft rather than a crunchy sweet dish. I will include spicy marinated chicken in my pizza filling so that will ensure those people who said they prefer chicken happy.

My final dishes have included inspiration from my supermarket visit – as they contain pasta which was sold in large quantities and in many varieties plus pesto, lemons for my tart and of course

pizza. The gelato to go with the Lemon Tart was chosen because the supermarket visit made me see that gelato is an ideal Italian style accompaniment to a dessert menu item.

The candidate has included discussions on skills, appearance, flavour, texture, aroma, presentation, time management, and special diets, has applied reasons to results from various research tasks, as well as mentioning local produce and seasonality and budgetary constraints.

I will do my best to shop locally and buy locally produced foods as well as those in season rather than imported foods, but this will depend on prices, as I also need to make sure I stick as close as possible to a £12 budget.

You will see no costing or nutritional data mentioned in the Reasons for choice section as it is not part of the brief.

Shopping list:

Work from Candidate D

Greengrocer	Grocer	Dairy	Butcher / Fishmonger
Vegetables	250ml red wine	7 eggs	1 medium whole chicken
6 garlic cloves	1 cube of chicken stock	200g butter	60g bacon lardons
4 shallots	30ml sunflower oil	850g double cream	
4 button mushrooms	15ml extra-virgin olive oil	500ml milk	
4 maris piper potatoes	185g caster sugar		
1 small stick of celery	75g icing sugar		
750g Chantenay carrots	200g plain flour		
900g green beans			
Fruit			
250g fresh raspberries			
3 Lemons			
Fresh herbs			
A sprig of thyme			
3tbsp of parsley			
Salt			
1 sprig of parsley			

Small and large equipment and serving dishes

Including an Equipment List and Shopping List shows planning skills and organisation.

Work from Candidate E

Taken from a current GCSE Catering coursework exemplar

Small Equipment (in addition to what I know I will already have in my cupboard and drawers)

Chef Knife	Frying pan	Rolling pin
Boning Knife	Vegetable knife	Red chopping board
Juicer	Mixing bowl	Measuring jug
Sieve	2 baking dishes	Piping bag and nozzle
Large pan	Baking tray	
Small pan	Green chopping board	
Flan tin	Wooden spoon	
Slotted spoon	Brown chopping board	

Large Equipment

Blast chiller
Oven
Mini food processor
Food processor
Hand held electric whisk
Oven
Hob

Display Equipment

2 large circular plates
2 large dish plates
2 glass small plates
4 forks
2 knives
Table runner
Flower in a vase
2 wine glasses

TIME PLAN

Selected for a French inspired menu.

Time plan is referred to as Plan of Action in mark scheme on page 32 of specification.

Work from Candidate F

COLOUR CODING:

Coq vin with green beans and vichy carrots

Moules marineres with crusy baguette

Lemon tart with raspberry coulis and raspberry ice cream

I have 3 hrs. total time, including mise en place time for my assessment:

I have decided to allow myself 45 mins to do my mep and 2 hrs to cook, plus the final 15 mins to serve, and wash up any last minute equipment.

I will arrive to my assessment with my ingredients pre weighed out, I will use the scales at school to double check the weights –this is especially important for my pastry and baguette ingredients

MISE EN PLACE (45 minutes)

The candidate has given significant detail in this section – this would enable any individual to follow it.

<u>Mise-en-place</u>	<u>Health and safety points</u>
Prepare self – remove all jewellery, tie hair back, wash hands with anti-bacterial soap, put on chef’s white and cap.	Make sure water is hot and chef whites are clean
Sanitise work surfaces	Using anti-bacterial spray
Pre-heat oven to 180°C fan, for lemon tart pastry	
Collect and weigh all ingredients and place on to white trays. Place high risk ingredients into refrigerator.	High risk ingredients are: Double cream, clotted cream whipping cream, milk, butter near to the top of the fridge chicken and fresh mussels at the bottom of fridge – all covered.
Collect all equipment and serving dishes and place to the side until needed.	
Check weigh ingredients for pastry and baguette	Use digital scales for accuracy
Grease the baking tray and tart tin	
Top and tail green beans, wash and place into steamer tray for later	Place waste in compost bucket for all vegetable trimmings
Peel and tidy up carrots and place into a saucepan for later	
Peel small onions and place into small saucepan	

Wipe over baby mushrooms with damp cloth and trim as necessary with small vegetable knife. Store in small bowl and chill.	
Crush the garlic	
Make bouquet garni	
Clean the mussels by thoroughly scrubbing them under plenty of running water, pulling away the 'beards', Discard any broken mussels along with the 'beards', and any mussels that don't close tightly when you tap them	HIGH RISK Make sure bought as fresh as possible and kept refrigerated (2 to 5°C) MUST NOT USE ANY MUSSELS THAT WILL NOT CLOSE WHEN TAPPED
Dice onion, chop garlic and parsley for moules	
Butcher whole chicken into 2 breasts, 2 thighs, 2 wings and 2 drumsticks	HIGH RISK Back into fridge when prepared – base of fridge, well covered
Make up chicken stock with stock cube and boiling water	
For bread: Sift the flour and salt into the mixing bowl. Add the quick action dried yeast and blend together	
For pastry: Sift the flour into the mixing bowl. Cut the butter into small pieces and rub fat into flour until resembles coarse breadcrumbs. Add in caster sugar and stir. Cover with clingfilm and chill. Measure out water for pastry and chill	
Separate egg yolks from whites	
Zest and juice lemons for lemon tart, make the raw custard (egg yolks, lemon juice, cream, sugar), cover and chill. Keep one egg white back and lightly beat. Juice a lemon for the coulis	Keep egg whites and freeze
Lay the table: Place cloth on table, vase of flowers, cutlery, wine glass and menu card. Also crockery – some will be placed into oven for warming later on (make sure the plates are all circular).	Take time to get the presentation right.

ORDER OF WORK (allow 2 hrs to cook and 15 mins to serve and finish tidying up)

The candidate has planned the work so that all three dishes will be served towards the end of the practical. As this is not a meal, the dishes do not have to be served in sequence (e.g. starter first, then main, then dessert), but to show dovetailing it would be expected that the dishes are served within a close time proximity.

<u>Time</u>	<u>Activity</u>	<u>Health and safety points / Food safety points</u>	<u>Food quality points</u>
5 mins	<i>Make pastry for lemon tart and rest</i> Using a knife, stir in just enough of the cold water to bind the dough together. Wrap the dough in clingfilm and chill for 10-15 minutes.		Water, equipment, hands should be chilled to produce good quality short crust pastry.
5 mins	Wash up and let dishes drip dry	Make sure water is hot	
1 min	<i>Start on coq au vin</i> Blanch onions Place the small saucepan onto the hob, fill with water, bring the water to the boil, then blanch the onions	Keep saucepan handles way from side of hob Use oven gloves when draining and take care with the steam	Drain in a colander and refresh under cold running water
5 mins	Roll out pastry for tart, line with beans and blast chill		Chill to ensure that the pastry case doesn't shrink Roll pastry between clingfilm sheets if it's crumbly Keep any leftover pastry and reuse
1 min	Drain the onions and allow to cool		
5 mins	Dry up then wash up again, drip dry		Drip drying saves me time
1 min	Bake lemon tart pastry blind	Use oven gloves – avoid burns Make sure the paper is trimmed so that it doesn't catch fire in the oven	I want the pastry just cooked – I don't want to colour it
5 mins	<i>Carry on with coq au vin</i> Brown onions and soften lardons Place the 15g butter and 1 tbsp. sunflower oil into the base of the casserole dish and soften the diced bacon. Add the drained and cooled onions shaking the pan to brown them evenly all over. Remove the bacon and onions from the pan and place onto a plate until later.	Beware of the lardons spitting Watch the butter doesn't burn DO NOT LEAVE THE PAN UNATTENDED	Use a frying pan if a casserole dish is not suitable for the hob Use a slotted spoon to remove bacon and onions

6 mins	Pan fry chicken Place the chicken pieces into the pan and brown the skin. Using tongs, turn the chicken over and do the same of the reverse side. When the chicken is evenly browned (it will not be cooked yet) remove from the pan	DO THIS QUICKLY – TO REDUCE THE RISK OF FOOD POISONING BACTERIA MULTIPLYING	Put on chicken pieces skin side up Add extra butter and oil if needed Place onto the plate with the bacon and onions
2 mins	While the chicken is being browned: Check on pastry for lemon tart – remove baking beans – back in oven 5 mins to finish cooking (I don't want it brown)	Careful – beans will be hot	Need to make sure all pastry is cooked – the centre of the tin will take the longest to cook
5 mins	Make roux Keeping the pan on the heat, add the flour. Slowly add the chicken stock and stir with the magic whisk, then add the wine, crushed garlic, bouquet garni, salt and freshly ground black pepper. Allow the sauce to come to the boil and gently add back the bacon, onions and chicken. Reduce to a simmer.		Add hot chicken stock gradually – to avoid lumps Transfer everything to ovenproof dish when ready to go in oven
2 mins	Pastry case out of oven, brush with egg white and back in oven for 2 mins	Will stop any "leaks" of the lemon custard (due to coagulation of protein in egg white - forms a waterproof layer)	
5 mins	Dry up and wash up again, drip dry.		
5 mins	During washing up: Pastry out of oven and coq au vin in oven temp down to 150°C Sieve and pour on lemon topping and back in oven to bake	On a tray in the oven Take care – use oven gloves	Place tin on baking tray before it goes in the oven Set timer for 30 mins to check on it - so I don't forget
8 mins	Make ice cream and freeze Blend the frozen raspberries, vanilla essence, icing sugar and clotted cream in a food processor for five seconds. With the motor running, pour in the whipping cream and continue to blend until smooth. Spoon the ice cream into a container and freeze.	Watch blade – VERY SHARP	Make sure covered in freezer
9 mins	Make bread dough for baguette and prove Make a well in the centre of the flour and yeast and add all the warm water and oil. Mix to a soft dough with a wooden spoon. Knead on a lightly floured surface for approximately 5 minutes until the dough is smooth and springy.	Somewhere warm, so that bread will prove faster	Additional water may be needed if the dough is too dry. Need dough quite sticky Until volume has increased and dough is light & spongy.

	Allow to prove in a lightly floured bowl, covered with a damp cloth		The longer the dough can be allowed to prove the better
6 mins	Back to the coq au vin Pan fry mushrooms for coq au vin and then add to casserole, transfer to hob to finish cooking	Don't have the heat too fierce – needs to be on a steady simmer	Add to coq au vin after 30 mins Stir from time to time so that it doesn't catch on the bottom.
5 mins	At the same time: dry up then wash up		
2 mins	Remove Lemon tart out of oven – cool at room temperature then blast chill Turn oven up to 230°C for baguette	Use oven gloves	Don't want it brown – needs to have a slight wobble in the centre Also want to avoid any cracks in the lemon custard
2 mins	Check on ice cream – beat to remove any ice crystals and carry on freezing		
8 mins	Make raspberry coulis and chill Heat the sugar and water in a small saucepan over medium heat, stirring from time to time, until the sugar dissolves completely, about 5 minutes. Put the raspberries, lemon juice and the sugar syrup in a mini blender and puree. Strain through a fine mesh sieve to remove the seeds and chill until needed		Needs to be strained to remove seeds, taste it – may need lemon juice or sugar to balance the flavour
5mins	Back to bread dough for baguette Knock back bread dough and shape into baguette – allow to prove on the greased baking tray		Prove somewhere warm
5 mins	dry up then wash up again Keep an eye on baguette dough proving		
1 min	Vegetables for Coq au vin: Put kettle on to boil for water - needed to steam green beans and simmer carrots	Avoid trailing wires from the kettle	
2 mins	Back to bread dough for baguette make slits on surface of bread and place into oven to bake	Set timer so I don't forget	
2 mins	Start to cook carrots. Place carrots in a large saucepan with the butter, sugar and a pinch of salt. Cover the carrots half way with water and bring to the boil. Reduce the heat to a simmer, then cover and cook for 10 mins until just tender.	Pan handles – away from edge of hob	
1 min	Place plates for moules and coq au vin into the oven to warm		
5 mins	Start doing moules		Pay attention – don't want to

	Heat the olive oil in a heavy pan with a tight-fitting lid. Add the onions and garlic and cook over a medium heat until softened, but not coloured.		burn onion or garlic
	At same time: Start to steam green beans and carry on cooking carrots. Carrots: Turn up the heat and cook until the water has evaporated and you're left with a buttery glaze. This will take 5-10 minutes.	Lift lid away from myself if I need to lift lid	
5 mins	Back to the moules Add the wine and turn up to a high heat. As the wine starts to boil, add the cleaned mussels and thyme to the pan. Turn the heat down to low. Put the lid on the pan and allow the mussels to steam. Cook for about 4-5 minutes, lifting the lid from time to time to check -	you will know they are cooked when the shells have opened. Discard any mussels that remain closed FOOD SAFETY ISSUE – MUST NOT FORCE OPEN ANY UNOPENED SHELLS	
	At the same time as moules is cooking: Dry up and put equipment away.		
1 min	Bread out of oven: Onto cooling rack	Use oven gloves	You will know the bread is done when the roll is a good golden brown colour, and when tapped on the underside it will sound hollow.
1 min	Add the double cream and cook for a further minute. Scatter with the chopped parsley		
Start serving allow 15 mins)			
	Serve Moules Marinere straightaway with crusty bread.	Probe and ensure mussels are at a minimum of 75°C. Use anti bacterial wipes.	Present attractively
	Serve Coq au vin, with Vicky carrots and steamed green beans	Probe and ensure chicken is at a minimum of 75°C. Use anti bacterial wipes.	Present attractively
	Slice lemon tart, serves with raspberry ice cream and raspberry coulis		If ice cream is a little soft treat it like whipped cream, don't get it out of the freezer until just before serving
	Wash up and remaining dishes.		
	Dry and put away draining dishes, wash up and dry up remaining dishes. Resanitise		

	area for final time		
	Ensure cooker is switched off, and that all equipment is returned to the correct storage areas.		

An excellent time plan, very detailed, and dovetailing is evident.

Evaluation

Work from Candidate G

Did my meal meet the brief?

The candidate has discussed how successful everything was by linking the discussion back to the original aims (listed in the Reasons for choice section).

Earlier I wrote a list of the key points I wanted my 3 dishes to include; I will now evaluate my practical against these key points:

I have made three traditionally French dishes:

- my first savoury dish was Coq au vin with steamed green beans and Vichy carrots, my second savoury dish was Moules marineries with crusty baguette and my sweet dish was Lemon tart with raspberry coulis and raspberry ice cream. All three dishes are popular menu items in French restaurants, both in France and the UK. The final recipes were obtained from French inspired cook books and websites and were popular suggestions given to me during the questionnaire I conducted.

Feedback I received from both adults and my peers all indicted that my 3 dishes were French in name and in content, so I believe that I definitely met the brief well.

Some other key points that came out when I carried out my research were:

- To include a poultry product
- To ensure that the dishes were nut free
- That I considered using seafood
- That I should consider in season and local produce
- That citrus fruits should be included as they were popular amongst the surveyed

I made sure that I included all these aspects in my final menu:

I used chicken in the coq au vin and to demonstrate higher skills I portioned a whole chicken. I chose dishes that I knew would be nut free. The moules marinere contained fresh mussels which are actually from the south coast (near to where I live) and are also a regional speciality in French coastal towns. I used seasonal and local ingredients wherever possible, which I know is also an ethos of French chefs – so I used local onions, carrots, chicken, cream and green beans. The Lemon tart contains a significant amount of lemons (both the juice and the rind) so I ensured that one of my dishes contains citrus fruits.

How skilful were my final dishes?

In my Reasons for Choice I summarised the skills that would be needed for each dish.

The skills are listed in the Reasons for choice section, so credit is given.

The skills are listed in the Reasons for choice section, so credit is given.

As you will see if you refer to the Reasons for Choice section, there are a wide range of skills demonstrated in theory – the question is did I manage to do all these skills and did I do them well?

The feedback from Mr. Harris, Deputy Head, who came and saw all our dishes after the assessment, was positive. He commented on the presentation of my dishes and said he particularly liked the way that that I had arranged the chicken thigh and drumstick on the plate for the coq au vin (overlapping and with the drumstick sticking up in the air to give the dish height). I must admit that I found the butchering of the chicken quite tricky – I had done this 2 or 3 times before – both as a class task and also as a trial when I trialled Chicken in a cream and Madeira sauce. But I think nerves got the better of me and I left more meat on the carcass than I would have liked. I think if I could do this again I would practise this technique some more.

The candidate has also covered improvements here.

I also found the making of the pate sucree for the tart challenging. I think this was because the room was really warm, which meant that the dough was soft as the butter was really soft. My hands were hot too, and the key to successful short crust style pastry is to ensure that all the ingredients and equipment are cool. I got over this by popping the pastry in the fridge to cool it down. I am glad I managed to do that as I was pleased that the pastry didn't shrink when I baked it blind. If there was a next time, I would do this earlier on, before the room gets too hot.

Cleaning and de bearding the mussels took me longer than I had planned. This meant that I got behind in my mise en place time – so I had to work really hard to get myself back on track. At one point I felt over whelmed by how much I had to do, but because I had done my time plan in good detail I could keep referring to it and ticking off each task when it was done, this really help me to stay focused and organised, and kept me sticking to my plan. I am so glad I took the effort to write my time plan to the detail I did.

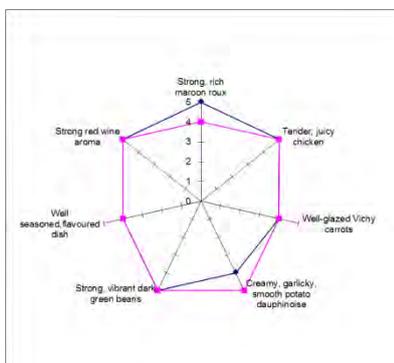
Time management is briefly mentioned.

If you look at the presentation of my 3 dishes in the photos you will see I did my best to try to make them look as attractive as possible. I used similar shaped crockery, all white and used garnishes and decorations to add colour to the presentation, the fresh raspberries on the tart, and the chopped fresh parsley in the mussels.

Sensory evaluation of my final dishes

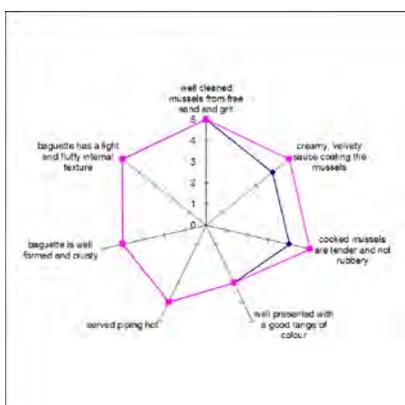
Work from Candidate F

Coq au Vin with steamed green beans and Vichy carrots



From looking at the coq au vin I can clearly see that the chicken is tender and strongly coloured by the rich maroon roux. The beans have a deep forest green colour retained by the steaming process and they are neatly stacked. As the star diagram shows, the Vichy carrots got a 4/5 score meaning that they were well glazed. The mushrooms look tender and soft contrasting well to the other textures in the dish. The range of colours used in the dish compliment it and makes it stand out, as does the parsley used to garnish the dish. The wine used infuses the dish with an enriching, warming flavour. To improve the presentation of the dish I would add more flour to the roux to make it thicker and therefore more flavoursome; I might also put some extra jus in a little pouring pot in order to give the customer accessibility to more if they may want it. The plate looks full, this is a great appearance to have in a restaurant as it shows skill and good presentation skills and also helps to make the dish look more professional. The aroma of this dish was a very strong wine aroma accompanied by the background scent of garlic and butter. Looking at the finished table the portion sizes are very well controlled as I counted the Vichy carrots and green beans. I also used a slotted spoon to remove the chicken from the baking tin so that the roux did not spill over the plate, and then after I put the roux on the plate I wiped it down, to prevent greasy finger marks or drips from the roux to ruin the presentation of the dish. Mr. Harris said this dish was 'superb' My friend, Sophie, found the Vicky carrots 'addictive' as she really enjoyed the buttery taste.

Moules marineries with crusty baguette



The feedback I got from my tasters for this dish was really positive. They all really enjoyed the tender cooked mussels and all my hard work when cleaning them paid off as they did not have any grit or sand in them. The aroma was pretty strong, as you would expect. The sauce was creamy and velvety and had the wine enhanced the flavour. The crusty bread was well shaped (it did look like a baguette, which I was worried it wouldn't do) and it was light and fluffy inside. The lowest scoring attribute was the colour I did sprinkle chopped parsley and also added a lemon wedge for could but my taster scores this a 3, which was the lowest score. Maybe next time, I could put it in a more colourful serving dish, as I am not somehow else I could make it more colourful.

Lemon tart



As you can see from the full picture of the lemon tart the filling has a delightfully creamy looking pale, pastel yellow filling achieving a 5/5 and a 4/5 from the star diagram. The pastry case has an evenly spread golden appearance and looks almost full to the brim with the lemon filling. I used the raspberries on the lemon tart to show the strong contrast in colour from the raspberries – which achieved a 4/5 on the star diagram. As shown from the picture of the presented slice, the filling has held shape well and the pastry is very thin in comparison to the size of the filling; the fact that the filling has held well shows that the timing was very good in order to get the tart from the oven to the blast chiller for a long enough amount of time that it also had enough time to be presented. Clearly from the picture, I have paid attention to detail whilst presenting the coulis on the tart and ended up using a coulis dropper to help me. I used a scoop for the ice cream to make sure that each scoop was the same size and tried to make it look like a quenelle but as you can see from the picture that didn't work that well.

As the star diagram shows, the pastry was a 5/5 when described as golden, buttery, melt-in-mouth pastry, meaning that it was blind baked well as it ended up at that texture. My parents really enjoyed this dessert saying it was 'delightful' as it is one of their favourite desserts and they loved the presentation of the dish; Mr Harris loved how thin the pastry was and also the creamy lemon filling finding it 'divine'. A large tart made 12 portions, which were evenly sliced to make sure that the meal was evenly portioned to each person.

Improvements

- If I was given the same task again I would try to make the roux thicker in the Coq au Vin and provide some in a little pouring pot with the dish to make a richer flavour for the dish.

- I would also practise portioning chicken until I was more skilled and more importantly confident

- If I had more time, I could have done a trio of desserts instead of just one, with a range of patisseries to show off the finesse of the cuisine, I also would have done this as it would give a little taste of the range of desserts in the cuisine as a whole.

- If I were to be given this task again I may have chosen a more complex and original cuisine such as Hungary or Malaysia so that I could challenge myself and learn about the different intriguing recipes in the cuisine.

- Also, I would have done a restaurant visit; I would have done this to get a further insight into my chosen country and maybe find out what the customer favourites were to help me find out which dishes to choose, along with my questionnaires.

BIBLIOGRAPHY

	SOURCE 1	SOURCE 2	SOURCE 3
Name of source:	Moules marinière with cream, garlic and parsley	Recipe for Coq au Vin	How to butcher a chicken
Author of source	BBC good food	(school shared server)	Gordon Ramsay (YouTube)
Date I found this source:	17/11/17	1/12/17	3/11/17

IMAGES OF MY FINAL 3 DISHES



**Coq vin
with green beans and vichy
carrots**



**Moules marinières with
crusty baguette**

**Lemon tart with raspberry
coulis and raspberry ice cream**



Please note this exemplar has been adapted from
GCSE Catering Practical assessment 2.

EXEMPLAR MATERIAL B

Assessment 2: The Food Preparation Assessment

Section A	
Investigate and plan the task (to include trialling and testing): maximum 15 marks	
Candidates will be expected to:	
<ul style="list-style-type: none"> • use a range of research skills to investigate the task • demonstrate knowledge and understanding in the choice of dishes when selecting a final menu • plan the task and produce a clear dovetailed sequence of work to include health and safety points and quality points 	
Band	A03
	12-15 marks
4	<p>The evidence presented demonstrates an excellent understanding of the assessment.</p> <p>The research is thorough, exploring the task in depth using a range of research methods and at least three sources have been used in order to inform choices. The candidate has used trialling and testing as part of selection process.</p> <p>Dishes chosen show a thorough understanding of the needs of the assessment i.e. to showcase technical skills and the reasons given justify fully how the choice relates to the assessment.</p> <p>The plan of action shows is proficient; dovetailing is clear, realistic and logical. The excellent referencing of safety and quality points, highlight thorough understanding. This plan could be followed independently by any individual to produce quality practical outcomes.</p> <p>Evidence includes excellent use of correct technical terminology of the techniques and skills to be demonstrated during the practical session.</p>
	8-11 marks
3	<p>The candidate shows a good understanding of the assessment.</p> <p>The research in order to inform choices has been collected from at least two different sources.</p> <p>Suitable dishes have been chosen, that meet the requirements of the assessment. Reasons for choice are clear showing understanding and knowledge and justify how the choice relates to the assessment.</p> <p>The plan of action is clear and dovetailed with good reference to safety and quality points.</p> <p>The candidate demonstrates good knowledge of technical terminology of the techniques and skills to be used.</p>

Good Introduction page - clearly sets out what she plans to do.

8

Research:

Hoodboard.
Survey
Italian restaurants
Hoodboard of Ideas
Mind map of dishes
Research on Italy
Trials

wide range of research conducted.
Needs more annotation & analysis to go into Band 4
Trials well evaluated.

2	<p style="text-align: center;">4-7 marks</p> <p>The evidence shows adequate understanding of the assessment some research has been gathered from more than one source and documented in order to justify choices.</p> <p>Suitable dishes have been chosen and appropriate reasons for choice given.</p> <p><i>but very brief</i></p> <p>The plan of action lists the key points and the candidate has attempted to make reference to, safety and quality points. Time plan of action is generally logical.</p> <p>The candidate has attempted to use correct technical terminology in relation to the techniques to be utilised.</p>
1	<p style="text-align: center;">1-3 marks</p> <p>The candidate shows a limited understanding of the assessment.</p> <p>Some research in order to identify choices has been documented but it is very general and only from one source.</p> <p>Final dishes to be made have been identified with some attempt to justify decisions, in relation to the assessment.</p> <p>Plan of action is logical but not all key points/stages are identified and there is only minimal reference to safety and quality points.</p> <p>Little attempt has been made to use the correct terminology in relation to the techniques and skills used.</p>
0	<p style="text-align: center;">0 marks</p> <p>Not credit worthy or attempted.</p>

* Plan of action refers to **TIMEPLAN**.

Timeplan (plan of action) is generally logical, although candidate has not included how to make bread dough.

Generally lacks detail — needs greater detail to fit into Band 4 or 3.

H&S and quality points — some included in 'Special Checks' column but would be developed. Washing up not included in intervals. No mention of probing meat sauce.

Five-er place needs developing — if this task would be followed by another individual.

Section B

Prepare, cook and present a menu of three dishes within a single session: maximum 45 marks

Candidates will be expected to:

- demonstrate health and safety procedures when preparing, cooking and presenting a menu of **three dishes**
- select, demonstrate and apply a variety of technical skills in the preparation, cooking and presentation, of **three dishes** to meet a particular requirement
- use a wide range of ingredients/commodities to produce very different types of dishes
- demonstrate excellent and where appropriate complex knife skills, the ability to weigh and measure accurately
- be able to test the dishes for readiness using the appropriate technique and judge and manipulate sensory properties during the cooking processes
- demonstrate portion control, excellent presentation to include how the dishes would form part of a meal and food styling
- demonstrate appropriate use of the 3 hours allowed for preparation, cooking and serving to showcase technical skills
- include photographic evidence of the final presented dishes

Band	A03
5	<p style="text-align: center;">37-45 marks</p> <p>The candidate followed the plan of action and worked completely independently and extremely competently throughout the preparation cooking and presenting of their dishes.</p> <p>Excellent use has been made of the 3 hours allowed for preparation, cooking and serving; the candidate has fully embraced showcasing their technical skills. Correct equipment was selected, prepared and used with extreme confidence for all three dishes and any accompaniments.</p> <p>The wide variety of appropriate and complex skills (such as filleting meat or fish and precise fruit and vegetable cuts, e.g. julienne, brunoise, macedoine) used in all three dishes by the candidate were executed competently and to an excellent standard.</p> <p>The candidate demonstrated excellent time management and all three dishes and any accompaniments were produced with success within the time available.</p> <p>The candidate was able to accurately judge and manipulate the sensory properties during the cooking processes at every stage for all three dishes.</p> <p>Temperature control was faultless during the storing/cooking/testing for readiness and serving of the dishes. All three dishes were served at the correct temperature (for each course where applicable).</p> <p>All three dishes and accompaniments were presented to an extremely high standard, accurate portion control was evident and the presentation clearly identified how the dishes would form part of a meal. A high quality finish was achieved due to food styling being used appropriately with attention to detail to improve the aesthetic qualities of the dishes.</p>

4	<p style="text-align: center;">28-36 marks</p> <p>The candidate followed the plan of action and worked independently and competently throughout the preparation cooking and presenting of the dishes.</p> <p>Very good use has been made of the 3 hours allowed for preparation, cooking and serving; the candidate has embraced showcasing their technical skills.</p> <p>Correct equipment was selected, prepared and used with confidence for all three dishes.</p> <p>The wide variety of appropriate and complex skills (such as filleting meat or fish and precise fruit and vegetable cuts, e.g. julienne, brunoise, macedoine) used in all three dishes were completed competently and to a very good standard.</p> <p>The candidate demonstrated very good time management and all three dishes were produced with success within the time available.</p> <p>The candidate was able to accurately judge and manipulate the sensory properties during the cooking processes at almost every stage.</p> <p>* Temperature control was very good during the storing/cooking/testing for readiness and serving of the dishes. All three dishes were served at the correct temperature (for each course where applicable).</p> <p>All three dishes were presented to very good standard, accurate portion control was evident and the presentation clearly identified how the dishes would form part of a meal. A quality finish was achieved due to food styling being used appropriately with attention to detail to improve the aesthetic qualities of the dishes.</p>
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18

* Candidate made appropriate use of fridge to store ingredients.
 lasagne was served hot. Pannacotta chilled.

No raspberry sauce made to accompany the pannacotta!

<p>3</p>	<p style="text-align: center;">19-27 marks</p> <p>The candidate worked in a confident, and organised manner following the plan of action when preparing cooking and presenting their dishes.</p> <p>The candidate was able to select, prepare and use equipment appropriately when making at least two of the three dishes.</p> <p>A range of appropriate skills and cooking methods were demonstrated competently by the candidate and they made accurate judgements relating to the techniques being used for all three dishes.</p> <p>At least two of the three dishes showed good execution of skills.</p> <p>The candidate was able to work within the required time frame and demonstrate good understanding of the need to dovetail and demonstrate good pace.</p> <p>The candidate was able to accurately judge and manipulate the majority of the sensory properties during the cooking processes.</p> <p>Temperature control was mostly adhered to during the storing/cooking/testing for readiness and at least two dishes were served at the correct temperature. (for each course where applicable).</p> <p>All three dishes were presented to a good standard, Portion control was evident and food styling was used to improve the aesthetic qualities of the dishes. The dishes were mostly presented to indicate how they would form part of a meal.</p>
<p>2</p>	<p style="text-align: center;">10-18 marks</p> <p>The candidate made a fairly good attempt to follow the plan of action when preparing cooking and presenting the dishes.</p> <p>On the majority of occasions correct equipment was selected and used correctly.</p> <p>Technical skills demonstrated were executed mostly independently and to a satisfactory standard.</p> <p>The three dishes varied in level of skill.</p> <p>The candidate was able to judge and manipulate most of the sensory properties during the cooking processes.</p> <p>A fairly good attempt was made to ensure temperature control was adhered to during the storing/cooking/testing for readiness and at least one dish was served at the correct temperature. (for each course where applicable).</p> <p>All three dishes produced were successful but with varying degrees of quality. Presentation of at least two dishes was good.</p> <p>At least two dishes showed knowledge of portion control, and an attempt had been made to demonstrate garnishing and food styling and to indicate how the dishes would form part of a meal.</p>

finished on time. reasonable pace but had to rush at the end.

Did refer to the plan but didn't stick to it - not helped by plan lacking detail in MSP. - pan for soup v small. Wrong knife used for veg prep. Made a good effort with the pasta. sheets well laminated.

- noisy. Realised panna cotta was watery.

** Bread was not an appropriate choice as a 3rd dish. It could have been an accompaniment to the lasagne & a 3rd dish chosen - or it could have been a base for Pizza or Bruschetta.*

1	<p style="text-align: center;">1-9 marks</p> <p>The candidate has made some attempt to follow the plan of action when preparing cooking and presenting their dishes.</p> <p>The candidate made some attempt to select the most appropriate piece of equipment for at least two dishes.</p> <p>Some attempt made to demonstrate an acceptable standard of technical skills for each dish made.</p> <p>Skill levels of all dishes chosen only allow candidate to demonstrate basic technical skills.</p> <p>The candidate has produced at least two dishes with some degree of independence, i.e. some support needed to judge and manipulate sensory properties during the cooking process.</p> <p>✖ The candidate has attempted to present at least two dishes in an appropriate manner but some concerns related to portion control and quality of finish/garnishing relating to one or more dishes. — the bread</p>
0	<p style="text-align: center;">0 marks</p> <p>Not credit worthy or not attempted.</p>

✖ Lasagne — apart from needing more white sauce she made a reasonable effort with presentation & portion control.

✖ Panna cotta — reasonably set (although a little bit watery) — did not make raspberry sauce. Could have developed skills here eg — shortbread & biscuits & a sauce?

✖ Bread should not have been chosen as a dish in its own right — lacks skill. Presentation is basic. This has resulted in a lower mark than the candidate was capable of.

Section C	
<p>Evaluate the selection, preparation, cooking and presentation of the three dishes: maximum 10 marks</p> <p>Candidates will be expected to:</p> <ul style="list-style-type: none"> • evaluate the technical skills selected and demonstrated in relation to the chosen dishes • evaluate using sensory properties; consider the taste, texture, aroma and appearance: presentation and food styling of the completed dishes 	
Band	A04
4	<p>8-10 marks</p> <p>The candidate has evaluated in detail the technical skills selected and demonstrated and identified fully how the dishes produced relate to the chosen assessment.</p> <p>The dishes produced have been evaluated to a high standard. In depth accurate descriptors have been used in relation to the sensory properties; taste, texture, aroma and appearance, presentation and food styling of the completed dishes. Any modifications made to the recipes, or to techniques used during the session have been reviewed.</p> <p>The candidate has analysed and evaluated to a very high standard, the food made by themselves during the practical session and considered improvements to its success in relation to food made by others. They use appropriate technical terminology with accuracy. They have discussed in detail highly realistic improvements to their own outcomes after comparing against those of others.</p>
	<p>5-7 marks</p> <p>A clear reference to the suitability of the dishes in relation to the chosen assessment has been conveyed.</p> <p>The candidate clearly evaluated the technical skills selected and demonstrated in relation to the chosen dishes.</p> <p>The chosen dishes were evaluated using sensory properties considering the taste, texture, aroma and appearance, presentation and food styling of the completed dishes using a variety of sensory testing, some suggestions for improvements are suggested.</p> <p>Candidate has made a good attempt to analyse and evaluate the food made by themselves during the practical session in relation to food made by others. Good use of accurate technical terminology is evident. The candidate has suggested realistic improvements to their own outcomes after comparing against those of others.</p>

Scoring & verbal feedback. 'Variety' colour be developed. eg. Feedback sheet could be filled in?

5

2	<p style="text-align: center;">3-4 marks</p> <p>The candidate has made some reference to the suitability of the dishes in relation to the chosen assessment. <i>has mentioned they are Italian, but not that they can be served in a restaurant etc.</i></p> <p>The candidate has briefly evaluated the technical skills selected and demonstrated in relation to the chosen dishes. <i>briefly discussed in Evaluation. Also mentioned in Reason for Choice.</i></p> <p>A brief evaluation has been completed on the sensory tests carried out. Some basic conclusions drawn considering the taste, texture, aroma and appearance, final presentation and food styling of the completed dishes.</p> <p><i>#</i> Some attempt made to analyse and evaluate the food made by themselves during the practical session in relation to food made by others. They have suggested some improvements to their own outcomes, as a result of comparisons being made.</p>
1	<p style="text-align: center;">1-2 marks</p> <p>The candidate has made a limited attempt to evaluate the suitability of the dishes in relation to the chosen assessment.</p> <p>Some attempt has been made to evaluate the technical skills selected and demonstrated in relation to the chosen dishes.</p> <p>A limited number of sensory tests have been carried out, all items have not been evaluated based on the required criteria.</p> <p>Limited attempt to analyse and evaluate the food made by themselves during the practical session in relation to food made by others.</p>
0	<p style="text-align: center;">0 marks</p> <p>Not credit worthy or not attempted.</p>

Not compared with food made by others! — to do this, candidate could have compared against food tasted as part of research or by company foods made by peers.

GCSE Food Assessment 2: The Food Preparation Assessment

Task:

A local restaurant is holding an international week. Research, prepare and cook three dishes that could be served on a themed menu to promote the cuisine of a specific country or region.

Mood Board for the Italian Culture

A mood board is included. Annotation would help to make this relevant. Candidates should be encouraged to discuss relevance of images.



Introduction

This slide will show the plans for my assessment

The candidate has clearly laid out what they are planning to do.

What will I research?

For this project I will be researching a variety of different things. Such as:

- A survey to decide on my final country
- Local Italian restaurants and what is said about them
- Create a mood board of Italian ideas of dishes.
- Designing a mind map of Italian dishes I could make
- Research into my chosen country
- Trial dishes and evaluation of them

What will I plan?

For this project I will be planning out what I will be making and how to make it, to carry out my exam. Such as:

- Choose what cuisine I'm going to cook
- Decide on final recipes, using the trial dishes and initial ideas to help me
- Justification of chosen ideas
- Shopping / Requisition list
- Plan my order of work (including Mise en place)
- Taking photographs

What skills will I be demonstrating?

Throughout my exam I will be demonstrating different skills. Such as:

- Boiling
- Simmering
- Bridge grip
- Claw grip
- Time management
- Organisation
- Presentation
- Keeping area and equipment clean

How I will evaluate

I will evaluate my work in many different ways, such as:

- Talking about what went well and even better if.
- Discussing my overall grade and my target grade
- Talking how I could make my dish more healthier.
- If my dishes were the value of the money, and how/if it could be made cheaper
- Talking how I used my time management, my skills and organisation
- Using a star diagram to score my dishes

Research - Survey

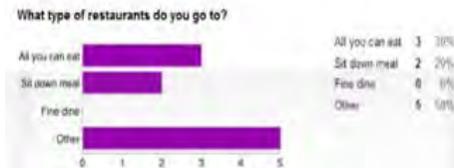
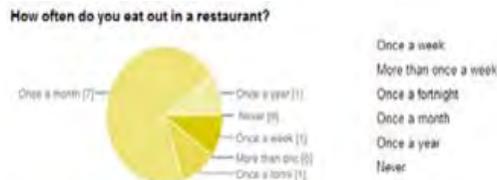
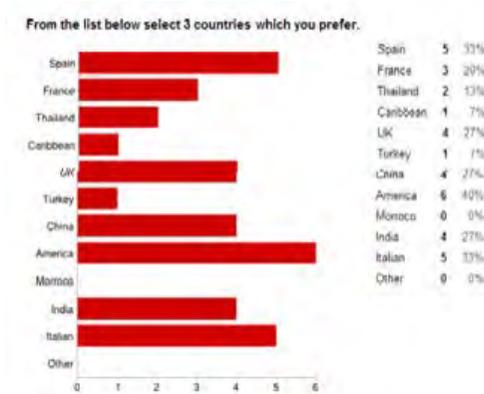
Introduction: On this page I am evaluating the results Of my survey.

My task was to make a survey for students and teachers at school to help me chose my chosen country for my practical exam. I asked a variety of questions, such as: Three preferred countries? Which meals you prefer? How much you pay for a meal?

- 90% of people who done my survey was aged between 14-17.
- According to my results 20% of people chose that they preferred America,13% preferred China and 33% preferred Italy.
- 93% of people preferred a main meal, 40% of people preferred desserts and 7% for starters.
- 33% of people chosen that they would pay between £15-£20 and 47% chose that they would be happy to pay between £20-£25.
- 60% of people said that they have no dietary requirements and only 13% are a vegetarian which is one person.

To conclude people have said they would like both sweet and savoury dishes which are either American, Chinese or Italian food, which costs between £20-£25 and no dietary requirements.

However the American or Chinese cuisine does not inspire me as I think I will not demonstrate many skills and there is not many different flavours to include in this cuisine to show in the exam as they are fairly simple foods. So I decided to chose the Italian cuisine as there are many different flavours and textures, so I will show different skills in the exam (bread making e.t.c).



GCSE Catering Survey

How often do you eat out in a restaurant? *

What is the best foreign cuisine restaurant you have been to? *

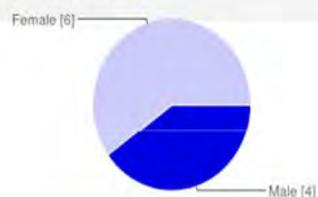
Do you have any dietary requirements? *

How much would you pay for a five course meal? *

Any information that you think would help me.

Survey Graphs

What gender are you?



Male	4	40%
Female	6	60%

What type of meal do you prefer?



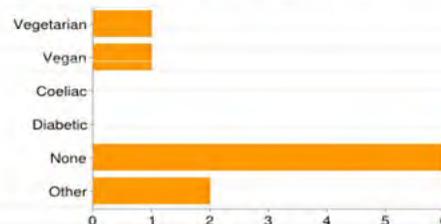
Starter	1	7%
Main	10	67%
Dessert	4	27%

What age are you?



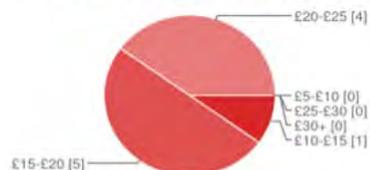
14-17	9	90%
18-21	0	0%
22-30	1	10%
30-40	0	0%
40+	0	0%

Do you have any dietary requirements?



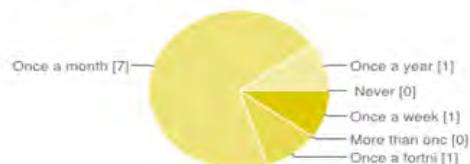
Vegetarian	1	10%
Vegan	1	10%
Coeliac	0	0%
Diabetic	0	0%
None	6	60%
Other	2	20%

How much would you pay for a two course meal?



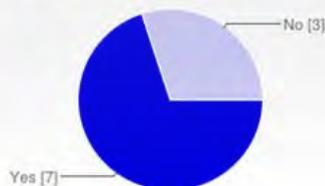
£5-£10	0	0%
£10-£15	1	10%
£15-£20	5	50%
£20-£25	4	40%
£25-£30	0	0%
£30+	0	0%

How often do you eat out in a restaurant?



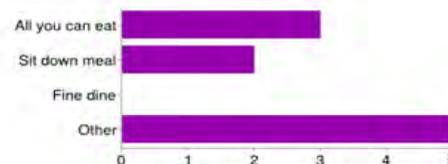
Once a week	1	10%
More than once a week	0	0%
Once a fortnight	1	10%
Once a month	7	70%
Once a year	1	10%
Never	0	0%

Have you ever eaten in a hotel restaurant?



Yes	7	70%
No	3	30%

What type of restaurants do you go to?



All you can eat	3	30%
Sit down meal	2	20%
Fine dine	0	0%
Other	5	50%

Research – Local Italian Restaurants

CANDIDATE A

This lacks analysis. The candidate needs to summarise what was discovered when these restaurants were visited. How was the visit useful?

Introduction: On this slide I am researching 3 local Italian restaurants which are in or around Bristol

Ciao Italia



Traditional Independent family style Italian restaurant serving pasta, pizza, seafood etc

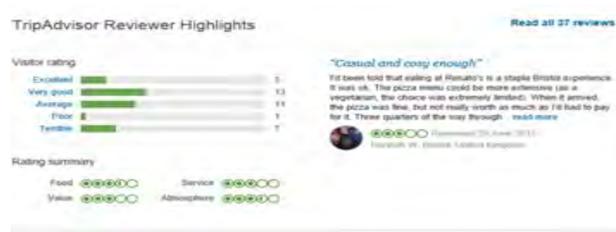
Mostly good reviews on Trip Advisor

They say....

With a great location in the heart of Bristol's lively centre, just one minute's walk from The Hippodrome, there's a 10% discount to theatre goes at Denmark Street. If you're enjoying a night out at The Hippodrome, O2 Academy or Colston Hall, make your evening extra special and eat at Caio before or after the show.

As we're close to the University too, there's also 10% off for students.

Renato's



Dating from the 17th-Century, the building has a unique atmosphere stretching out over two floors. Downstairs the bar is the perfect location for quiet early evening conversation or an after-work drink, before later developing a shoulder-to-shoulder party feel as the pizzas fly from table to table.

3/5 on Trip Advisor

They say....

Traditional Italian pizzas provide a fabulous accompaniment to the general bonhomie. Whether you are nipping in for an early evening drink or fancy settling down for the night, Renato's is just the place for enjoying the best of company.

Piazza Di Roma



Piazza di Roma is a delightful, small, independent licenced ristorante situated at the top of Whiteladies Road in Clifton. The Sicilian Head Chef/Owner serves only the most delicious authentic Italian cuisine to order, with passion and flair.

4.5/5 on Trip Advisor

They say....

Only the freshest and finest quality ingredients will do, and with over 30 years experience in very successful Italian restaurants, what he doesn't know about food isn't worth knowing. We have a specials board with a selection of starters and main courses that include fresh fish, beef steaks, lamb and vegetarian dishes.

We provide a welcoming, warm, comfortable atmosphere in which to enjoy your meal, with friendly and efficient service.

Mood Board Italian ideas of dishes

Dishes could be named, and some annotation would be useful. What did the candidate discover when creating the mood board?



Research – Mindmap of Italian dishes I could make

This is well laid out, but lacks analysis.

Introduction: On this page I will be looking at different recipes from Italy

Starters



Fig & Prosciutto

Pizzettas

Mini pizzas topped with sweet fruit and Italian ham



Italian Vegetable Soup

Warm up your week with this vegetable soup



Italian Toasties

Homemade toasties add anything to suit you



Mozzarella Panini

A mouth-watering Panini



Focaccia Rolls

Rustic bread rolls which can be put with anything



Italian Bread

This soft bread can be served warm or cool

Main Meals



Spaghetti Bolognese

This Spaghetti Bolognese which is filled with many different flavours



Meat Carbonara

This carbonara with sausages with a beautiful creamy sauce



Meatball Pappardelle

A delicious winter warmer recipe with beef and pork



Lasagne

Beautiful and full of flavours rich meat lasagne



Stuffed Chicken

A beautiful succulent chicken thoroughly cooked topped with and beautiful garlic sauce



Italian Chicken with ham, basil & beans

A great recipe for the end of summer, using sweet roasted tomatoes

Desserts



Italian Chocolate Mousse

A heavenly chocolate dessert with cream on top



Italian Cookies & Ice Cream

Delicious Italian amaretto biscuits with fresh ice cream



Tiramisu

Italian dessert allowing all the lovely flavours to mingle



Panna Cotta with Blackberries

Classic panna cotta, topped with a tart blackberry compote



Dark Chocolate Layered Semi-freddo

This chocolaty pudding is perfect for a wonderful dessert



Chocolate, pistachio & nougat semi-freddo

This traditional Italian ice-cream bar is the perfect solution for an effortless frozen, creamy dessert

Research – Chosen Country – Italy

Introduction: On this page I am researching my chosen country which is Italy

This page is irrelevant.

Facts

- The population of Italy is 61.3 million
- The capital city is Rome
- The original name of Italy is Repubblica Italiana
- The language is Italian, German, French and Latin.
- The Religion is mainly Christians and Roman Catholics.
- Italian cuisine is one of the most popular cuisines in the world
- Ferrari, Lamborghini are well known Italian car manufacturers
- Venice is one of the most romantic cities
- Rome was founded in 753BC
- Pizza was invented in Naples
- Italy have more masterpieces per square mile than any other country
- Italy was one of the founders of the EU
- Italy has over 3000 museums
- Italy has the most hotel rooms of any European Nation
- Italy's national dish is pasta
- Opera was created in Italy
- Venice has over 400 footbridges

Culture

- Appearances matter in Italy
- First impressions are lasting impressions
- Families provides both emotional and financial support
- Clothes are important to Italians
- You will be judged by your clothes, shoes and accessories
- Woman always offer toast
- At the table do not keep your hands in your lap or rest your elbows on the table
- The hostess always sits at the table first, starts eating first and first to get up after finishing the meal
- If you are invited to a meal, you should take wine or chocolates
- If you are invited for dinner and want to send flowers you should have them delivered to their house on the day
- Wrapping presents in purple is a symbol of bad luck



History

- Italy entered the World War I in 1915.
- Italy invaded Ethiopia in 1935
- December 2004 The Prime Minister was cleared from court
- Italy declared war on USSR in 1941
- Italy joins United Nations in 1955
- Roman Catholicism loses status as state religion in 1984
- January 2002 Euro replaces Lira
- May 2003 Prime Minister appears in Milan Court

Italian Legal System

- Divorced fathers must provide child support for their children even though they are still living with their mothers
- Italy is one of the most over legislated countries on Earth. The country is estimated to have 5 to 12 times more laws than France and Germany

Research – Trial Dishes and Evaluation

This is a well summarised page. Some relevant points are made. More able students would be expected to show greater discussion and analysis than what is shown in this example.

Introduction: On this slide is an evaluation of each trial dish



The first trial dish that I made was Spaghetti Bolognese, which I made everything from scratch. Firstly I made the pasta, however I did not finish the Spaghetti Bolognese in the one lesson, so then I made the Bolognese sauce in the next lesson and stayed behind after school to put together my dish. However if I made this dish in the exam I think that this dish will affect my grade even though it shows some skill, it seems a bit to simple to make. The people who tasted this dish said that the pasta was well made and had good texture to it, they also said that the Bolognese sauce was perfect as it was not to thick or too runny and the ingredients I included within the sauce gave the sauce a more variety of flavour.



The second trial that I made was Chicken and Pea Risotto. Firstly I sliced the onions and pepper into small chunks using the claw grip, then I sliced the chicken into small pieces. I think that this dish shows skills such as handling meat and slicing various vegetables. I'm not sure if I would make this dish for my exam as I also feel that Chicken and Pea Risotto can also be to simple. The people who tasted my dish said that this dish was delicious as the rice held lots of flavour and the peppered and onions which wasn't on the recipe fitting perfectly with this dish.



For my third trial dish I made Pizza, which I made everything from scratch. Firstly I made the dough then put the topping on from choice. I don't think I will make this dish in the exam as it did nto show many skills and it is also it is too simple. The popele who tased my dish said that this dish was very tasty and the base wasn't to thick or thin and had good texture as it was slightly crispy. The ingredients that I used as a topping gave the pizza more a variety of flavour.



The last trial dish that I made is Stuffed Chicken. Firstly I sliced the chicken in half and made the soft cheese and herb mixture which will go in the middle of the chicken. After I applied the mixture to the centre of the chicken I sliced up a tomato which will go on top of the chicken then placed into the oven for 20 minutes. Once I took the chicken out of the oven it was sizzling and the smell was delightful. However I don't think I would make this dish in the exam as it seemed a bit to simple. The people who taste my dish told me that it was delicious and held a variety of different flavours. To make this dish more difficult I could add different ingredients into the cheese and herb mixture.

Justification of Chosen Ideas

Skills are mentioned. Nutrition is not necessary for this brief, but it can be discussed if the candidate would like to. A very basic justification is given.

Introduction: On this slide is the justification of my chosen dishes

Lasagne

I have chosen to make Lasagne as one of my savoury dishes for my exam. This is because I think Lasagne is high skilled as it involves many different techniques. When I made the Lasagne I have to make everything from scratch, I think this will then make my grade better as it will demonstrate different skills when preparing and making this dish

The different skills I will show are:

Organisation

Grating Presentation Bridge Hold Claw

Grip Chopping Simmering

This dish will cost me about: £4.00

The nutritional content involved in this dish is:

- Beef contains protein which is for growth and repair.
- Cheese contains calcium which strengthens our bones.
- Vegetables also contain vitamins to keep our skin in good condition



Panna Cotta

I chosen to make Panna Cotta for my dessert for my exam because I loved the sound of vanilla panna cotta with a thick raspberry sauce, served with whole raspberries on the side also it includes many different skill such as:

Bridge Hold

Simmering

Boiling

The dish will cost me about: \$4.26p

The nutritional content which is involved in this dish is:

- Dairy contains calcium which strengthens our bones

Italian Bread

I have chosen to make Bread for a side dish for part of my exam. I chose this is because UI think Bread is also high skilled as it involves many different techniques.

The different skills I will show are:

Claw Grip

Kneading

Chopping

Baking

This dish will cost me about: £0.42p

The nutritional content involved in this dish is:

- Carbohydrates which are provided to release and store energy

Shopping / Requisitions List

Introduction: This slide shows us the shopping and requisitions

Requisitions	Lasagne	Panna	Bread	TOTAL
Fruit and Vegetables				
Onion	2			2
Garlic	2			2
Carrot	2			2
Tomato	2			2
Onion (White Sauce)	½			0
Chopped Tomatoes	2x400			0
Raspberries		350		350
				0
Meat, Poultry, Fish				
Mince Meat	500			500
Bacon	2			2
				0
Dairy				
Egg yolk	1			1
Eggs	1			1
Milk	500	250		750
Butter	35		20	55
Parmesan Cheese	70			70
Double Cream		250		250
				0
Rice, Cereals, Grains				
Pain flour	140			140
Pain flour (White sauce)	45			45
Strong White Bread flour			250	250
Yeast			12	12
				0
Fats, Sugar				
Sugar		175		175
Icing Sugar		10		10
				0
Other				
Gelatine Leaves	3			3
Vanilla pod	1			1
Water		175	300	475
Mint		4		4

EQUIPMENT

Requisitions	Lasagne	Panna Cotta	Bread	Total
Bowl	1	1	1	3
Wooden Spoon	1	0	1	2
Sauce Pan	1	1	0	2
Oven Tray	0	0	1	1
Tin Opener	1	0	0	1
Knife	1	1	1	3
Sieve	0	1	0	1
Jug	0	1	1	2
Scissors	0	1	0	1
Cooling Rack	1	0	1	2

Order Work

Is this order of work detailed enough for another individual to be able to follow it independently?

Introduction: These next two slides show my order of work for my exam

TIME	DISH 1	DISH 2	DISH 3	SPECIAL CHECKS
				Safety and quality points are included in Special Checks.
09:00	Prepare all ingredients and my work area, wash my hands, tie hair up and put on apron	Prepare all ingredients and my work areas wash my hands, tie hair up and put on apron	Prepare all ingredients and my work area, wash my hands, tie hair up and put on apron	Mise-en-place: get myself, my equipment and my ingredients prepared.
09:15	Make the pasta by mixing the flour and eggs together			Make sure area is clean
09:20	Bring dough together then put in the fridge for 30 minutes			Wash hands after brought the dough together
09:25	Finely slice bacon and chop onions, garlic and carrots. Put in large saucepan on medium heat, until softened	Soak the gelatine leaves in cold water until soft		Don't cross contaminate food
09:30	Stir in minced meat and tinned tomatoes. Fill one empty can with water and add to the pan			Keep meat and vegetables apart.
09:35	Turn heat down and slightly simmer for 30-1hour			Use oven gloves when using the oven.
09:40		Place cream, milk, vanilla pod and seeds and sugar into a pan and bring to simmer. Remove the vanilla pod and discard		Don't forget to discard vanilla pod
09:45		Squeeze water out of the gelatine leaves, then add to the pan. Stir until the gelatine leaves have dissolved		Wash hands
09:50	Take pasta out of the fridge	Place the mixture into the dishes then place in the fridge for 1 hour		Clean up any mess
09:55	Knead the pasta then put it through the machine to make lasagne sheets and leaving to dry for 30 minutes	Clear up any mess		Make sure hands are clean before kneading the pasta
10:00	Melt the butter on a medium heat then mix the flour, then start adding the milk			Don't boil the butter

Order of Work

10:05	Stirring constantly			
10:10	Once taken off the heat put in most of the parmesan cheese			
10:15	Spoon the lasagne into layers, then get the pasta sheets to make the lasagne			Make sure area is clean
10:20	Cover with foil, then bake for 30 minutes at 190C			use oven gloves
10:30		Place sugar, water and cherry liqueur into a pan and bring to boil. Reduce the heat until sugar has dissolved		Make sure all the sugar had dissolved
10:35		Take off the heat, add half the raspberries, using a hand blender, blend the sauce until smooth		Use the blender carefully
10:40		Pass the sauce through sieve to remove any bits	Take bread out of the fridge, and preheat the oven to 220	Use oven gloves when using the oven
10:45				Clean area
10:50	Take off foil then cook for 20 minutes	Take the Panna Cotta out of the fridge	Knead the bread and shape the bread	Use oven gloves
10:55				Use oven gloves
11:00		Pour sauce over panna cotta. Serve with leave mint and icing sugar	Put bread in the oven for 25/30 minutes	Carefully drizzle sauce over the panna cotta
11:10	Take lasagne out the oven			Use oven gloves and put on a colling rack
11:25			Take bread out of the oven and leave to cool	Use oven gloveswhen taking the bread out of the oven
11:55	Serve	Serve	Serve	
12:00	End	End	End	Wash up, pack away, clean work surfaces, sweep floor

Photographs

The candidate has provided photographic images that are clearly visible.

Introduction: These are photographs my food



This is my Lasagne which I made with mince meat and vegetables and served with a side salad



All My Dishes Together



This is my Panna cotta which I made with a vanilla gelatine and a raspberry sauce served with raspberry on the sides.

This is also my bread which three slices are served.



Evaluation

Introduction: On this page is my evaluation of my exam

The candidate would probably benefit from studying Section C of the mark scheme in more detail, as not all areas of assessment criteria are met.

Suitability of Chosen Dishes.

The dishes that I made were Lasagne, Panna Cotta and Bread. My dishes were very suitable compared to the original recipe this is because I followed every step of the recipe and everything went well. However I could have improved the bread by shaping it into a loaf because when it came out of the oven it came out a bit oblong. I chose these dishes because I thought it would show my best practical skills when making them. As when making the lasagne I had to make everything from scratch including the pasta. Furthermore I chose to make Panna Cotta as a sweet dish because it is popular and it also shows many skills when making, including; boiling, simmering, blending and much more. I then chose to make bread because in my research I found that most dishes in Italy are served with a side dish of some form of bread.

My time management worked out very well as I followed my order of work and stuck to the time slots. In some stages I was ahead of myself which then gave me extra time to clear away or make sure my dishes were to the best standard I could get them.

I think I would have reached my target grade if my bread slices were bigger and weren't so oblong. I also think I would have reached my grade if my Panna Cotta had stayed in the fridge a little longer as it wasn't fully formed and a little watery.

I think the dishes I chose did impact my overall grade because the Lasagne that I made included lots of different techniques and skills, by making pasta and handling meat in a safe and hygienic way.

Consumer Acceptability- flavour, texture and appearance

I have made a star diagram to score my dishes on their appearance, aroma, flavour, texture and an overall. My Lasagne was scored the highest by an overall of 3.75. This is because I gave the appearance, flavour and texture of a 4 and the aroma 3. I think my Lasagne scored the highest because the meaty lasagne held a variety of different flavours which made the dish more succulent. Secondly, the bread that I made was scored an average of 3.25 this is because I gave the appearance, aroma and flavour a 3 and texture a 4. I gave the texture a 4 because it was freshly baked which made the bread very soft. Lastly, I scored my Panna Cotta the lowest with an overall of 2.75, this is because it was a little watery. I gave the appearance, texture and flavour a 3 and the aroma 2 because you could only smell the vanilla which I boiled in the pan.

Once I got my dishes home, my family told me that my lasagne was beautifully made as the meat, onions, peppers and the pasta which I made myself was cooked to perfection and the bread was wonderfully soft like it has just come out of the bakers. My family also said the lasagne smelt and looked delicious as the lasagne has been layered carefully and the melted cheese was running down the sides of the lasagne along with the rich smell of the meat sauce which smelt very appetizing.

There weren't many sensory qualities which my testers did not like however there was a couple. They were that the Panna Cotta looked a little watery and looked as if it could have stayed in the fridge for a little longer so it could set properly.

My testers said I could improve the texture of the Panna Cotta I made this was because it was quite watery. To improve this I add more gelatine leaves into the mixture before leaving it to set. They also said that I could improve the flavour by adding more vanilla and more raspberries to the sauce which sat on top.

Evaluation

Conclusion

The things that went well in the exam is that I used lots of different skills when I was making the dishes such as: the claw and bridge grip when slicing different vegetables e.c.t. Also my organisation was very good during the exam as my area was always mostly clean and there was never any mess. Planning for the exam was done quickly and easily as printed off the order of work and original recipes which would help me through the exam.

Overall I think my Panna Cotta didn't go very well as it was a little watery when it came to serving it. When it came to serving my food, it didn't go very well because time was running out and it was a little bit rushed and if I could retake the exam I would plan the serving of the food a bit better because I might get a better grade if I took my time on serving the food. I would also make sure the Panna Cotta has set properly instead of leaving it watery so next time I wouldn't add so much gelatine leaves as this is what made the Panna Cotta more watery.

Appendices

Original Recipes

- <http://www.bbcgoodfood.com/recipes/category/cuisines>
- <http://uktv.co.uk/food/homepage/sid/425>
- <http://www.jamieoliver.com/recipes/category/world>
- <http://allrecipes.com/recipes/world-cuisine/http://www.bbc.co.uk/food/cuisines>
- <http://www.channel4.com/4food/recipes/popular-cuisines>
- <http://www.letsgetcooking.org.uk/big-lottery-programme/recipes-and-resources/lets-get-cooking-around-the-world/cooking-around-the-world-recipes-and-resources>

EXEMPLAR MATERIAL C

Assessment 2: The Food Preparation Assessment

Section A	
Investigate and plan the task (to include trialling and testing): maximum 15 marks	
Candidates will be expected to:	
<ul style="list-style-type: none"> • use a range of research skills to investigate the task • demonstrate knowledge and understanding in the choice of dishes when selecting a final menu • plan the task and produce a clear dovetailed sequence of work to include health and safety points and quality points 	
Band	A03
	12-15 marks
4	<p>The evidence presented demonstrates an excellent understanding of the assessment. <i>Really understood task. Excellent introduction.</i></p> <p>The research is thorough, exploring the task in depth using a range of research methods and at least three sources have been used in order to inform choices. The candidate has used trialling and testing as part of selection process. <i>includes nutritional discussion of trial dishes.</i></p> <p>Dishes chosen show a thorough understanding of the needs of the assessment i.e. to showcase technical skills and the reasons given justify fully how the choice relates to the assessment. <i>well justified.</i></p> <p>The plan of action shows is proficient; dovetailing is clear, realistic and logical. The excellent referencing of safety and quality points, highlight thorough understanding. This plan could be followed independently by any individual to produce quality practical outcomes.</p> <p>Evidence includes excellent use of correct technical terminology of the techniques and skills to be demonstrated during the practical session.</p>
	8-11 marks
3	<p>The candidate shows a good understanding of the assessment.</p> <p>The research in order to inform choices has been collected from at least two different sources.</p> <p>Suitable dishes have been chosen, that meet the requirements of the assessment. Reasons for choice are clear showing understanding and knowledge and justify how the choice relates to the assessment.</p> <p>The plan of action is clear and dovetailed with good reference to safety and quality points.</p> <p>The candidate demonstrates good knowledge of technical terminology of the techniques and skills to be used.</p>

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(1 mark off as some copying)

Research: History of school meals (legislational standards)
 Health implications
 Influences (media | parents)
 Cooking methods
 Portion

Seasonality (pasting)
 Trialling.
 SOME COPYING & PASTING eg Eat Well Plate

2	<p style="text-align: center;">4-7 marks</p> <p>The evidence shows adequate understanding of the assessment some research has been gathered from more than one source and documented in order to justify choices.</p> <p>Suitable dishes have been chosen and appropriate reasons for choice given.</p> <p>The plan of action lists the key points and the candidate has attempted to make reference to, safety and quality points. Time plan of action is generally logical.</p> <p>The candidate has attempted to use correct technical terminology in relation to the techniques to be utilised.</p>
1	<p style="text-align: center;">1-3 marks</p> <p>The candidate shows a limited understanding of the assessment.</p> <p>Some research in order to identify choices has been documented but it is very general and only from one source.</p> <p>Final dishes to be made have been identified with some attempt to justify decisions, in relation to the assessment.</p> <p>Plan of action is logical but not all key points/stages are identified and there is only minimal reference to safety and quality points.</p> <p>Little attempt has been made to use the correct terminology in relation to the techniques and skills used.</p>
0	<p style="text-align: center;">0 marks</p> <p>Not credit worthy or attempted.</p>

Section B

Prepare, cook and present a menu of three dishes within a single session: maximum 45 marks

Candidates will be expected to:

- demonstrate health and safety procedures when preparing, cooking and presenting a menu of **three dishes**
- select, demonstrate and apply a variety of technical skills in the preparation, cooking and presentation, of **three dishes** to meet a particular requirement
- use a wide range of ingredients/commodities to produce very different types of dishes
- demonstrate excellent and where appropriate complex knife skills, the ability to weigh and measure accurately
- be able to test the dishes for readiness using the appropriate technique and judge and manipulate sensory properties during the cooking processes
- demonstrate portion control, excellent presentation to include how the dishes would form part of a meal and food styling
- demonstrate appropriate use of the 3 hours allowed for preparation, cooking and serving to showcase technical skills
- include photographic evidence of the final presented dishes

Band	A03
5	<p style="text-align: center;">37-45 marks</p> <p>The candidate followed the plan of action and worked completely independently and extremely competently throughout the preparation cooking and presenting of their dishes.</p> <p>Excellent use has been made of the 3 hours allowed for preparation, cooking and serving; the candidate has fully embraced showcasing their technical skills. Correct equipment was selected, prepared and used with extreme confidence for all three dishes and any accompaniments.</p> <p>The wide variety of appropriate and complex skills (such as filleting meat or fish and precise fruit and vegetable cuts, e.g. julienne, brunoise, macedoine) used in all three dishes by the candidate were executed competently and to an excellent standard.</p> <p>The candidate demonstrated excellent time management and all three dishes and any accompaniments were produced with success within the time available.</p> <p>The candidate was able to accurately judge and manipulate the sensory properties during the cooking processes at every stage for all three dishes.</p> <p>Temperature control was faultless during the storing/cooking/testing for readiness and serving of the dishes. All three dishes were served at the correct temperature (for each course where applicable).</p> <p>All three dishes and accompaniments were presented to an extremely high standard, accurate portion control was evident and the presentation clearly identified how the dishes would form part of a meal. A high quality finish was achieved due to food styling being used appropriately with attention to detail to improve the aesthetic qualities of the dishes.</p>

4	<p style="text-align: center;">28-36 marks</p> <p>The candidate followed the plan of action and worked independently and competently throughout the preparation cooking and presenting of the dishes.</p> <p>Very good use has been made of the 3 hours allowed for preparation, cooking and serving; the candidate has embraced showcasing their technical skills.</p> <p>Correct equipment was selected, prepared and used with confidence for all three dishes.</p> <p>The wide variety of appropriate and complex skills (such as filleting meat or fish and precise fruit and vegetable cuts, e.g. julienne, brunoise, macedoine) used in all three dishes were completed competently and to a very good standard.</p> <p>The candidate demonstrated very good time management and all three dishes were produced with success within the time available.</p> <p>The candidate was able to accurately judge and manipulate the sensory properties during the cooking processes at almost every stage.</p> <p>Temperature control was very good during the storing/cooking/testing for readiness and serving of the dishes. All three dishes were served at the correct temperature (for each course where applicable).</p> <p>All three dishes were presented to very good standard, accurate portion control was evident and the presentation clearly identified how the dishes would form part of a meal. A quality finish was achieved due to food styling being used appropriately with attention to detail to improve the aesthetic qualities of the dishes.</p>
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Skill

Portioned chicken from whole
 — breast, goujons.
 Steamed vegetables
 BBQ sauce from scratch
 Even julienne of carrots.

Made Caesar dressing. Pan fried chicken
 Made bread rolls (plaited) from scratch.

Fruit salad — assorted shapes (balls,
 slices etc) all even. Louisis

<p>3</p>	<p style="text-align: center;">19-27 marks</p> <p>The candidate worked in a confident, and organised manner following the plan of action when preparing cooking and presenting their dishes.</p> <p>The candidate was able to select, prepare and use equipment appropriately when making at least two of the three dishes.</p> <p>A range of appropriate skills and cooking methods were demonstrated competently by the candidate and they made accurate judgements relating to the techniques being used for all three dishes.</p> <p>At least two of the three dishes showed good execution of skills.</p> <p>The candidate was able to work within the required time frame and demonstrate good understanding of the need to dovetail and demonstrate good pace.</p> <p>The candidate was able to accurately judge and manipulate the majority of the sensory properties during the cooking processes.</p> <p>Temperature control was mostly adhered to during the storing/cooking/testing for readiness and at least two dishes were served at the correct temperature. (for each course where applicable).</p> <p>All three dishes were presented to a good standard, Portion control was evident and food styling was used to improve the aesthetic qualities of the dishes. The dishes were mostly presented to indicate how they would form part of a meal.</p>
<p>2</p>	<p style="text-align: center;">10-18 marks</p> <p>The candidate made a fairly good attempt to follow the plan of action when preparing cooking and presenting the dishes.</p> <p>On the majority of occasions correct equipment was selected and used correctly.</p> <p>Technical skills demonstrated were executed mostly independently and to a satisfactory standard.</p> <p>The three dishes varied in level of skill.</p> <p>The candidate was able to judge and manipulate most of the sensory properties during the cooking processes.</p> <p>A fairly good attempt was made to ensure temperature control was adhered to during the storing/cooking/testing for readiness and at least one dish was served at the correct temperature. (for each course where applicable).</p> <p>All three dishes produced were successful but with varying degrees of quality. Presentation of at least two dishes was good.</p> <p>At least two dishes showed knowledge of portion control, and an attempt had been made to demonstrate garnishing and food styling and to indicate how the dishes would form part of a meal.</p>

*Chicken in BBQ sauce
very sparse
vegetables*

1	<p style="text-align: center;">1-9 marks</p> <p>The candidate has made some attempt to follow the plan of action when preparing cooking and presenting their dishes.</p> <p>The candidate made some attempt to select the most appropriate piece of equipment for at least two dishes.</p> <p>Some attempt made to demonstrate an acceptable standard of technical skills for each dish made.</p> <p>Skill levels of all dishes chosen only allow candidate to demonstrate basic technical skills.</p> <p>The candidate has produced at least two dishes with some degree of independence, i.e. some support needed to judge and manipulate sensory properties during the cooking process.</p> <p>The candidate has attempted to present at least two dishes in an appropriate manner but some concerns related to portion control and quality of finish/garnishing relating to one or more dishes.</p>
0	<p style="text-align: center;">0 marks</p> <p>Not credit worthy or not attempted.</p>

Section C

Evaluate the selection, preparation, cooking and presentation of the **three** dishes: **maximum 10 marks**

Candidates will be expected to:

- evaluate the technical skills selected and demonstrated in relation to the chosen dishes
- evaluate using sensory properties; consider the taste, texture, aroma and appearance: presentation and food styling of the completed dishes

Band	A04
	8-10 marks
4	<p>The candidate has evaluated in detail the technical skills selected and demonstrated and identified fully how the dishes produced relate to the chosen assessment.</p> <p>The dishes produced have been evaluated to a high standard. In depth accurate descriptors have been used in relation to the sensory properties; taste, texture, aroma and appearance, presentation and food styling of the completed dishes. Any modifications made to the recipes, or to techniques used during the session have been reviewed.</p> <p>The candidate has analysed and evaluated to a very high standard, the food made by themselves during the practical session and considered improvements to its success in relation to food made by others. They use appropriate technical terminology with accuracy. They have discussed in detail highly realistic improvements to their own outcomes after comparing against those of others.</p>
3	<p style="text-align: center;">5-7 marks</p> <p>A clear reference to the suitability of the dishes in relation to the chosen assessment has been conveyed.</p> <p>The candidate clearly evaluated the technical skills selected and demonstrated in relation to the chosen dishes.</p> <p>The chosen dishes were evaluated using sensory properties considering the taste, texture, aroma and appearance, presentation and food styling of the completed dishes using a variety of sensory testing, some suggestions for improvements are suggested.</p> <p>Candidate has made a good attempt to analyse and evaluate the food made by themselves during the practical session in relation to food made by others. Good use of accurate technical terminology is evident. The candidate has suggested realistic improvements to their own outcomes after comparing against those of others.</p>

not compared against others

A good evaluation — reflected skills, sensory properties, nutritional content. Has suggested improvements & adaptations.

2	<p style="text-align: center;">3-4 marks</p> <p>The candidate has made some reference to the suitability of the dishes in relation to the chosen assessment.</p> <p>The candidate has briefly evaluated the technical skills selected and demonstrated in relation to the chosen dishes.</p> <p>A brief evaluation has been completed on the sensory tests carried out. Some basic conclusions drawn considering the taste, texture, aroma and appearance, final presentation and food styling of the completed dishes.</p> <p>Some attempt made to analyse and evaluate the food made by themselves during the practical session in relation to food made by others. They have suggested some improvements to their own outcomes, as a result of comparisons being made.</p>
1	<p style="text-align: center;">1-2 marks</p> <p>The candidate has made a limited attempt to evaluate the suitability of the dishes in relation to the chosen assessment.</p> <p>Some attempt has been made to evaluate the technical skills selected and demonstrated in relation to the chosen dishes.</p> <p>A limited number of sensory tests have been carried out, all items have not been evaluated based on the required criteria.</p> <p>Limited attempt to analyse and evaluate the food made by themselves during the practical session in relation to food made by others.</p>
0	<p style="text-align: center;">0 marks</p> <p>Not credit worthy or not attempted.</p>

Task:

Celebrity chefs have been promoting the importance of a healthy diet for children.

Research, prepare and cook three dishes that could be served on an open day menu to encourage new pupils to eat in the school canteen.

For this task I will have to develop a greater understanding of healthy eating particularly for children, and how to maintain a healthy diet. This task will culminate in a practical in which I will have to create three relevant and researched dishes in the allotted time of 3 hours. These dishes must meet the brief and demonstrate a range of skills, consider portion control as well as heightening my knowledge on basic and higher grade skills. Another thing that I shall have to be particularly at tentative to is my presentation allowing the three dishes to both look good and taste amazing. The final major factor in this practical will be how I discover or adapt healthy recipes in order to make them tasty, healthy and presentable.

In order to follow up on my declarations in the paragraph above I will:

- Research in depth the various food groups and how they factor into healthy eating for children, as well as, how these groups should be consumed and in what moderation they should be consumed in.
- For this practical I will work on my selected recipes in lessons and use taste testing amongst the class to decide on how to perfect them. Therefore I must decide on a set of dishes within a short amount of time in order to find adequate results and create the best healthy eating recipes that would appeal to children in our school canteen on an open day, that I can muster.
- To decide on my dishes I will look into the menus (especially the childrens sections) at local restaurants in order to familiarise myself on the look and taste of the dishes as well as decide on a dish and whether or not I simply decide to a) choose a healthy dish, or, b) choose an unhealthy dish and adapt it in order to bring down the high risk food group contents.
- As with the above I will heighten my skills in lesson by practising certain cuts on vegetables or use high risk foods to develop my cross contamination understanding and what cuts work best with items such as chicken and other high risk meats.

- Finally I will take time in lessons to help focus on presentation skills, photographing them to keep records and then further developing the look of that presentation item.

Another thing I may have to take into account whilst planning and making my dishes are season patterns, I must make sure that the items that I use are in season (winter-spring) so that the dishes will be cost efficient and suitable to the time of year. Once again I can find out what foods are in season with use of the internet as well as the textbooks.

The history/ legislation of healthy eating in schools;

In this section I will show strengthen my knowledge of healthy eating in schools by researching both its history and what the legislations imply.

In 1996, 1998, 2002 and 2006 several legislations were put in place that told local schools, authorities and governors, how school meals should be presented and what nutritional values the meals should include. DfES is providing £220 million of funding over three years (2005-2008) to help schools and local authorities introduce the new standards. In September 2006, an additional £240 million transitional funding was announced to cover the period 2008-2011. In 2014 the School Food Plan was introduced (<http://www.schoolfoodplan.com/>) and now when schools are inspected they also look at the health and well being of students and look at the food offering in schools.

The new standards;

Empty calories

Increasingly, a large proportion of many children's diets consist of manufactured food high in fat, sugar and salt. These highly processed products often provide 'empty calories' which fill children up but do not supply the essential nutrients they need for healthy physical and mental development.

Health risks

Much of the food no longer allowed under the food-based standards is associated with a growing range of child health and nutritional issues, including obesity, type 2 diabetes and tooth decay and erosion. Childhood obesity is now recognised as a major threat to long-term health and the statistics are alarming.

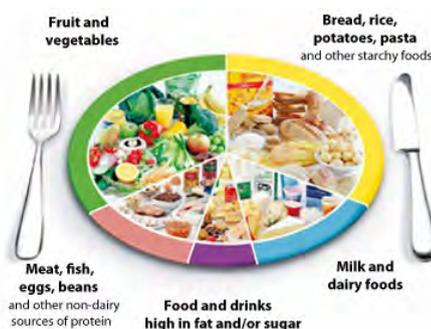
How the new standards will help children

- The ultimate goal is to help children enjoy balanced meals containing good sources of protein and starch, accompanied by lots of vegetables, salad and fruit.
- These standards mean that the less healthy food choices, high in fat, salt and sugar are replaced by more nutritious options.
- They should have a positive impact on children's health, help encourage them to eat more nutritious food and improve the quality of school food nationwide.

So the big question is: why have food-based standards been introduced for lunches?

- They define types of food which are no longer allowed or are restricted, in order to replace food high in fat, sugar and salt with more nutritious food and drinks.
- To ensure nourishing food is served more frequently.
- To ensure an immediate improvement in school lunches, allowing time for the more detailed process of developing meals that meet the new nutrient-based standards.

Many of these elements are being implemented in everyday life including adverts on TV and radio as well as banners in towns and billboards. As well as this many schools have started abiding by these rules in lot of ways, for example, school allocate a certain day as the only day in which fried foods are allowed to be consumed within the grounds, and, preventing children bringing fizzy drinks into schools in order to reduce the pupil's sugar levels in the child's blood stream during lessons.



The eat well plate highlights the different types of food that make up our diet, and shows the proportions we should eat them in to have a well-balanced and healthy diet.

It's a good idea to try to get this balance right every day, but you don't need to do it at every meal. And you might find it easier to get the balance right over a longer period, say a week. Try to choose options that are lower in salt when you can.

Eating healthily is about eating the right amount of food for your energy needs. In England, most adults are

either overweight or obese. This means many of us are eating more than we need, and should eat and drink fewer calories in order to lose weight.

Based on the eat well plate, children and adults should try to eat:

Plenty of fruit and vegetables

we should be eating at least five portions of a variety of fruit and veg every day.

Plenty of potatoes, bread, rice, pasta and other starchy foods

Choose wholegrain varieties whenever you can, or eat potatoes with their skins on for more fibre.

Some milk and dairy foods

go for lower-fat milk and dairy foods. These are healthier options to help you get enough protein and calcium.

Some meat, fish, eggs, beans and other non-dairy sources of protein

these are important sources of protein, vitamins and minerals, and form part of a healthy balanced diet.

Just a small amount of foods and drinks that are high in fat or sugar

Cut down on fat and sugar by eating fewer sweets, cakes and biscuits, and drinking fewer sugary soft drinks.

Our target audience

When doing this task I should remember that my target audience will be school children, primarily teenagers, therefore, I should remember that these people will be in their prime growing stage and will require a balanced diet that will account for all their needs without containing excessive amounts of fats and salts.

Guideline Daily Amount Values

Typical values	Women	Men	Children (5-10 years)
Calories	2,000 kcal	2,500 kcal	1,800 kcal
Protein	45 g	55 g	24 g
Carbohydrate	230 g	300g	220 g
Sugars	90 g	120 g	85 g
Fat	70 g	95 g	70 g
Saturates	20 g	30 g	20 g
Fibre	24 g	24 g	15 g
Salt	6 g	6 g	4 g

GDA's for girls 11-14 years

Energy (kcal)	1850
Total fat (g)	70
Saturated (g)	25
Carbohydrate (g)	230
Sugar (g)	90
Salt (g)	6
Fibre (g)	15

GDA's for girls 15-18 years

Energy (kcal)	2100
Total fat (g)	80
Saturated (g)	25
Carbohydrate (g)	265
Sugar (g)	105
Salt (g)	6
Fibre (g)	24

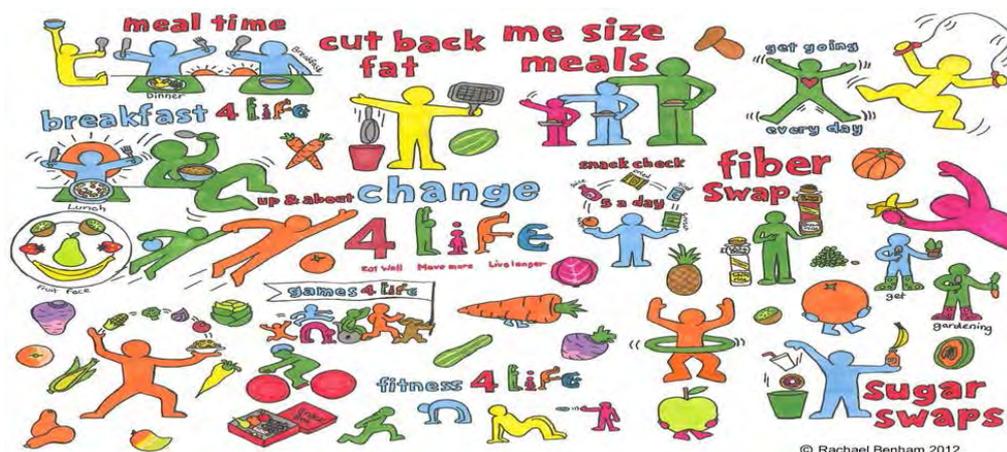
Dietary needs;

One key thing that I must take into account is that people have certain dietary needs for example; I should present an easily adaptable vegetarian recipe and appreciate that some people do not eat meat. As well as this, certain people do not eat bread and other gluten foods due to an intolerance called coeliac disease. People are also unable to eat dairy products as they cannot digest lactose (lactose intolerance). I should also take into account that the people we are serving are teenagers and have certain dietary needs that must be met; for example: 28% of English boys aged 15 years and 34% of English girls aged 15 years are overweight or obese. This clearly indicates that we need to reduce the fats that are being served, for the teen's own good. Teenagers are growing rapidly and require foods rich in protein, for growth and repair and carbohydrates for energy. They need a variety of vitamins and minerals to

ensure they have all the essential nutrients in their diet. I will need to consider these requirements when planning my meal.

The media

In the past few years there has been a big push for healthy eating through the media, specifically, advertising. The 'change 4 life' campaign is the main proprietor in this 'push' telling people that we should be cutting out the majority of fats and sugars, as well as, walking more often to achieve a healthy exercise routine.



Parental influences

Parents also play a major role in the foods that teenagers eat, as whatever the family eat of an evening the teenager has little choice but to eat it. This campaign targets families as the Government is aware that to make changes, all in the family must 'buy' into it. It also highlights the importance of leading a healthy lifestyle to prevent health issues, such as type 2 diabetes, heart disease and stroke. Evidence also suggests that diets which have rainbow of fruit and vegetables, that are rich in fibre can prevent certain types of cancers.

Cooking methods

It is important to understand how cooking methods can affect the end nutritional value of the food. I carried out an analysis of different cooking methods to help gain a better understanding of its impact upon food.

Cooking methods	pros	Cons
Boiling	Makes most foods soft and adaptable,	Water soluble vitamins can leak flavour into the water and away from the dish. This is most common with veg rich in vitamin c like cauliflower and asparagus.

Steaming	Allows foods to retain flavour and colour. It retains the vitamins B and C	This process can take time and is not practical for 'whipping' up a meal.
Deep-frying	Adds flavour and colour/ crisp to a food type.	The high fat content makes the foods a health hazard and so they should not be consumed regularly.
Shallow frying	A healthier option than deep-frying but does the same jobs.	This method still has a high fat count and should still only be used in regulation.

By carrying out some recipe trials using the different methods above, using vegetables such as potatoes. It helped me to choose which methods I should use within my dishes.

What is a reasonable portion of food for a teenager?

Over the years food portions have started to gradually increase, leading the way to obesity becoming a big problem in many nations across the world. On average, when purchasing food people tend to buy more food as they feel like they are getting better value for money. Although this may be the case, this also increases the number of calories that you consume and you usually end up eating more than you are expected to throughout the day.

For a teenager, food is incredibly important as they are growing up at a drastic rate and are usually active in a wide range of sports. This also means that the more exercise and sport that a person does, the more calories and food that the person will burn off. This sometimes means that active people sometimes eat slightly more than the government guidelines. As well as this, for a teenager, government guidelines also state that males should have slightly more to eat in a day than females. Altogether, this means that five fruit or vegetables should be eaten in a day, meaning that perhaps one portion should be eaten at breakfast, one at lunch, two at dinner and one as a natural juice drink. As well as this, grain products should also be consumed as part of a healthy lifestyle. This means that around 125ml of pasta should be consumed in a day, around 80g of bread should be eaten and 250 ml of cereal should also be eaten. Finally is the amount of meats and alternatives that should be eaten in one day. For a 13-18 year old, 75g of fish or lean meat should be consumed, 60ml of nuts and 30 ml of dressings. To conclude, around 30-45ml of fat should be taken into the body in one day.

What foods do teenagers generally like?

There are many different types of foods with many of them having different effects on the body. Carbohydrates, proteins, fruit and vegetables, dairy products and fatty foods are all meant to be eaten in varying amounts in order for the consumer to sustain a healthy diet. Nevertheless; although it may be hard to come to terms with, most teenagers actually consume too many fatty products without having their five-a-day. This however, may not actually be as much of a problem as people first think because, growth spurts take place meaning that most people around teenage ages start to consume more. This often makes it more difficult to observe the main things that this age group eats. As well as this, due to growth and taste buds changing, many teenagers start trying more adventurous foods and meals as a way of understanding what they like to eat and what they don't find as appetising. For this reason, Asian foods, Italian foods, Chinese foods and many others are enjoyed by people from around thirteen to nineteen meaning that wider range can be given to them and still be eaten.

To help with my research I decided to carry out a questionnaire, this will assist in my understanding of people's attitudes to school meals.

Questionnaire

1. How often do you eat school meals?

frequently occasionally rarely never

11. What feature mainly attracted you to school meals, and, if any, which of these features would make you change your opinion?

taste look smell All of the above

2. Do you agree that obesity is becoming a major health factor and that it is a good idea to monitor children's eating in school meals?

Completely agree agree disagree Completely disagree

12. Do you believe that TV and the media have changed people's attitudes towards obesity?

Completely agree agree disagree Completely disagree

13. Do you think that children should be allowed to decide for themselves how much fats and sugars they consume within school?

yes No maybe Definitely not

This questionnaire was given to a few of my fellow class mates as well as some local parents. The majority of the teenagers seemed to think that they should be allowed to do what they want with their bodies and put as much food into it as they felt necessary. Whereas, almost all the parents felt that their child's food should be monitored by schools and the government, and that TV advertisements showing the effects of an unbalanced diet of a disregard for their health are essential to help teach the children about harsh realities of life and leading an unhealthy lifestyle. Because of this I believe that school monitoring and censorship to fatty foods is an essential part of a child's life style and will help them retain their health in the future.

Seasonal food!

What are seasonal foods?

Seasonal food is the time of the year when food is at its best in flavour and in harvest. Many foods are available all year, as they are imported from other countries, but these are not "seasonal".



SCHOOL FOOD TRUST
Eat Better Be Better

In Season

	June	July	Aug	Sept	Oct	Nov	Dec
Summer							
Apple							
Banana							
Blackberry							
Blueberry							
Cherry							
Coconut							
Cranberry							
Cucumber							
Fig							
Grape							
Guava							
Kiwi							
Lemon							
Lime							
Mango							
Orange							
Peach							
Pineapple							
Raspberries							
Strawberry							
Watermelon							
Autumn							
Apple							
Banana							
Blackberry							
Blueberry							
Cherry							
Coconut							
Cranberry							
Cucumber							
Fig							
Grape							
Guava							
Kiwi							
Lemon							
Lime							
Mango							
Orange							
Peach							
Pineapple							
Raspberries							
Strawberry							
Watermelon							
Winter							
Apple							
Banana							
Blackberry							
Blueberry							
Cherry							
Coconut							
Cranberry							
Cucumber							
Fig							
Grape							
Guava							
Kiwi							
Lemon							
Lime							
Mango							
Orange							
Peach							
Pineapple							
Raspberries							
Strawberry							
Watermelon							

The benefits of seasonal food!

One of the main advantages is availability, if the produce is readily available locally, then less nutrients can be lost in the transporting period. As well as this, there will be a shorter transporting period; therefore, the produce will be fresher and less likely to carry any harmful bacteria.

The produce will be cheaper in general; furthermore, this will lower the buying cost of the dish; allowing the selling price to be dropped, increasing customers –or– increase the profit margin on the dish. Environmentally, using fresh produce is better because there will be less waste produce and less harmful greenhouse gasses can be released in the transportation period.

Some recipe trial dishes:

Recipe trial 1:

I will make Greek Salad to identify if this dish is suitable. This dish is quite unique compared to other salads, with a variety of ingredients that are produced all over the world. As well as that, the other reason I have decided to trial this dish is due to the range of textures that it can produce along with the nutritional value of the dish. The main ingredients in a Greek Salad are; black olives, cucumber, feta cheese, tomatoes, green peppers, herbs and olive oil. Altogether, this meal is incredibly healthy and in some recipes can consist of all of a consumers five a day! With many vegetables and a light olive oil dressing, Greek Salad is a very green looking dish and easily fits in with the health requirements of a teenager.

Greek Salad

Show 4 Show 8 Show All Custom

Nutrition	Per 100g	Per 266.5g portion	RI (women)	RI (men)	RI (5-10 yrs)
Energy	400 kJ	1124 kJ	14%	11%	15%
Energy	111 kcal	273 kcal	14%	11%	15%
Protein*	3.9 g	9.5 g	21%	17%	40%
Carbohydrate*	2.1 g	5.1 g	2%	2%	2%
Fat*	9.2 g	23 g	32%	24%	32%

Traffic Light
 Green - a healthy choice
 Amber - OK most of the time
 Red - eat in smaller amounts

This particular recipe for Greek Salad, includes a range of different ingredients and still only uses 273kcalories which is around 13% of a person's daily guidelines. Nevertheless, quite a lot of fat is used in this meal through one third of a child's and woman's daily guidelines. To decrease this number I would probably try and reduce the olive oil and cheese levels in the dish. This dish did not prove popular with my peers, most did not like the olives.

This was the result of trying to make this dish healthier::

Nutrition	Per 100g	Per 227g portion	RI (women)	RI (men)	RI (5-10 yrs)
Energy	309 kJ	702 kJ	8%	7%	9%
Energy	74 kcal	169 kcal	8%	7%	9%
Protein	3.4 g	7.7 g	17%	14%	32%
Carbohydrate*	2.2 g	5.0 g	2%	2%	2%
Fat*	5.3 g	12 g	17%	13%	17%

As starters aren't meant to be too filling or use up the calories that a main course requires, I decided to try and substitute some ingredients to try and make the Greek Salad healthier. As you can see, compared to the last recipe, 104 calories have been taken off! As well as this, 11 grams of fat have also been taken off. To do this I have not effected the flavour of the dish at all. To start, I decided to use Flora pro active light olive oil instead of extra virgin olive oil to try and take some of the fat out of the meal. I also decided to use 175 grams of feta cheese instead of 200 grams as it is another ingredient that contains a lot of fat and calories. Another substitute that I used was through the black olives. Not too many people realise that per serving, olives actually contain many calories, so therefore I decided to use capers which have a similar taste, but are a lot healthier. Finally, I chose to use two small onions instead of one medium one. This actually adds up to less than one medium onion, resulting in fewer calories and a healthier starter.

Even though I changed from olives to capers this dish was still not liked by my peers. So I decided that it would not sell in a school canteen, therefore would not be a profitable dish. I trialled various types of desserts as an alternative and these were all popular.

Recipe trial 2:

I have decided to trial a unique dish of 'Balsamic-glazed Salmon Fillets'. This meal fits in with the guidelines of being a meal suitable for a teenager. Although many people know the taste and texture of salmon, not many people have tried cooking this fish with different ingredients or in different ways to try and release the unique flavours that make a dish different. Through the way that I have chosen to trial this main course will be glazed in balsamic vinegar, adding to the overall taste

and texture of the salmon. Salmon is an oily fish and is rich in omega 3 which is essential for healthy teenagers brain function and concentration.

Nutrition	Per 100g	Per 155g portion	RI (women)	RI (men)	RI (5-10 yrs)
Energy	713 kJ	1105 kJ	13%	11%	15%
Energy	171 kcal	265 kcal	13%	11%	15%
Protein*	17 g	27 g	60%	49%	112%
Carbohydrate	3.2 g	5.0 g	2%	2%	2%
Fat*	9.6 g	15 g	21%	16%	21%

As a main dish is the most important and usually most filling part of a meal, you would usually expect a lot of calories

to be consumed from it. This usually means that over 300 calories are used in a main dish. Nevertheless, due to some of the low calorie foods in this particular dish, my main course only provides 265 calories per portion (around 13% of a daily guideline). However, although this meal is low in calories; it is incredibly high in terms of protein with over 100% of a child's daily guidelines. This statistic is most probably down to the fact that it is fish meal and many fishes including salmon contain a lot of protein. As well as this, when trialling adapting this dish to make it healthier, I will also look at reducing the amount of fat by taking out some of the liquids and sauces which use unneeded excess fat.

Healthier version

Nutrition	Per 100g	Per 133.5g portion	RI (women)	RI (men)	RI (5-10 yrs)
Energy	745 kJ	994 kJ	12%	10%	13%
Energy	179 kcal	238 kcal	12%	10%	13%
Protein*	19 g	25 g	56%	46%	104%
Carbohydrate	2.6 g	3.5 g	2%	1%	2%
Fat*	10 g	14 g	20%	15%	20%

Due to the fact that this dish is already an incredibly healthy low-calorie main course, it is quite difficult to try and make it even healthier for the consumer. Nevertheless, through substituting ingredients adding editing amounts of ingredients; I have been able to reduce the calories in the dish from 265 to 238. To do this, the one substitution that I have made is to not use honey, but to use a smaller amount of light brown sugar. As honey contains quite a lot of energy, I thought that a smaller amount of sugar would provide a similar taste, but would be slightly healthier. As well as that, light brown sugar is a little healthier than white sugar which is why I have used this ingredient. Other changes that I have

made from my initial recipe include changing white wine to chicken stock cubes, and reducing the amount of salmon to try and reduce the amount of protein.

I enjoyed adapting these 2 recipes and it helped in my development and understanding how to change recipes. It also made me understand the importance of portion control and how this can affect dishes.

Unfortunately this dish was again not popular with my peers, and all preferred the chicken dishes that I trialled, however this Salmon dish would meet the design brief. However I think it would be too costly to sell salmon and make a reasonable profit within a school or college setting.

Candidate B

Reasons for Choice

My food choices that I have chosen are:

Chicken in a spicy barbeque sauce with steamed vegetables

Exotic Fruit Salad

Mini Victoria sponge cake, with blueberries

I have chosen to do spicy BBQ chicken with steamed vegetables because it has a number of different colours so it will stand out on a menu and also on the hot plate in the school canteen. It also gives me the opportunity to use different cooking method such as steaming, dressing preparation and different knife skills (including portioning a whole chicken). I chose to steam my vegetables as this way I get to keep the vitamins in them instead of boiling them and then ending up in the water, as Vitamin C is water soluble, also it keeps the colour of the vegetables. I will cook my chicken en papillotte, in the oven, this way it will stay moist. The skills I will use are my knife skills such as portioning a whole chicken, julienne when cutting up the carrots. I will also show that I can handle raw meat safely by washing my hands after handling the raw chicken to stop preventing cross contamination and also using a red chopping board.

Another reason why I have chosen to do this dish is because of the different textures it will offer. The chicken and the spicy BBQ sauce will allow for a spicy texture and will stop the chicken being bland. However, with the steam vegetables it will stop the food being too spicy. I have chosen to steam the vegetable because it will reduce the fat, retain their colour, keep the taste, and vitamins (B & C). I will portion out my vegetable by counting them out: 4 mange tout on each plate and 3 matchstick carrots on each. The chicken will be portioned by weight with each chicken breast weighing the same.

This will be placed on a white round plate to make it stand out and look brighter and more colourful. Also if someone was a vegetarian who wanted this meal I would have to change it to quorn so that they could also enjoy the taste and different textures. When making the sauce which is a high skill along with making chicken I will add different seasoning to make it more tasty and add more flavour to it. When cooled this could then be stored in a fridge or freezer for up to 2 days, when reheating this dish, the core temperature must reach 75°C.

Dish 2 Exotic Fruit Salad

The reason I have chosen Exotic Fruit salad is because it is packed with nutrients and uses fresh uncooked fruit which means none of the vitamins and minerals will be destroyed. Also this would be colourful and have a range of textures and would look appealing. Also a fruit coulis could be used to add an extra texture and taste.

This dish is showing my knife skills. I will use a green board to cut all my fruit onto and a hollow pineapple to present my exotic fruit salad this will make it look more interesting and more presentable to customers. An advantage of this also that it can be used as a sharing dessert for two people who will make it easier to serve in a restaurant. To portion out the ice cream I will use an ice cream scoop, each person having 2 scoops as a portion.

The fruit salad will be refrigerated in a temperature around 5°C and will be covered (airtight to prevent oxidation) across so that contamination can be avoided. It will be placed in the top shelf of the fridge until served or cold enough to serve.

It will only keep for 24 hours and is not suitable for freezing. To store the ice cream in a freezer -18 °C for up to 1 month in a sealed container.

To serve with my fruit salad I will make a frozen strawberry yoghurt so that I can make my exotic fruit salad more presentable. This will show more skills as I will be using the ice - cream maker. It will also add a different texture to the dish. I think this dish will appeal to teenagers.

I chose mini Victoria sponge because I will make it using a fatless sponge method called whisking, it does not have a lot of fat but is still enjoyable. I could also reduce the portion size so that it is less calories and more fruit.. I have decided to use mini blueberries and non-dairy cream as the filling in the middle of the cake. The blueberries and non-dairy cream also adds the colour to the dish along with the fruit that would be added on to the plate to make the dish look more attractive and stand out with the healthier look. There would be many textures on this dish such, some of the fruit would be crunchy and juicy, and where the Victoria sponge is will be very soft and spongy with the sweetness from the blueberries and jam that is placed in the middle of it adding the brighter colour to make it stand out.

After handling raw eggs I will wash my hands straight away to stop any cross contamination. The techniques that are going to be used are the whisking method to make my cake mix suitable to pour out and put in to the baking tray. I will portion this out using a large circle cutter, this will make individual cakes. This will be better for serving in a school canteen as I can put each on a plate as one portion. The

waste sponge could be used to make truffles. Also I will place this Victoria sponge with fruit on a white circle plate so that the colourful bright fruit to stand out as they are bright on the surface. When the cake is made and cooled it can be stored in the fridge in an air tight container for up to 2-3 days.

Suitability for school canteen

I think my food would be suitable for use in a canteen and is economical and nutritious because of the vegetables and meat used in the sauce and can be served with accompaniment such as homemade bread and rice which makes it a balanced meal. The exotic fruit salad is colourful and will appeal to children and will go well to providing “5 a day”. Also the Victoria sponge is suitable because although it is high in calories it also uses fresh fruit and has no additives all preservatives which mean the product is healthier than a shop bough version.

These recipes match my design brief for healthy eating because they use fresh fruit and vegetables. They can also be adapted to make them suitable for vegans by substituting quorn for chicken in any recipe and by using vegetable based oil. The Victoria sponge could be adapted to make it suitable for vegans by using a margarine made from soya. Because these dishes can be made on mass they are cheap to make which means they would not cost much to buy which makes them suitable in the school canteen.

Candidate C

Shopping List

Greengrocer	Grocer	Dairy	Butcher / Fishmonger
1 small onion	350g plain flour	150g butter	150g minced beef
1 small carrot	85g vegetable shortening	144ml pot buttermilk	7 medium eggs
1 red pepper	Salt & pepper	225ml Whipping cream	
1 red onion	2 tbsp. vegetable oil	126ml milk	
3 mushrooms	450g self-raising flour	75g Blue Cheese	
	1/2 tsp bicarbonate of soda		
100g glacé cherries	226 tbsp caster sugar		
100g Mixed dried fruit	3 tsp vanilla extract		
200g Strawberries			
100g Raspberries			
1 tbsp. fresh parsley			

Equipment and serving dishes

Preparation	Special Equipment	Serving Dishes
Teaspoon	5 cm cutter	Flat Plates
Mixing Bowl	White Chopping Board	Table cloth and flowers too
Measuring Jug	Baking Paper	
Scales	Cake Tins	
Rolling Pin	Cocktail Sticks	
Wooden Spoon	Flan Dish	

Knife	Green Chopping Board	
Sieve	Flour Dredger	
Metal Tablespoon	Baking Beans	
Electric Whisk	Pastry Brush	
Wire Rack	Piping Bag	
Baking Tray	Black Handled Knife	
Fork	Temperature Probe	
Frying Pan		
Wooden Spatula		
Grater		

TIME PLAN
MISE EN PLACE (30 mins)

Mise-en-place	Special Points	Safety points	Quality points
Prepare self – remove all jewellery, tie hair back, wash hands with anti-bacterial soap, put on chef's white and cap.		Make sure water is hot and soap is used when hands are being washed. Ensure that chef's whites are clean.	
Sanitise work surfaces		Using anti-bacterial spray	
Pre-heat oven to 190°C			
Collect and weigh all ingredients and place on to white trays. Place high risk ingredients into refrigerator.	.	Minced meat, blue cheese, milk, buttermilk, eggs and whipping cream needs to be placed in refrigerator	
Collect all equipment and serving dishes and place to the side until needed.			
Wash fruits and vegetables and drain	Onions, carrot, glacé cherries, mushrooms, red pepper, strawberries and raspberries.	To remove any dirt or bacteria	
Crack eggs into jug and beat		Make sure eggs have lion mark – do free from salmonella	Be sure to avoid getting any shell into the mixture
Grease and line cake tins and baking trays	Be sure to grease on top of baking paper in cake		

	tins as well as under.		
Cut and dice and grate fruits and vegetables and chop parsley.	Onions, carrot, glacé cherries, mushrooms, red pepper, strawberries and raspberries.	Damp cloth underneath chopping board to prevent me slipping	neatly
Start on pastry by rubbing fat into flour until it looks like fine breadcrumbs.			Tap bowl on working surface to bring large lumps of fat to the top of the bowl.
Place butter and sugar into a large mixing bowl			Butter should be soft as will cream easier
Place beaten eggs, milk and seasoning into a jug.	Beat together with a fork.		

Time	Activity	Safety points	Quality points
5 min	Add 4 tablespoons of very cold water to the pastry mixture. Mix to a firm dough (I may need more water), firstly with the tablespoon, and finally with one hand. Wrap in cling film and leave in refrigerator for at least 15 min.		<p>Make sure dough is not too dry or crumbly and neither too wet.</p> <p>Don't overwork dough as it will make for a tough pastry.</p> <p>Allow pastry to rest after each handling as it will prevent it shrinking.</p>
5 min	Using a wooden spoon (or an electric whisk) cream the 225 g of butter and the 225g of sugar together in a bowl until pale and fluffy.	Keep wet hands and water away from electrical equipment – DANGER OF ELECTRCUTION	Mixture should be pale and fluffy
5 min	Add a teaspoon of vanilla essence to the eggs before beating them into the mixture one at a time; add a small amount of flour to the mixture as you add each egg.		Beat the eggs into the mixture one at a time – to prevent curdling

10 min	Fold in the remaining flour using a large metal spoon, before evenly spooning the mixture between the two ready lined cake tins. Place the two tins in the oven for 20 – 25 minutes	Use oven gloves – careful of hot oven.	Mixture should have a soft dropping consistency, you can add a little extra milk if necessary Gently – do as not to toughen the cake mix
10 mins	Wash up dishes and leave to drip dry.	Be sure to use hot, soapy water.	
5 min	Lightly flour my work surface and roll out the pastry to an even size. Split the pasty into two, half for your quiche and half for your pasties.		Handle gently I may need more pastry for your quiche and less for your pasties so measure your pastry against your quiche dish first.
5 min	Transfer the pastry carefully so that it lines the flan ring and leave to rest for 5 min.	Cut away any excess pastry with a sharp knife.	
5min	Place the following ingredients into your mixing bowl: Minced meat, diced onion, grated carrot, chopped parsley, salt, pepper and flour. Using the tablespoon (or your hands if you prefer) mix the ingredients well together.	Keep raw meat away from other ingredients – danger of cross contamination Be sure to wash hands and sanitise work area after handling raw meat.	

ORDER OF WORK

5 min	Line your quiche dish with your pastry then using greaseproof paper and baking beans, you must bake blind, for approx. 10-12 mins, the pastry should still be pale, but will have started to cook.	Use oven gloves – careful of hot oven.	Be sure to patch up any holes in your pastry
3 min	Check on cake in oven. If it is golden-brown on top and a skewer inserted into the middle comes out clean remove it from		skewer inserted into the middle comes out clean

	the oven and the tin before peeling off the paper. Place onto a wire rack to cool.		TO SHOW ITS COOKED
1 min	Remove pastry from the oven. Remove the cling film and the baking beans before returning it to the oven for another few minutes to cook the pastry on the base.	Use oven gloves – careful of hot oven.	Be sure not to burn your pastry you only want it to be cooked.
5 min	Sauté the onion in the vegetable oil, until transparent. Add the pepper and mushrooms and continue to cook until they are sufficiently softened. Allow to cool.		Onion should be soft and transparent and mushrooms and pepper should be soft not burnt.
5 min	Remove the pastry from the oven and leave to cool before placing the cooling onion, pepper and mushroom mix onto the base of the quiche dish and crumbling over the Blue Cheese. Place the dish on to a baking tray and gently pour over the egg mixture.		Baking tray will catch any drips – if I have any Take care not to overfill the quiche dish with the egg mixture.
1 min	Place quiche on the baking tray into the oven and bake for 30 mins, until the surface of the Quiche is a golden brown colour and the egg is set.	Make sure that oven gloves are used and that the quiche reaches a temperature of at least 75oC. You can use a temperature probe to check this.	Leave in the oven until the quiche is golden brown on top.
5 min	Cut the pastry into two/three rounds. Place a small amount of the mixture into the centre of each of the pastry rounds.		Be sure not to overflow your pasty as the shell may crack whist it's in the oven.
5 min	Brush the edges of your pastries with beaten egg, then crimp – you can make your pasty sit upright or be flat. Place pasties onto a greased baking tray before placing them into the oven for 30 minutes.	The pasties must reach a temperature of at least 75oC	Be sure to make all your pasties the same size so that they cook evenly.
10 min	Wash up dishes and leave to drip dry.	Be sure to use hot, soapy water	
5 mins	Place cloth on table, display dishes, serving utensils and menu card.		Take time to get the presentation right
10	Pour whipping cream into bowl and whip until thick and gloopy using an electric		Be sure not to over whip your cream or overfill

min	whisk. Cover both sides of the sponge with the cream then place slices of strawberries and halves of raspberries on top of it before sandwiching the two halves together. Use remaining fruit and some of the cream to decorate the top of the sponge. Cut a slice and present on a dish.		your cake. Pipe the cream onto the top of the cake and use it to stick the strawberry slices to the top of the cake.
2 min	When the top of the quiche has set and looks golden brown probe it and when a minimum temperature of 75°C is achieved, it can be removed from the oven.	75oC is needed Be sure to use oven gloves when removing the quiche from the oven.	
3 min	Present a slice of the quiche on a plate with slices of raw red pepper to accompany it.		Be sure to use evenly sized slices of pepper.
2 min	When the outside of the pasties are golden brown check their temperature using a temperature probe. It must reach a minimum temperature of 75°C before they can be removed from the oven.	75oC is needed Be sure to wipe the temperature probe before and after you use it.	
3 min	Present one of the pasties neatly on a plate with a small amount of parsley to decorate.		Be neat
10 mins	Dry and put away draining dishes. Wash up any remaining dirty dishes and allow to drip dry. Sanitise area again.	Make sure the water is hot enough	
5 mins	Ensure cooker is switched off, and that all equipment is returned to the correct storage areas.	Be sure that all equipment is thoroughly cleaned.	

Evaluation

The dishes I have made are Chicken in a spicy barbeque sauce with steamed vegetables, Exotic Fruit salad, served with a frozen yoghurt ice -cream and Chicken Caesar Salad, with a crusty bread roll. The dishes were suitable because I was doing the healthy eating task suitable for serving children in a college or school, which is all about healthy eating. These dishes were suitable because there contained no extra fat in the dishes and I used healthy cooking methods. These dishes are suitable for serving in a college and or school because they can be made in bulk and can be prepared ahead of time. Also they contain all the nutrients needed by teenagers.

The skills that I had used while I was making my dishes include portioning a chicken (I used the breast in the Chicken Caesar Salad and the thigh and drumsticks in the Chicken in a spicy barbeque sauce with steamed vegetables). I made an emulsion and demonstrated piping skills for the mayonnaise. I used high level skill by working safely with high risk food (Chicken and eggs). I also used bread making for Chicken Caesar Salad accompaniments to also gain a high level skill. I was creative as I plaited the bread. Also I used knife skills and made a sauce for the Salad accompaniments so that it looks more appetizing. I had also used different cuts for my Exotic fruit salad the fruits were triangle, ball shaped etc. I had also cut the chicken into Goujon's so that it would suit the salad. I included many different cooking methods as well such as steaming and en papillote.

If I could repeat my exam again I would of cut my chicken in to chicken goujons so that they would be the same size as my chicken strips were different thicknesses . However in a school kitchen they would buy these chicken breast as the same weight. Also I would of added a low fat sauce to improve my skills.If I was to choose a different dish(es) to do I would do chicken goujons with a low fat sauce on the side so that I could dip my chicken in, sauce such as a bbq sauce.

Customers would regard the appearance of the food, that the dishes look very colourful, because there is lots of colour on both dishes. The chicken Caesar Salad has the green of the salad , against the red of the salad tomato's etc. to make the dish look colourful and for the Exotic fruit salad there is lots of variety of fruit in the dish which made it very colourful as well as healthy.

The Chicken in a spicy barbeque sauce with steamed vegetables looked colourful as it contained orange and green, from the carrots and mange tout, as well as the red and brown from the chicken. I presented this in an interesting way, adding a symmetry and neat presentation. The textures were how I wanted them to be, moist chicken, with al dente vegetables. The smell of this dish was very appetising.

The flavour described for the exotic fruit salad could be that it is very fruity and lots of taste because of the fruit that is combined in the exotic fruit salad. It tasted fresh and the frozen yoghurt tasted sweet. The flavour of the chicken Caesar salad could be described that it is very tender and juicy and that the salad and mayonnaise gave it extra, texture, crunch and flavour in the dish.

The decoration that I had put on my dishes were, using a pineapple boat to serve my Exotic Fruit Salad dish to put all the fruit inside instead of just putting the fruit on a plate. This would add more interest. This would not be a suitable way of serving it in a school kitchen, but I wanted to make it look attractive for the exam and show my knife skills. If it was to be served for a school kitchen, a ladle could be used to put equal portions of fruit into a bowl. I also made ice cream accompaniments

with the Exotic Fruit Salad so that it would make it more decorative. With my Chicken Caesar Salad I made bread, this tasted soft, and went well with the salad to balance the meal.

The effect of the whole table with the dishes on made the dishes look more appetizing to eat. As there was a white table cloth to make the food stand out, making them more presentable and the way the dishes were placed on the table also made them more attractive. My food would be acceptable for people that would want to pay for it because they will be looking for colour, texture, flavour etc. They were well presented.

I think that the portions were correct in the dishes , there was an fair amount on the plates so that one customer does not have more food (or less) than the other customer and that it is an even amount.

I could have improved on both of the dishes by adding more different types of fruit in the Exotic Fruit salad e.g. watermelons, dragon fruit, apples etc. I would have changed the order of work by making the bread and the chicken at the same time I could have just put the chicken in the tinfoil put seasoning on the chicken and put the oil on then put it in the oven while the chicken was in the oven I could have made the bread but instead I was making the mayonnaise. The portions for the dishes were evenly sized the plates were the right size for the dishes so that it is a fair portion and every gets the same amount of food. I was disappointed that my ice cream melted really quickly as it was really hot in the kitchen.

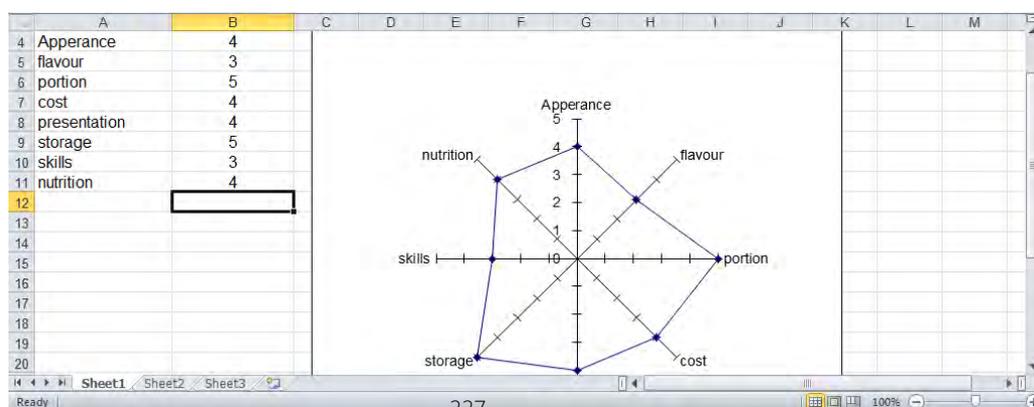
Adapting recipes

To make it suitable for a vegetarian chicken can be replaced with cheese or quorn, this will add protein in place of meat. To make it suitable for a vegan tofu or nuts could be used to give protein. To make my Exotic Fruit Salad more appropriate for vegetarians I should add more vitamin B iron etc. to the dish so that it is healthier for all people that eat and is also tasty enough so that everyone can enjoy even people that are not vegetarians. I could use sunflower seeds to add texture.

My dishes also would be suitable for someone who is lactose-intolerant (can't have dairy), wheat intolerant, diabetic, with high blood pressure because no salt was used it was low in fat and sugars. By not having bread or making bread with gluten free flour this would then be suitable for someone who cannot digest gluten. To make it even healthier I could have used wholemeal flour and use a plant based oil

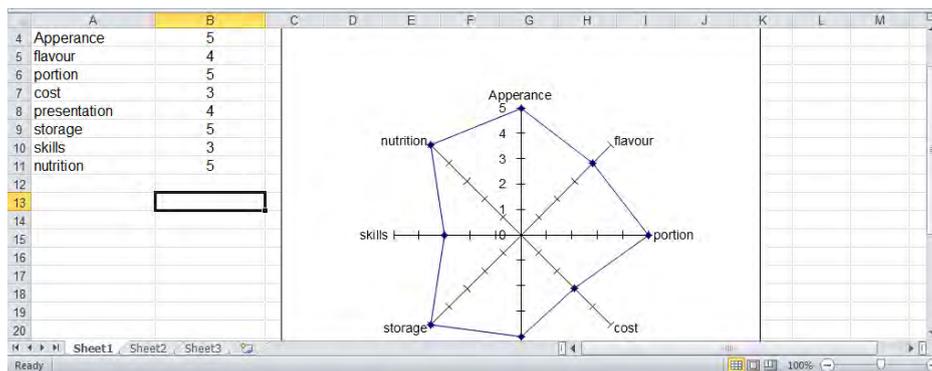
Results of taste testing:

Chicken Caesar Salad



This star profile is showing the results of the Chicken Caesar Salad there was a high cost to this recipe to reduce this cost I would place the meat fillet in a sandwich bag and hit it with a meat mallet to make it longer thinner and this should serve two people. Also frozen meat is cheaper than fresh meat. I use high level skills when handling raw meat and making bread. Most of the other skills were medium level because I prepared fresh fruit and vegetables. I also made my own mayonnaise which are medium to high level next time I would make a biscuit to go with my desert or to make a fondant potato to go with my chicken Caesar salad

Exotic Fruit Salad



This is the star profile showing the results for the Exotic Fruit Salad this was a well presented dish that offered colour texture and looked appetizing however this mostly allowed me to use knife skills and prepare the fruit in different ways add interest this also tiding with my design brief healthy eating as all the fruit was fresh and no sugar was added. This could also be mass produced to sell in a college canteen to promote healthy eating. I would do this dish next time but I would add a homemade biscuit to show extra skills.

Nutritional analysis of dishes:

chicken in sauce

Show 4 Show 8 Show All Custom

Nutrition	Per 100g	Per 278g portion	RI (women)	RI (men)	RI (5-10 yrs)	
Energy	379 kJ	1053 kJ	12%	10%	14%	
Energy	89 kcal	248 kcal	12%	10%	14%	
Protein	9.8 g	27 g	60%	49%	113%	
Carbohydrate*	8.8 g	24 g	11%	8%	11%	
Fat	0.8 g	2.3 g	3%	2%	3%	

Chicken Caesar Salad

Show 4 Show 8 Show All Custom

Nutrition	Per 100g	Per 373g portion	RI (women)	RI (men)	RI (5-10 yrs)
Energy	1252 kJ	4670 kJ	57%	45%	63%
Energy	303 kcal	1130 kcal	57%	45%	63%
Protein*	12 g	45 g	100%	82%	187%
Carbohydrate*	0.5 g	1.8 g	1%	1%	1%
Fat	28 g	105 g	150%	110%	150%

Traffic Light

Green - a healthy choice
Amber - OK most of the time
Red - eat in smaller amounts

RI = Reference Intake

Exotic Fruit Salad

Show 4 Show 8 Show All Custom

Nutrition	Per 100g	Per 280g portion	RI (women)	RI (men)	RI (5-10 yrs)	
Energy	596 kJ	1668 kJ	20%	16%	22%	
Energy	140 kcal	393 kcal	20%	16%	22%	
Protein	1.3 g	3.6 g	8%	6%	15%	
Carbohydrate	34 g	95 g	41%	32%	43%	
Fat*	0.5 g	1.3 g	2%	1%	2%	

Traffic Light

Green - a healthy choice
Amber - OK most of the time
Red - eat in smaller amounts

RI = Reference Intake

The chicken Caesar salad carried a green light which means it is healthy and has a right amount of carbohydrates and proteins as well as other essential nutrients. The nutrition program I used was Jenny Ridge Well and the traffic light system is used to make you aware of healthy your foods are. For example whilst green means healthy red means no and amber is between unhealthy and the best it can be.

My exotic fruit salad also carried a green light.

My dishes:

Chicken in a spicy barbeque sauce with steamed vegetables



Chicken Caesar Salad, with a crusty bread roll.



Exotic Fruit salad, served with a frozen yoghurt ice-cream



USEFUL RESOURCES

1. Links provided within this Guidance for Teaching

- (i) [Viscosity mat](#)
- (ii) [Excel spreadsheet for star diagrams](#)
- (iii) [Requisition list](#)
- (iv) [Word bank – here we can see the BNF's Sensory Vocabulary Poster](#)
<http://www.foodfactoflife.org.uk/Sheet.aspx?siteId=19§ionId=83&contentId=308>

2. Websites

- (i) *National Curriculum*
<https://www.gov.uk/government/publications/national-curriculum-in-england-design-and-technology-programmes-of-study>
- (ii) *British Nutrition Foundation: Food – a fact of life: How to ...*
<http://www.foodfactoflife.org.uk/Sheet.aspx?siteId=20§ionId=85&contentId=322>
- (iii) *Nutrient requirements*
<http://www.nutrition.org.uk/healthyliving/resources/nutritionrequirements.html>
- (iv) *British Nutrition Foundation: Food – a fact of life: Sensory evaluation*
<http://www.foodfactoflife.org.uk/Sheet.aspx?siteId=20§ionId=85&contentId=329>
- (v) *GrainChain*
<http://www.grainchain.com/>
- (vi) *Meat and Education*
<http://meatandeducation.redmeatinfo.com/>
- (vii) *Chilled Education*
www.chillededucation.org
- (viii) *Food Standard Agency*
www.food.gov.uk
- (ix) *Recipes*
<http://www.bbc.co.uk/food>
www.allrecipes.co.uk (includes videos)
- (x) *Stem Learning – Food Science links*
<http://www.nationalstemcentre.org.uk/elibrary/collection/1478/the-science-of-food>

- (xi) *Food Teachers Centre*
<http://foodteacherscentre.co.uk/>
Join the closed group on Facebook
<https://www.facebook.com/groups/foodteachers/>

3. WJEC EDUQAS specific resources

- (i) *Question Bank*
<http://www.wjec.co.uk/question-bank/>
- (ii) *Online Exam Review*
<http://oer.wjec.co.uk/>
- (iii) *Online e-Assessment practice*
<http://www.wjec.co.uk/e-assessment/>
- (iv) *Free Online Resources – including practical experiments relevant to the Food Science Investigations which support delivery of NEA Assessment 1*
<http://resources.wjec.co.uk/>

4. Books and online resources

- (i) Clough–Halstead A., Dowling F., Ellis V., Hill J., Jones B. (2016) WJEC/Eduqas GCSE Food Preparation and Nutrition: Student Book. Illuminate Publishing
- (ii) Keepin J., Buckland H. (2016) WJEC EDUQAS GCSE Food Preparation and Nutrition. Hodder Education
- (iii) Clarke, D., Herbert, E. (1986) Food Facts: A Study of Food and Nutrition. Macmillan Education
- (iv) Davies, J. (1997) Hammond’s Cooking Explained, 4th Edition. Longman: Pearson Education Limited
- (v) McGee, H. (2004) Food and Cooking. Hodder & Stoughton
- (vi) Tull, A. (1996) Food and Nutrition. Oxford University Press
- (vii) Department of Health (2012) Manual of Nutrition (12th Edition). The Stationery Office
- (viii) Jamie Oliver.com forum: Food & Drink
<http://www.jamieoliver.com/forum/viewtopic.php?pid=574032>
- (ix) The Telegraph: The Kitchen Thinker: Bread sauce
<http://www.telegraph.co.uk/foodanddrink/8194243/The-Kitchen-Thinker-Bread-sauce.html>

(x) Wikihow: How to thicken sauce

<http://www.wikihow.com/Thicken-Sauce>

(xi) cooksrecipes.com: From The Cook's Bible: How to Thicken a Sauce

<http://www.cooksrecipes.com/tips/how-to-thicken-sauce.html>

(xii) British Nutrition Foundation: Food – a fact of life

<http://www.foodafactoflife.org.uk/Sheet.aspx?siteId=20§ionId=85&contentId=329>