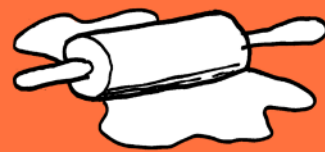
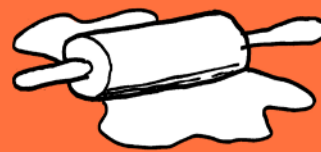
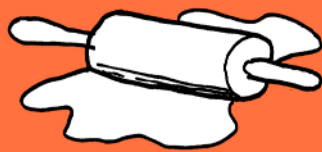
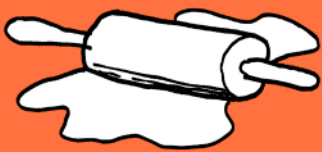
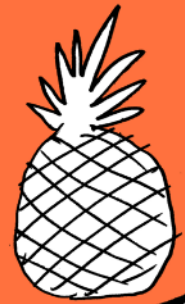


**Food Preparation
Assessment**

Task

NEA 2



Food Preparation Assessment NEA 2

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My thanks for artwork to Dave Smith and Jill Oliver for research and support.

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Introduction

Introduction

This resource, Food Preparation Assessment is written to match the requirements of the exam boards AQA, OCR and Eduqas for the Non Exam Assessment Food Preparation Task 2 which contributes 35% of the total mark towards Food Preparation and Nutrition GCSE.

Each exam board has a different mark scheme and uses slightly different wording but the ways to carry out research, planning, cooking, analysing and evaluating follow a similar process.

My aim in this resource is to break down the parts of the exam so that students can see a clear way to produce a portfolio of work within the page limits required. This resource can be used as a Practice Task to be used before starting Exam Board Tasks for NEA 2.

The 3 hour practical is nothing new, and I've used a similar method of teaching from when I started in the 1970s. In those days the CSE exam also included things like ironing a shirt, cleaning football boots or starching a tray cloth. So let us be grateful that we have improved!

Challenges that I think you will face are

- The internet provides thousands of recipe choices and students may waste time trawling for ideas - in the 1970s I had a box of trusted school recipes that worked and we used those. So steer them towards reliable websites shown at the end of this resource.
- Creating a time plan with 'dovetailing' - there are clever ways to show this with Gantt charts and spreadsheets but I think cutting and pasting onto paper or working on a Word Table work fine.
- Choosing dishes that are highly skilled - I think it is better to cook something delicious and to serve it attractively than to scale up the high skill ladder making flaky pastry and hollandaise sauce. Many high skills are high in fat - think of the pastries and sauces - what about healthier options?
- Nutritional analysis - some of those high skill, fatty dishes are going to make the Traffic light labels go into red alert - so what do you do?! What size are your portions?!
- Overthinking the presentation of the portfolio - there is a page limit, so think of writing fewer words, use annotations of photographs and charts, and find smarter ways to present things concisely.
- The star profile - I think this is a powerful tool, quick to use and which can present your tasting results and evaluations easily - you can draw one by hand, use Excel, or make use of the Nutrition Program. I know it's my program, but we have worked hard to make it student friendly.

As always my thanks to Dave Smith, a London D&T teacher, for his drawings which raise issues with humour and liven the written word. Dave has been producing drawings for me since 1990, and they always make me smile.

And thanks to Jill Oliver who kept me up to date with the new GCSE and helped produce this resource.



An apple shows that the Nutrition Program is used as part of the Task. Other methods are given for other programs and systems.



A pencil shows a written task, used to reinforce that section of the Task. Answers to questions are given at the end of the resource.



Key words from exam boards to use Nutrition Program



Key words for NEA 2 from exam boards		
AQA	Eduqas	OCR
<ul style="list-style-type: none"> • Relevant, concise and accurate research with relevant dishes. • Understand and analyse dietary group. • Justify choice of 3 dishes - nutrition. • Accurate nutritional analysis data for the three final dishes. • Fully explained with conclusions. • Sensory testing with analysis and evaluation. • Final dishes are costed, costing analysed and explained. 	<ul style="list-style-type: none"> • Show evidence of research, investigation, selection of dishes, justification, planning and evaluation. • Judge and manipulate the sensory properties. • Accurate portion control. • How the dishes would form part of a meal. • Accurate descriptors used for the sensory properties. • Review any modifications. • Analyse and evaluate. • Consider improvements. 	<ul style="list-style-type: none"> • Make and justify choices of dishes and suggest changes • Understand the task including sensory and nutritional choice and cost. • Sensory testing • Demonstrate portion control • Sensory analysis and evaluation of the finished dishes relating to the organoleptic properties. • Suggestions for improvements.

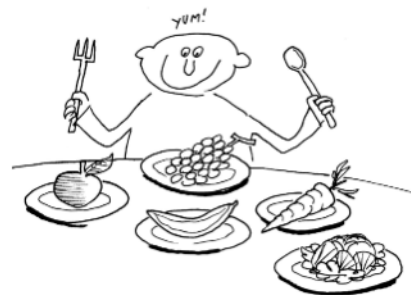
The chart shows key phrases from exam boards for NEA 2 where **The Nutrition Program** can be used.

The exam boards have similar points to cover -

- Research to find dishes that fit the task - discover the nutritional analysis.
- Explain how the dishes meet nutritional needs - look at Traffic Lights, RI, and if they fit with a meal.
- Look at sensory properties - use The Nutrition Program to draw up a Star Profile.
- Carry out nutritional analysis of dishes - produce a food label using Nutrition Program
- Analyse the nutrition - annotate the food label.
- Carry out sensory analysis and add tasters, then write evaluation - all done through Nutrition Program.
- Use sensory descriptors - the Nutrition Program has a Tasting Word Bank
- Cost the dish - the Nutrition Program has costs of ingredients
- Conclude and think of improvements.

Research the Task

This task is used as an example to work through.



The Task
To show how to include more fruit and vegetables in dishes

Check your exam board requirements for the research needed.

What do you want to find out?

Analyse the task - pick out the key words

- Range of dishes
- Teenagers
- Eat more fruit and vegetables.

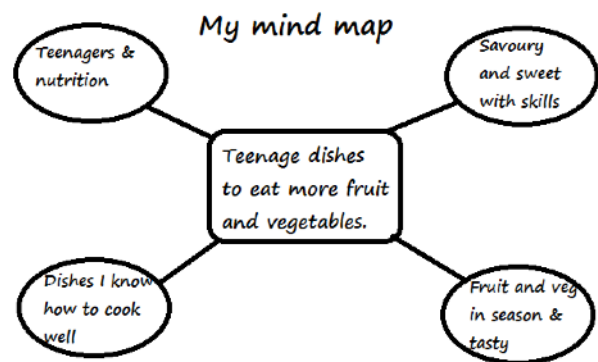
Use Mind maps or Lists with bullet points

Primary and secondary research

- Primary research is finding out things for yourself such as asking people questions.
- Secondary research uses other people's research and ideas.
- Show the sources of secondary research - books, magazines, websites.

Research ideas for the teenager task:

- Questionnaire - likes and dislikes of fruit and veg dishes
- Seasonal, food provenance, costing of fruit and vegetables
- Visit a supermarket, local market or farm shop
- Nutritional effects of preparation and cooking - the effects of cooking on vegetables
- Teenagers' dietary requirements for micronutrients.



Don't spend too long on your written research - the aim is to showcase your practical skills

Research the Task

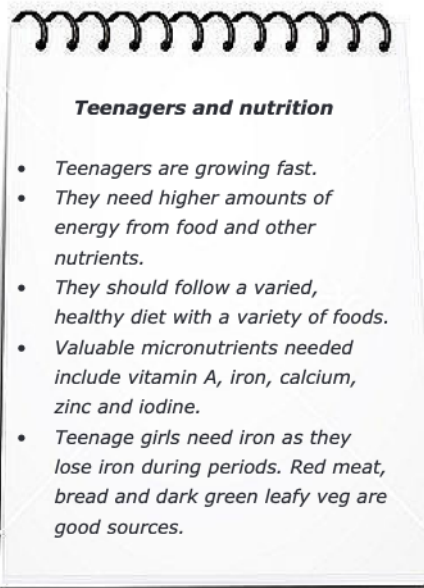
Select some recipes to cook
Choose a range of skills.
Check your exam board list - all must meet requirements of DfE shown at end of book.

For this Task, recipes must

- Include a range of fruit and vegetables.
- Appeal to target group - teenagers.
- Include a variety of skills.



Use recipes from a good source - BBC Good Food, Mary Berry, Delia Smith, Jamie Oliver.
You will need to trial and adapt recipes for the final practical. Tick how they match Key Skills.
Carry out a range of research for the Task.



Teenagers and nutrition

- Teenagers are growing fast.
- They need higher amounts of energy from food and other nutrients.
- They should follow a varied, healthy diet with a variety of foods.
- Valuable micronutrients needed include vitamin A, iron, calcium, zinc and iodine.
- Teenage girls need iron as they lose iron during periods. Red meat, bread and dark green leafy veg are good sources.



Make sure you've done enough work for the Task.
Check exam board for number of pages.
Don't write more than the exam board needs.
Check the requirements and cut down on too much information.



To do
Explain what is the difference between primary and secondary research. In each case, give an example.

Photographs and videos

Photographs and videos

You need photographs of your finished dishes as evidence of your work for your folder. There's no need to set up an elaborate photographic area.

Here are some simple tips.

- Present your dish with your candidate number and name
- Clean up the dish as best as possible
- Add garnish to give colour to the dish - parsley, small portion of salad, a side dish of vegetables
- You can use a phone or tablets for images but make sure they are stored at school in a safe place
- Experiment with lighting - a dish shot in the shadows doesn't look as impressive as one shot under a bright lamp or outdoors.

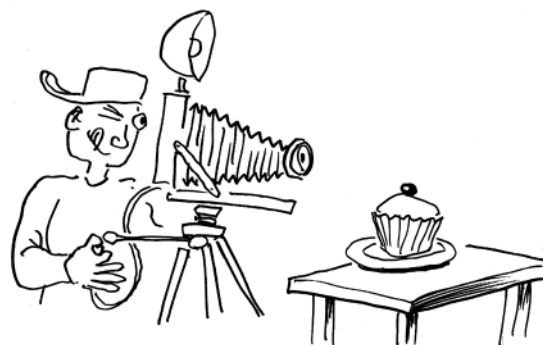
Check if your exam board just wants photos of final dishes as well as a photographic journal of practical work to show technical skills (OCR).

Photos are in a folio of evidence for the task.

- All photographs must show the candidate number and name.
- Produce a written or electronic portfolio
- Photograph the 3 final dishes



You can take photos on a phone, ipad or camera and email them to school for safekeeping.



Take photographs of final dishes and make sure you label them with your candidate number and name.



Prepare some labels with your candidate number and your name for your photographs.

Checklist

AQA Section A Researching the Task 6 marks	Tick if done
I've shown research for the dietary group, life stage or culinary tradition.	
I've analysed the needs of the dietary group, life stage or culinary tradition.	
I've chosen a range of dishes suitable for the Task.	
I've chosen my dishes based on my research.	

Key Technical Skills

The Food Preparation Task shows your cooking skills. These are ones to showcase in your recipe choices.



The skills (AQA list)	Examples
1. Food preparation skills	Accurate weighing, cooking times
2. Knife skills	Peel, slice, dice, prepare fruit, vegetables, meat, fish.
3. Preparation of fruit and vegetables	Prepare a range of different fruits and veg
4. Use of cooker	Hob, grill and oven
5. Use of equipment	Blender, food processor, microwave, pasta machine
6. Cooking methods	Steaming, blanching, baking, dry/shallow/stir frying
7. Prepare, combine and shape	Roll, wrap, layers - fish cakes, meatballs, samosas
8. Sauce making	Starched base, reduction and emulsions - mayonnaise
9. Tenderise and marinate	Add flavour, use of acids to tenderise/denature proteins
10. Dough	Bread, pastry, pasta
11. Raising agents	Chemical, physical, biological
12. Setting mixtures	Coagulation - quiches, gelation - arrowroot sauce

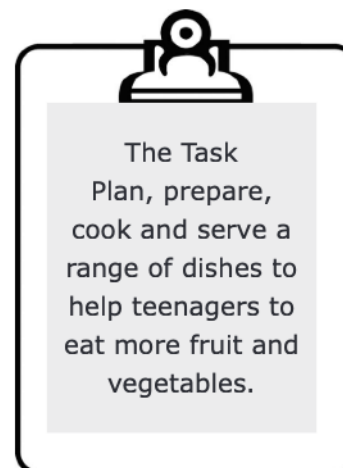
My choice of dishes to adapt, change or remove for the 3 hour Task.

- *Vegetable samosas with yogurt relish*
- *Chicken pie with mushrooms (ready made pastry)*
- *Vegetarian lasagne (dried lasagne sheets)*
- *Whisked sponge filled with raspberries and whipped cream*

Check the skills for each dish.

You can use a Skills chart like the ones shown and give each set of skills a score (1 to 3), or use smiley faces or crosses and ticks.

To improve, think of ways to increase the skill for each dish. For example, make pasta for the Vegetarian lasagne instead of using dried lasagne.



Recipes	Shepherds Pie	Fruit salad cream	Macaroni cheese
Notes on recipes	Mince, onions, tomatoes + mashed potato	Selection of fruit + cream	Macaroni + cheese sauce
1 Food preparation skills	☺	☺	☺
2 Knife skills	☺	☺	☹
3 Prep of fruit and vegetables	☺	☺	☹
4 Use of cooker	☺	☹	☺
5 Equipment	☺	☹	☹
6 Cooking methods	☺	☹	☺
7 Prepare, combine and shape	☹	☹	☹
8 Sauces	☹	☹	☺
9 Tenderise	☹	☹	☹
10 Dough making	☹	☹	☹
11 Raising agents	☹	☹	☹
12 Setting mixtures	☹	☹	☹



To do

This chart shows the skills found in the following dishes

- Shepherd pie,
- Fruit salad and cream,
- Macaroni cheese

Show how you can upskill and change each dish to include more skills for the Task.

Key Technical Skills

These charts show the Key Technical Skills (AQA)

You can use a Skills chart like the ones shown then give each set of skills a score (1 to 3), or use smiley faces or crosses and ticks.

Skill level 1 = low level of skill, 2 = medium skill

3 = high in this skill 0 = no skill included



A chart is found at the end of the resource.

Can you increase the skills?

Vegetable preparation and knife skills are valuable key technical skills.

Recipes	Veg samosas + relish	Chicken pie	Whisked sponge + fruit
Notes on recipes	Potato peas Carrots	Flaky pastry + chicken + sauce	Filled with cream + raspberries
1 Food preparation skills	3	3	3
2 Knife skills	3	1	0
3 Prep of fruit and vegetables	3	1	1
4 Use of cooker	2	2	2
5 Equipment	0	2	2
6 Cooking methods	1	2	2
7 Prepare, combine and shape	3	3	2
8 Sauces	0	1	1
9 Tenderise	0	0	0
10 Dough making	2	1	0
11 Raising agents	0	0	2
12 Setting mixtures	0	0	2

I chose Vegetable samosas with relish for my trial dish but I need more skill so I'm going to do Vegetarian lasagne instead. The Chicken pie uses ready made flaky pastry which gives a crispy texture and is hard to make. I could make shortcrust pastry instead.

Recipes	Veg samosas + relish	Chicken pie	Whisked sponge + fruit
Notes on recipes	Potato peas Carrots	Flaky pastry + chicken + sauce	Filled with cream + raspberries
1 Food preparation skills	3	3	3
2 Knife skills	3	1	0
3 Prep of fruit and vegetables	3	1	1
4 Use of cooker	2	2	2
5 Equipment	0	2	2
6 Cooking methods	1	2	2
7 Prepare, combine and shape	3	3	2
8 Sauces	0	1	1
9 Tenderise	0	0	0
10 Dough making	2	1	0
11 Raising agents	0	0	2
12 Setting mixtures	0	0	2







Evaluation
I'd planned to make Vegetable samosas but they need more skills.
The chicken pie has ready made pastry so I'll make my own. Sponge is fine.

Callout used for Evaluation to save space on portfolio.

Key Technical Skills









List your own examples of each of these Key Skills.

The 12 Key Skills (AQA)		Examples
1. Food preparation skills - accurate weighing, cooking times		
2. Knife skills - bridge and claw positions to peel, slice, dice, prepare fruit, vegetables, meat, fish.		
3. Preparation of fruit and vegetables		
4. Use of cooker - hob, grill and oven		
5. Use of equipment - blender, food processor, microwave, pasta machine		
6. Cooking methods - steaming, blanching, baking, dry, shallow, stir frying		

Key Technical Skills



The 12 Key Skills (AQA)		Examples
<p>7. Prepare, combine and shape - roll, wrap, layers - fish cakes, meatballs, samosas.</p>		
<p>8. Sauce making - starched base (roux sauce), reduction - tomato sauce and emulsions - mayonnaise.</p>		
<p>9. Tenderise and marinate - adding flavour, use of acids to tenderise/denature proteins.</p>		
<p>10. Dough - bread, pastry, pasta making.</p>		
<p>11. Raising agents - chemical, physical, biological.</p>		
<p>12. Setting mixtures - coagulation - quiches, gelation - arrowroot sauce.</p>		

Demonstrate Technical Skills

Demonstrate technical skills by using a range of equipment such as

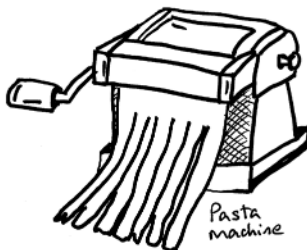
- Different knives,
- A food processor,
- A food mixer,
- A microwave oven and
- A pasta machine.

Show different cooking methods

- Use the hob - steaming, boiling, simmering
- Use the hob - dry frying, stir frying
- Use the grill -for meat or toppings
- Use the oven - baking, roasting, casseroles.

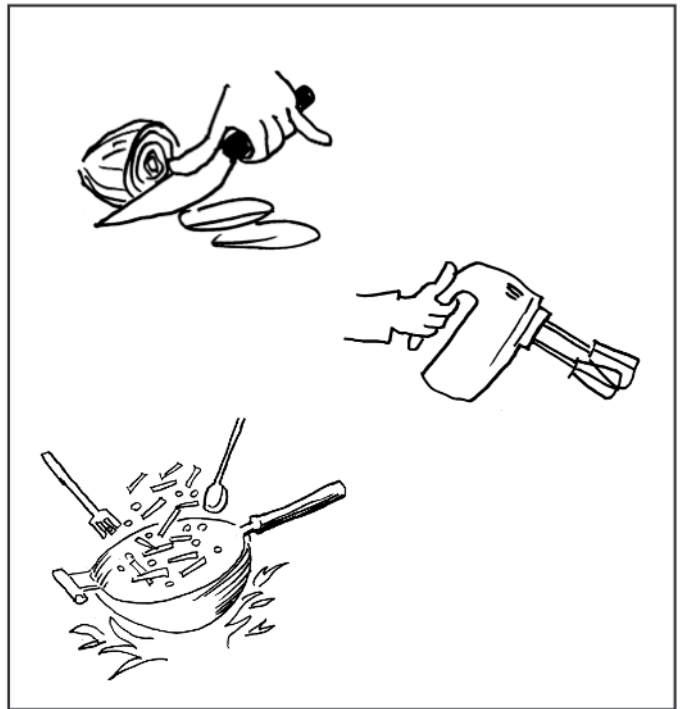


Make use of different parts of the oven.

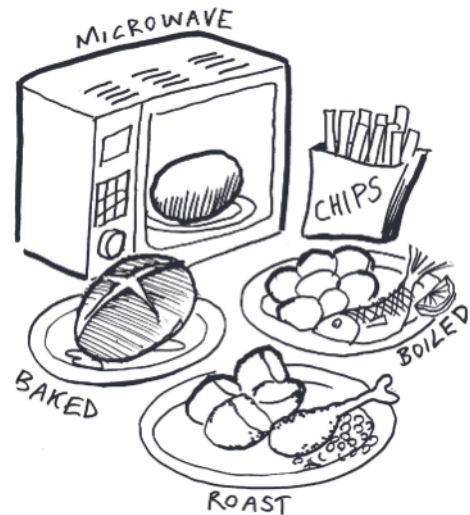


Show technical skill by using a pasta machine.

Use a food processor for pastry making, soups and cakes.



Use a variety of knives and cooking equipment.



To do

The picture above shows different ways to cook potatoes.

Which cooking method do you think is a) the easiest, b) the most skillful? Give a reason for each of your answers.

Upskill these dishes

The chart shows examples of dishes that have changed from Basic skills, to Medium skills to High skills. For example, swap ready made pastry and upskill by making your own pastry.

How to add more technical skills to recipes		
Basic skills	Medium skills	High skills
Noodles and sauce		
Ready made noodles with ready made cheese sauce.	Make your own noodles and sauce.	Make your own noodles and sauce. Add finely sliced vegetables and protein ingredients like tofu or chicken.
Fish cakes		
Made with canned tuna and instant mashed potato.	Cook fresh fish and mash cooked potatoes, shaped and fried.	Fillet fish, mash potatoes, make breadcrumbs, serve with sauce.
Quiche		
Use ready made pastry and make quiche with eggs, milk and bacon.	Make shortcrust pastry and add tomatoes to decorate filling.	Make a quiche with roasted vegetables - chopping and roasting vegetables.
Vegetable soup		
Basic soup with boiled vegetables.	Use food processor and blend and serve with croutons.	Blend the soup and serve with bread rolls or savoury scones.



To do

List the technical skills needed to make each of these dishes.

1. Fish cakes made with fresh fish and mashed potatoes, shaped and tossed in breadcrumbs and fried.
2. Vegetable soup with chopped vegetables, served with savoury scones.
3. Apple tart made with cooked apples and shortcrust pastry.



Make your own sauce instead of using ready made.




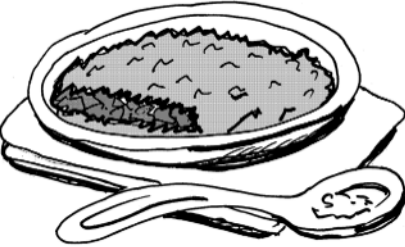
Upskill these dishes



To do

Add more technical skills to these dishes. Some are ready made dishes to make it easy!

(3 marks each answer)

<p>The dishes</p>	<p>Show how to add cooking skills to these dishes. List 3 cooking skills that you could use.</p>
	<p>This example has been completed for you.</p> <p>Adding skills to pizza making</p> <ol style="list-style-type: none"> 1. Make my own pizza dough using yeast. 2. Prepare vegetables for the topping such as red pepper, tomatoes and onions. 3. Roast some vegetables for the topping.
<p>Pizza base with cheese.</p>	
	<ol style="list-style-type: none"> 1 2 3
<p>Ready meal of spaghetti with tomatoes and minced beef.</p>	
	<ol style="list-style-type: none"> 1 2 3
<p>Macaroni cheese with ready made cheese sauce.</p>	
	<ol style="list-style-type: none"> 1 2 3
<p>Apple crumble with filling of frozen apple pieces.</p>	





Upskill these dishes



To do

Add more technical skills to these dishes. Some are ready made dishes to make it easy!

(3 marks each answer)

The dishes	Show how to add cooking skills to these dishes. List 3 cooking skills that you could use.
	1 2 3
Fruit yogurt	
	1 2 3
Cauliflower cheese	
	1 2 3
Pot noodle, curry flavour	
	1 2 3
Fishcakes made with canned tuna and instant potato.	

Food provenance

Where do your ingredients come from?
Think about where your food choices for your recipes have been grown, reared or caught - this is their food provenance.

Organic food is grown with fewer pesticides and chemicals but it is more expensive.
Free range chickens are allowed outside and reared in large sheds but they cost more.

Organic chickens are free range, eat organic food and are older when they are slaughtered, which makes them more expensive to buy. Packaging symbols show welfare standards.

Food miles are the number of miles food travels from field to plate. Local food has fewer food miles than food brought from other countries. But we want to eat out of season foods like strawberries all year round, so these need to be imported from other countries.

Seasonal food ingredients

It is a good idea to use food when it is in season but since much of our food is imported, this is tricky to do.

- In winter, make use of winter root vegetables and cabbages which grow in your local area.
- In season, food will also be cheaper and it is grown with lower energy use.



To do

1. Look at the recipe for Chilli con carne.
 - Name the vegetables that can be grown in the UK
 - Name a country that grows kidney beans for canning
 - Name an ingredient that comes from outside the UK. Give your reasons.
2. Describe how you can check where the ingredients for the Chilli con carne come from.
Give 3 ways to do this.



Does your fish come from a sustainable source?

The Soil Association certifies organic food.



The Red Tractor quality mark has farm assurance schemes to make sure farms meet strict welfare standards.



Fish needs to be supplied from sustainable sources and this is shown on blue labels with a MSC Fisheries Standard certificate.



- Chilli con carne
Ingredients
- 1 large onion
 - 1 red pepper
 - 1 garlic clove
 - 2 tsp chilli sauce
 - 1 tsp ground cumin
 - 500g lean minced beef
 - 1 beef stock cube
 - 400g can chopped tomatoes
 - 2 tablespoons tomato ketchup or purée
 - 400g can red kidney beans



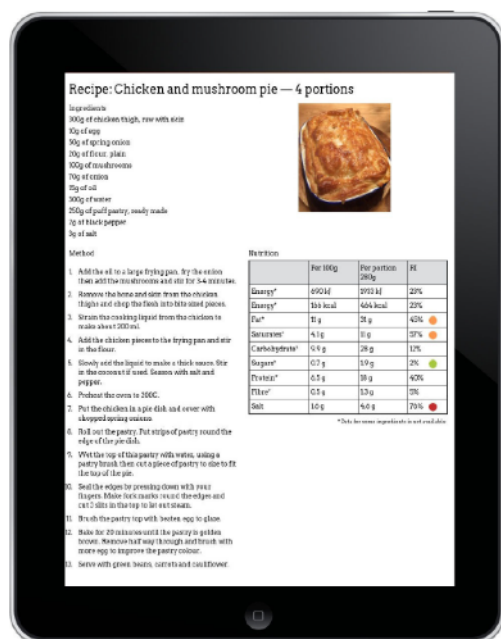
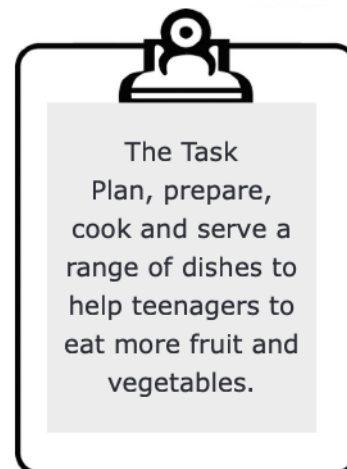
Trial the recipes



During recipe trials, for each dish investigate

- Cost of recipe
- Nutrition of dish
- Sensory testing
- Recipe method and ingredients

Describe how dish can be improved or adapted to review costs, improve nutrition and improve sensory qualities.



These screens from The Nutrition Program show the Recipe sheet for the Chicken and mushroom pie.

Print out and use for the time plan to dovetail the tasks to fit the time plan or use directly from a phone or iPad.

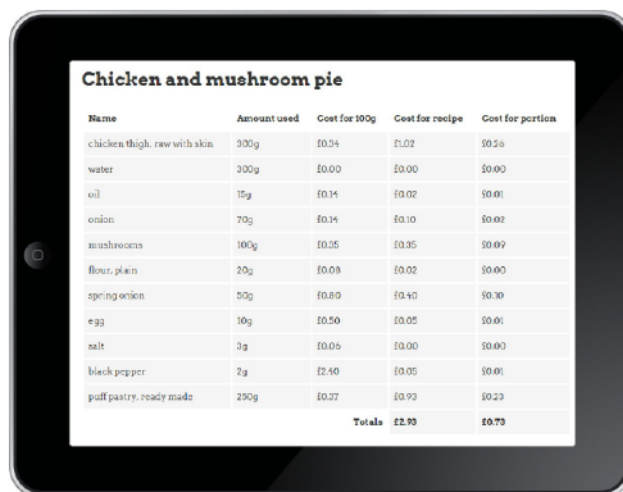
The screen below shows the Cost Analysis for the pie.

You can change the costs if you buy cheaper or more expensive ingredients.



During the trial time you can show skills that you may not use in the final practical. For example, portion a whole chicken and then use the chicken legs for the final Chicken Pie dish.

Photograph these skills for your records. You need to justify your final 3 choices by improving the skills, adding more skills, improving nutrition and presentation. Trial dishes should be different to final choices.



To do

List 3 ways you could lower the cost of a dish by changing the ingredients and where they are bought. (3 marks)

Trial the recipes



Change the nutrition of the dish and ingredients

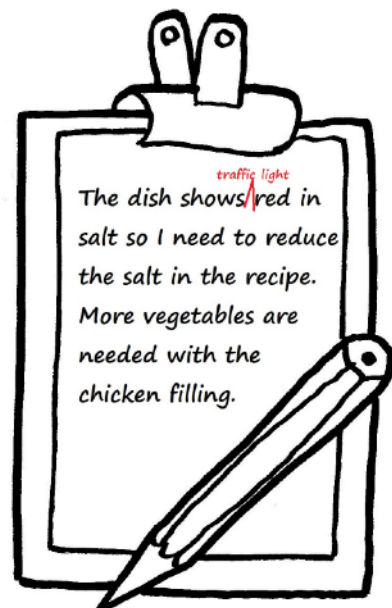
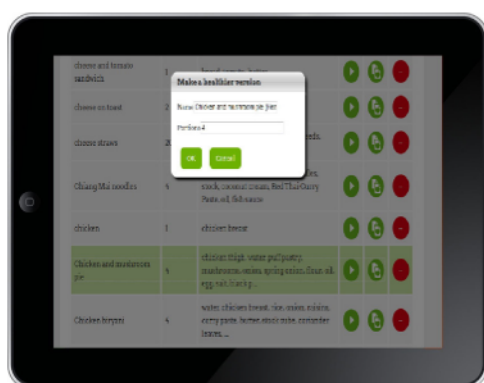
The screen from The Nutrition Program shows the nutrition analysis for Chicken and mushroom pie.

- The dish supplies 19% daily energy for men, and 23% for women so the portion control is fine.
- The red traffic light means the dish is high in salt so the recipe needs changing.
- It does not meet the brief as it needs more vegetables.



Recipe: Chicken and mushroom pie						
Ingredients: chicken thigh (26%), water (25%), puff pastry (22%), mushrooms (8%), onion (6%), spring onion (4%), flour (3%), oil (3%), egg (2%), salt (0%), black pepper (0%)						
Net weight: 1120g						
Portion weight: 280g						
Allergens: eggs, gluten						
Nutrition						
Nutrition	Per 100g	Per portion	RI (women)	RI (men)	RI (child)	
Energy*	690 kJ	1933 kJ	23%	19%	26%	
Energy*	166 kcal	464 kcal	23%	19%	26%	
Fat*	11 g	31 g	45%	33%	45%	●
Saturated Fat*	4.1 g	11 g	57%	38%	57%	●
Carbohydrate*	9.9 g	28 g	32%	9%	13%	
Total Sugars*	0.7 g	1.9 g	2%	2%	2%	●
Protein*	6.5 g	18 g	40%	33%	70%	
Fibre AOAC*	0.5 g	1.3 g	5%	5%	8%	
Salt	1.0 g	4.0 g	70%	76%	114%	●

Red traffic light means recipe needs changing to make it healthier.



Adapt the recipe

The chicken pie recipe needs tweaking to make it healthier. In the Nutrition Program, click My Recipes, choose the recipe and then click Make a healthier recipe.

I have added more vegetables to the pie - leeks and sweetcorn, checked the nutrition and got a healthier dish.

Questions

1. The chicken and mushroom pie is too high in salt. Give 2 ways to reduce the salt in the recipe.
2. Teenagers need calcium in their diet. Give 2 ways to increase the calcium in a recipe.

Analyse a recipe



Use the Nutrition Program

Look at the nutrition of a high energy oat bar is an easy example.

- Click My Recipes and Create a new recipe.
- Enter the recipe name High energy oat bar, Portions 16
- In Find ingredient, find the first ingredient – golden syrup.
- Add the weight – the Program helps you by giving the weight of a tablespoon.
- Add all the other ingredients - the recipe is saved in My Recipes.

This basic recipe for a high energy bar is high in fat! Adapt the recipe by adding seeds and fruit to give crunchiness and colour to the recipe. This will change the nutritional value and the cost.

Look at Nutrition of the oat bar. It shows 100g and a 28g portion. These charts show the results for Show 4 and Show 8, nutrients on a food label.

Ingredients Costs **Nutrition** Food Label Recipe Sheet Star Profile

High energy oat bar

Show 4 Show 8 Show All Custom

Nutrition	Per 100g	Per 28g portion	RI
Energy	1870 kJ	514 kJ	6%
Energy	448 kcal	123 kcal	6%
Protein	5.6 g	1.6 g	3%
Carbohydrate	55 g	15 g	7%
Fat*	23 g	6.3 g	9%

Traffic light
 Green - a healthy choice
 Amber - OK most of the time
 Red - eat in smaller amounts

High energy oat bar - basic recipe

Makes 16 squares

Ingredients
 2 tablespoons golden syrup (60g)
 80g brown sugar
 100g margarine or butter
 200g oats

Method
 Put the oven on at 190°C, Gas 5.
 Heat the tablespoon in hot water then measure the golden syrup.
 In a saucepan melt the sugar, margarine and golden syrup.
 Stir in the oats and spoon into a 22 cm square tin and smooth down.
 Bake for 25 minutes – a bit longer if you want it crunchy.
 Take out of the oven and mark into 16 squares. Leave to cool.


Ingredients Costs **Nutrition** Food Label Recipe Sheet Star Profile

High energy oat bar

Show 4 Show 8 Show All Custom

Nutrition	Per 100g	Per 28g portion	RI
Energy	1870 kJ	514 kJ	6%
Energy	448 kcal	123 kcal	6%
Fat*	23 g	6.3 g	9%
Saturated Fat*	13 g	3.5 g	17%
Carbohydrate	55 g	15 g	7%
Total Sugars	29 g	8.0 g	9%
Protein	5.6 g	1.6 g	3%
Fibre*	4.1 g	1.1 g	5%
Salt	0.5 g	0.1 g	2%

Recipe: High energy oat bar — 16 portions



Per 28g Portion

	Energy	Fat	Saturates	Sugars	Salt
	123 kcal	6.3 g	3.5 g	8.0 g	0.1 g
	6%	9%	17%	9%	2%

Net weight 440g

Ingredients
 oats (45%)
 butter (22%)
 sugar (18%)
 golden syrup (13%)

Storage information
 Keep in a closed tin.

Allergens
 gluten, milk

Use By
 1 week.

	Per 100g	Per portion 28g	RI
Energy	1870 kJ	514 kJ	6%
Energy	448 kcal	123 kcal	6%
Fat*	23 g	6.3 g	9%
Saturates*	13 g	3.5 g	17%
Carbohydrate	55 g	15 g	7%
Sugars	29 g	8.0 g	9%
Protein	5.6 g	1.6 g	3%
Fibre*	4.1 g	1.1 g	5%
Salt	0.5 g	0.1 g	2%

* Data for some ingredients is not available



To do
 Create the recipe for the High energy oat bar to find the nutrition and create a Food label and Recipe sheet.

The Nutrition Program Food label with photo

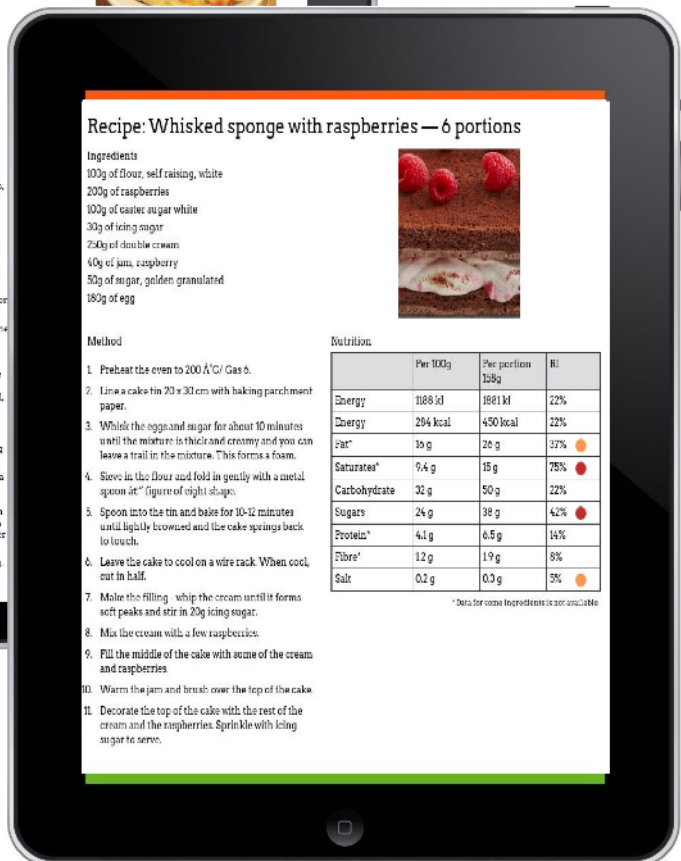
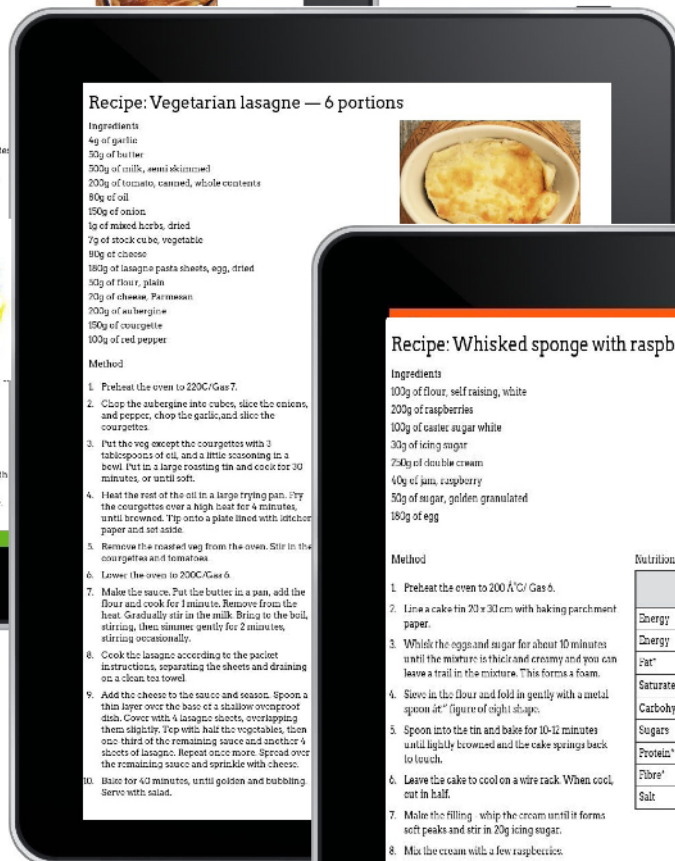
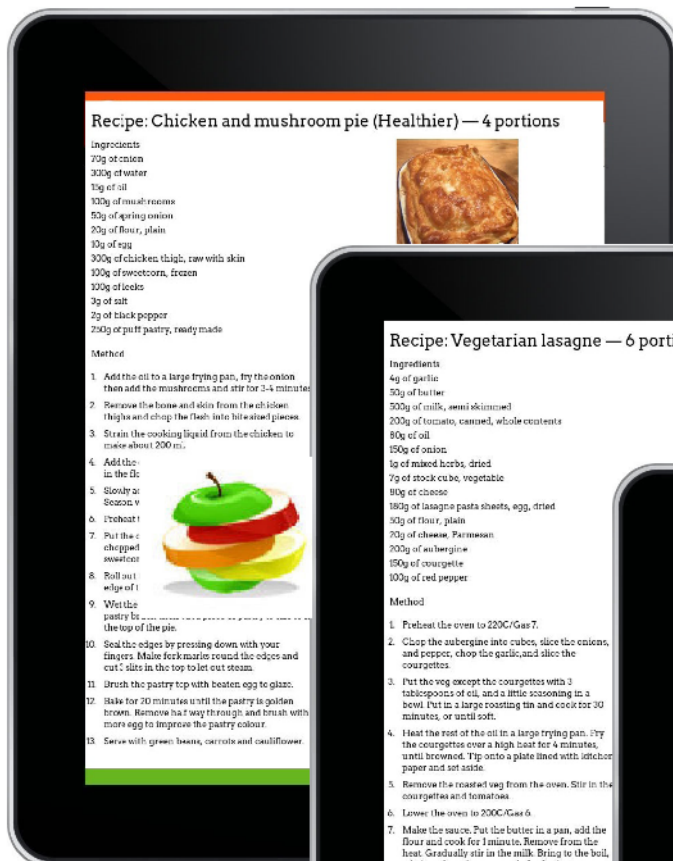
Plan the time plan



My final choice

- Chicken and mushroom pie with leeks and sweetcorn
- Vegetarian lasagne
- Whisked sponge with raspberries and whipped cream

I've used the Nutrition Program Recipe Sheet to put in the Method. This can be printed out or used as a screen to plan the 3 hours. The screens show the Ingredients and Method for my 3 dishes.



Recipe sheets for

- Chicken and mushroom pie (healthier)
- Vegetarian lasagne
- Whisked sponge with raspberries

Plan the time plan




My final choice

- Chicken and mushroom pie with leeks and sweetcorn
- Vegetarian lasagne
- Whisked sponge with raspberries and whipped cream

Print out the recipes for the practical test.

Recipe: Chicken and mushroom pie — 4 portions

Ingredients
 300g of chicken thigh, raw with skin
 10g of egg
 50g of spring onion
 20g of flour, plain
 100g of mushrooms
 70g of onion
 15g of oil
 300g of water
 250g of puff pastry, ready made
 2g of black pepper
 3g of salt



Method


1. Add the oil to a large frying pan, fry the onion then add the mushrooms and stir for 3-4 minutes.
2. Remove the bones and skin from the chicken thighs and chop the flesh into bite sized pieces.
3. Strain the cooking liquid from the chicken to make about 200 ml.
4. Add the chicken pieces to the frying pan and stir in the flour.
5. Slowly add the liquid to make a thick sauce. Stir in the coconut if used. Season with salt and pepper.
6. Preheat the oven to 200C.
7. Put the chicken in a pie dish and cover with chopped spring onions.
8. Roll out the pastry. Put strips of pastry round the edge of the pie dish.
9. Wet the top of this pastry with water, using a pastry brush then cut a piece of pastry to size to the top of the pie.
10. Seal the edges by pressing down with your fingers. Make fork marks round the edges and cut 3 slits in the top to let out steam.
11. Brush the pastry top with beaten egg to glaze.
12. Bake for 20 minutes until the pastry is golden brown. Remove half way through and brush with more egg to improve the pastry colour.
13. Serve with green beans, carrots and cauliflower.

Nutrition

	Per 100g	Per portion 280g	RI
Energy*	690 kJ	1933 kJ	23%
Energy*	166 kcal	464 kcal	23%
Fat*	11 g	31 g	45% ●

Recipe: Whisked sponge with raspberries — 6 portions

Ingredients
 100g of flour, self raising, white
 200g of raspberries
 100g of caster sugar white
 30g of icing sugar
 250g of double cream
 40g of jam, raspberry
 50g of sugar, golden granulated
 180g of egg



Method

1. Preheat the oven to 200C/ Gas 6.
2. Line a cake tin 20 x 30 cm with baking parchment paper.
3. Whisk the eggs and sugar for about 10 minutes until the mixture is thick and creamy and you can leave a trail in the mixture. This forms a foam.
4. Sieve in the flour and fold in gently with a metal spoon.
5. Spoon into the tin and bake for 10-12 minutes until lightly browned and the cake springs back.


Nutrition

	Per 100g	Per portion 158g	RI
Energy	1188 kJ	1881 kJ	22%
Energy	284 kcal	450 kcal	22%
Fat*	16 g	26 g	37% ●
Saturates*	9.4 g	15 g	75% ●
Carbohydrate	32 g	50 g	22%
Sugars	24 g	38 g	42% ●
Protein*	4.1 g	6.5 g	14%
Fibre*	1.2 g	1.9 g	8%
Salt	0.2 g	0.3 g	5% ●

*Data for some ingredients is not available

Recipe: Vegetarian lasagne — 6 portions

Ingredients
 4g of garlic
 50g of butter
 500g of milk, semi skimmed
 200g of tomato, canned, whole contents
 80g of oil
 150g of onion
 1g of mixed herbs, dried
 7g of stock cube, vegetable
 80g of cheese
 180g of lasagne pasta sheets, egg, dried
 50g of flour, plain
 20g of cheese, Farnessan
 200g of aubergine
 150g of courgette
 100g of red pepper



Method

1. Preheat the oven to 220C/Gas 7.
2. Chop the aubergine into cubes, slice the onions, and pepper, chop the garlic, and slice the courgettes.
3. Put the veg except the courgettes with 3 tablespoons of oil, and a little seasoning in a bowl. Put in a large roasting tin and cook for 30 minutes, or until soft.
4. Heat the rest of the oil in a large frying pan. Fry the courgettes over a high heat for 4 minutes, until browned. Tip onto a plate lined with kitchen paper and set aside.
5. Remove the roasted veg from the oven. Stir in the courgettes and tomatoes.
6. Lower the oven to 200C/Gas 6.
7. Make the sauce. Put the butter in a pan, add the flour and cook for 1 minute. Remove from the heat. Gradually stir in the milk. Bring to the boil, stirring, then simmer gently for 2 minutes, stirring occasionally.
8. Cook the lasagne according to the packet instructions, separating the sheets and draining on a clean tea towel.
9. Add the cheese to the sauce and season. Spoon a thin layer over the base of a shallow ovenproof dish. Cover with 4 lasagne sheets, overlapping them slightly. Top with half the vegetables, then one-third of the remaining sauce and another 4 sheets of lasagne. Repeat once more. Spread over the remaining sauce and sprinkle with cheese.
10. Bake for 40 minutes, until golden and bubbling. Serve with salad.

Nutrition

	Per 100g	Per portion 295g	RI
Energy	651 kJ	1924 kJ	23%
Energy	156 kcal	461 kcal	23%
Fat	9.8 g	29 g	41% ●
Saturates*	3.7 g	11 g	54% ●
Carbohydrate*	12 g	36 g	16%
Sugars*	3.2 g	9.6 g	11%
Protein*	4.8 g	14 g	32%
Fibre*	1.1 g	3.3 g	14%
Salt	0.4 g	1.1 g	19% ●

*Data for some ingredients is not available

When cool,
 till it forms
 of the cream
 p of the cake.
 rest of the
 with icing

Lasagne - skills
 Using knife for aubergine, onion, courgette. Oven roasting and baking, hob frying. Making roux sauce, boiling pasta. Layering veg, sauce, pasta. Tasting, testing if done, serving attractively.



To do
 List the skills needed to make the dishes
 a) Chicken and mushroom pie with ready made flaky pastry
 b) Whisked sponge filled with whipped cream and raspberries.
 Suggest how you could increase the skills when making each of those dishes.

Plan the time plan

Tips on the time plan

- When you have trialled your recipes, put times beside each step to help you plan.
- Write down quality and safety checks for each step to help you make good quality dishes and work safely and hygienically.
- Which dish will you make first? Hot dishes must be served hot so make near the end of the practical. Cold dishes may need cooling before finishing.

To start

Break down each recipe into simple steps.

Write oven temperatures - dishes may be cooked at higher or lower temperatures.

Which dish will you make first and which last?

Recipe steps for

- Chicken and mushroom pie
- Vegetarian lasagne
- Whisked sponge with raspberries

Chicken pie		Vegetarian lasagne	
Step	Time in minutes	Step	Time in minutes
Cook chicken	10	Prepare veg	10
Prepare veg	10	Roast veg	30
Fry onion, leeks, mushrooms	10	Fry courgettes	10
Make sauce	10	Mix all veg together	10
Take bones and skin off chicken	10	Make sauce	10
Put chicken and veg in dish	5	Cook lasagne sheets	10
Roll out pastry	10	Add cheese to sauce	5
Bake	30	Assemble lasagne	10
OVEN TEMP 200C		Bake	40
		OVEN TEMP 200C	
Whisked sponge with raspberries			
Step		Time in minutes	
Whisk eggs and make sponge		15	
Bake		10	
Whisk cream for filling		10	
Cool sponge		5	
Prepare fruit		10	
Put sponge together		10	
OVEN TEMP 200C			

To make a 3 hour Plan of work you can

- Cut up the steps of each dish and stick them down for your Plan of work.
- Use Word to create a table time plan and insert the Steps. Use coloured texts for each dish.
- Use Excel spreadsheet to plan.



Plan the time plan

My Plan of work is to make the following dishes

- Chicken and mushroom pie (ready made pastry)
- Vegetarian lasagne (dried lasagne sheets)
- Whisked sponge with raspberries and whisked cream

Order of work

Whisked sponge first to let it cool.

Then roast the vegetables for Vegetarian lasagne.

Then start the chicken and mushroom pie.

My Steps charts help put the bigger Plan of work together.

I've used 3 colours of text for the 3 dishes.

I'm cooking for 3 hours so work from 9.00 until 12.00 whew!



Vegetable preparation is one of the key technical skills needed.

Time	Plan of work	Quality and safety checks
Get ready	Collect equipment, ingredients and dishes. Line sponge tray with paper.	Wash hands, apron on, clean work area. Pastry and cream in fridge.
9.00	Whisk eggs and make sponge	Put oven on at 200°C
9.15	Bake sponge and clear up.	Time 10 minutes.
9.25	Prepare all veg for lasagne and toss in oil.	Care with knives.
9.30	Remove sponge and cool.	Test sponge if done. Use oven glove.
9.35	Put veg in oven to roast. Clear away.	Check done 30 minutes
9.40	Cook chicken in stock and prepare veg for chicken pie. Check roasting veg and toss.	Hygiene care with raw chicken. Cook 20 mins.
9.50	Fry courgettes for lasagne.	Care with frying.
10.00	Remove chicken and cool. Save the stock. Take roasted veg out of oven.	Leave for 10 minutes to cool. Oven safety use an oven glove.
10.10	Fry onion and leeks for chicken pie. Stir in mushrooms and sweetcorn.	Make sure onion and leek are soft. Care with frying.
10.20	Take bones and skin off chicken. Cut chicken into pieces.	Dispose of chicken bones and skin safely.
10.30	Prepare sauce for chicken pie. Stir in vegetables and chicken pieces. Put in the dish.	Keep sauce smooth and well seasoned.
10.40	Roll out pastry for chicken pie.	Flour the worksurface.
10.45	Cover the pie dish with pastry, decorate then brush with beaten egg and put dish on baking sheet.	Keep egg glaze in fridge after use.

Plan the time plan

Time	Plan of work	Quality and safety checks
10.50	Put chicken pie in oven and cook 20 minutes. Clear up.	Cook for 20 mins and glaze again after 10 minutes.
10.52	Cook lasagne sheets in boiling water.	Cook in roasting tin for 10 mins.
10.55	Glaze chicken pie again. Make sauce for lasagne.	Add cheese to sauce once it is slightly cool.
11.05	Drain lasagne sheets. Add cheese to sauce.	Make sure lasagne sheets don't stick.
11.10	Take out chicken pie. Assemble lasagne - sauce, sheets then veg, then sheets then sauce. Sprinkle with cheese and bake.	Don't forget chicken pie but keep warm. 63C Make sure dish is clean before baking. Bake 40 minutes.
11.25	Whisk the cream for the sponge filling and sort the raspberries for decoration.	Don't over whip the cream.
11.35	Peel off the paper from the sponge. Cut in half. Mix half cream with half the raspberries. Spread jam on the cake base then cream mixture then put top on.	Keep working surface clean.
11.45	Decorate cake top with jam, cream and rows of fruit, sprinkle with icing sugar and put in fridge.	Put in fridge to chill. Reheat chicken pie to 63°C.
11. 50	Take out lasagne and clean up dish. Serve chicken pie and lasagne then whisked sponge.	Check all dishes well presented and at right temperature.
11.55 - 12.00	Clear up and finish!	



Clear up as you work. It saves using lots of equipment and keeps the preparation area safe and hygienic.

Plan the time plan

You can use a spreadsheet to colour in columns to show how to dovetail dishes. This example of a Plan of Work is created on Google Sheets. You can use Excel. Plan of work

A	B	C	D
	Whisked sponge	Vegetarian lasagne	Chicken pie with pastry
	Collect equipment, ingredients and dishes.		
	Line sponge tray with paper.		
9.00	Whisk eggs and make sponge		
9.15	Bake sponge and clear up.		
9.25		Prepare all veg for lasagne and toss in oil.	
9.30	Remove sponge and cool		
9.35		Put veg in oven to roast. Clear away.	
9.40		Check roasting veg and toss.	Cook chicken in stock and prepare veg for chicken pie.
9.50		Fry courgettes for lasagne.	
10.00			Remove chicken and cool. Save the stock
		Take roasted veg out of oven.	
10.10			Fry onion and leeks for chicken pie. Stir in mushrooms and sweetcorn.
10.20			Take bones and skin off chicken. Cut chicken into pieces.
10.30			Prepare sauce for chicken pie. Stir in vegetables and chicken pieces.
10.40			Put in the dish. Roll out pastry for chicken pie.
10.45			Cover the pie dish with pastry, decorate then brush with beaten egg
			Put dish on baking sheet.
10.50			Put chicken pie in oven and cook 20 minutes. Clear up.
10.52		Cook lasagne sheets in boiling water.	
10.55		Make sauce for lasagne.	Glaze chicken pie again.
11.05		Drain lasagne sheets. Add cheese to sauce.	
11.10		Assemble lasagne - sauce, sheets then veg, then sheets then sauce.	Take out chicken pie.
		Sprinkle with cheese and bake 40 mins.	
11.25	Whisk the cream for the sponge filling.		
11.35	Sort the raspberries for decoration		
	Peel off the paper from the sponge. Cut in half.		
	Mix half cream with half raspberries		
	Spread jam on the cake base then cream mixture.		
11.45	Put top of cake on and spread jam.		
	Add cream, rows of fruit and icing sugar.		
11.50	Serve sponge	Take out lasagne and clean up dish.	Serve chicken pie
11.55	Clear up		

In your Plan of work you must dovetail tasks.

What is dovetailing?

When you cook several dishes at the same time, if one dish is baking in the oven, you can prepare for another dish. This is dovetailing one task to fit into another.

For example, while the sponge is baking, prepare vegetables for the lasagne.



Dovetailing means doing several tasks at the same time, such as boiling potatoes and making a sauce.



To do

Use the Plan of work above. List 4 examples to show how the time plan dovetails tasks from one dish to another.

Plan the time plan

This time plan shows steps to make a basic Shepherds pie. The pie filling is made from minced beef and onions mixed with tomato ketchup.

The minced beef is topped with mashed potato.

The finished pie is grilled and decorated with sliced tomato to serve.

Write out the Steps in the method first and put in time in minutes.

Write a plan of work for 1 hour - you can use 9:00 as a start point and finish at 10.00.

Remember you can do other preparation while things are cooking.

For example, while the potatoes are boiling, cook the minced beef.

Shepherds pie	
Steps	Time in minutes
Peel potatoes, boil water	10
Cook potatoes	20
Chop onion	5
Fry onion and minced beef	10
Mix in tomato sauce and cook	10
Drain potatoes and mash	10
Make up shepherds pie	10
Grill	5

Shepherd's pie made with minced beef		
Time	Plan of work	Quality and safety checks
Get ready	Collect equipment, ingredients and dishes.	Wash hands, put apron on, clean work area. Put meat in fridge.
9.00	Boil water, peel potatoes, cut into quarters and add to a saucepan of boiling water. Cover with a lid and cook for 20 minutes until the potatoes are soft.	Care with boiling water. Test potatoes with knife to see when cooked though.
9.10	Peel and chop onion.	
9.15	Put the minced beef and onion in a large pan and heat gently, stirring all the time until the meat begins to brown.	
9.25	Stir in the tomato paste, salt and pepper. Add a little water. Cover with a lid and cook for a further 5 minutes.	
9.30	Drain the potatoes in a colander over the sink. Return the drained potatoes to the saucepan.	
9.35	Put the minced beef mixture into the serving dish.	
9.40	Add the butter or margarine and mash the potatoes with a masher until smooth. Stir in the milk, salt and pepper.	
9.45	Cover the minced beef mixture with a layer of the mashed potatoes. Smooth down the potatoes and make a pattern on the top.	
9.50	Grill the pie to make the top golden brown.	
9.55	Garnish with sliced tomato and serve.	

To do

Fill in the chart with quality and safety checks that you think are needed when making Shepherds pie. Two examples have been completed.



Plan the time plan



To do

- List the steps for making choux buns.
- Put the time in minutes for each step.
- Use these steps to help complete the Plan of work.
- Put in the Quality and safety checks.

Choux buns - this makes 14 small buns

Ingredients

- 50g butter or margarine, plus extra for greasing
- 125ml water
- 75g plain flour
- Pinch of salt

2 eggs, beaten

For choux buns fill with 150ml whipped double cream and dust with icing sugar.

Choux buns	
Steps	Time in minutes

Method

- Preheat the oven to 220°C/Gas 7 and grease a baking tray or line with parchment paper.
- Melt the butter or margarine in a saucepan with the water then bring to the boil.
- Add the flour quickly into the boiling water and beat the pastry mixture with a wooden spoon until it's smooth and leaves the bottom of the pan. This takes about 5-10 minutes.
- Cool for 2-3 minutes then gradually beat in the eggs to make a smooth, shiny paste.
- Using a dessert spoon, put spoonfuls of the mixture on the baking tray.
- Bake for 10 minutes, then reduce the temperature to 180°C/Gas 4 and bake for 15-20 minutes, until puffed up, golden brown and with a crisp bottom.
- When cooked, pierce holes in the top to let out the steam and bake for 2 minutes to dry out.
- Leave them upside down on a cooling rack to dry completely.
- Fill each bun with whipped cream and sieve icing sugar on the top.

Choux buns with whipped cream		
Time	Plan of work	Quality and safety checks
Get ready	Collect equipment, ingredients and dishes.	Wash hands, put apron on, clean work area.
9.00		
10.00	Present dish.	

Plan the time plan



To do

List the Steps for making Spinach, chickpea and potato curry.

Put the time in minutes for each step.

Use these steps to help complete the Plan of work for 1 hour.

Put in the Quality and safety checks.

Spinach, chickpea and potato curry

Serves 2

Ingredients

1 onion 150g

1 x 15ml spoon oil

2 x 15ml spoons curry paste

300ml water

1 large potato 200g

400g can chopped tomatoes

400g canned chickpeas, drained

70g fresh spinach leaves

Spinach, chickpea and potato curry	
Steps	Time in minutes

Method

1. Slice the onion and peel and cube the potatoes.
2. Fry the onion in the oil for 2 minutes.
3. Stir in the curry paste, potatoes and water.
4. Add the tomatoes and chickpeas, and simmer for 20 minutes, until the potato is soft.
5. Stir in the fresh spinach, and to cook for a further 2 minutes.

Spinach, chickpea and potato curry		
Time	Plan of work	Quality and safety checks
Get ready	Collect equipment, ingredients and dishes.	Wash hands, put apron on, clean work area.
9.00		
10.00	Present dish.	

Food hygiene and safety checks

Safe food handling and good personal hygiene are essential to prevent food poisoning.

During food preparation you need to avoid

- Storing perishable food in a warm room
- Under cooking food
- Not reheating food properly
- Cross-contamination of ingredients.

Wear clean, protective clothes for food work, and keep work surfaces clean during food preparation. Good hygiene includes clean work surfaces and food storage, hand washing and clean equipment.

High risk perishable foods must be kept in the refrigerator at 5°C and below until needed for preparation or serving.

High risk foods include

- Uncooked and cooked meat and poultry, and their products
- Milk, cream and other dairy products
- Cooked eggs and their products such as mayonnaise
- Shellfish and seafood.

Temperature control

- To control the growth of bacteria, food should be kept out of the danger zone of 5°C to 63°C.
- Most bacteria only grow slowly in the refrigerator at 5°C and below and are killed when heated above 63°C.

Check food before you buy it - do not purchase damaged or out-of-date food.

Store food in clean conditions and at the appropriate temperature.

The refrigerator should operate at 5°C or below. Do not put hot food in the refrigerator. Store raw and cooked food separately in the refrigerator and cover stored food with clingfilm or foil.

Cook food until it reaches 75°C for at least two minutes especially in the centre. Food must be reheated to piping hot at above 75°C.

Keep food warm at temperatures of 63°C and above.

Are you ready
for cooking?
Clean and
hygienic?



Cool food quickly as bacteria can grow during the cooling period. Small pieces of food cool quicker than larger ones. Cut cooked chicken into small pieces to help it cool.

Avoid cross-contamination by storing raw and cooked food separately.

Food storage	Temperature
Chilled food	0 to below 5°C
Cooked food	75°C
Danger zone	5 to 63°C
Freezing	-18°C
Reheated	above 63°C

Keep equipment such as knives, boards and utensils used for raw and cooked food separate and clean them after use.



To do

1. What are the food storage temperatures for
 - a) chilled food, b) frozen food, c) reheated food, d) cooked food - first temperature?
2. Give 2 examples to show how to prevent cross contamination.

Hygiene and quality checks

The **Plan of work** shows **Quality and safety checks** that you need to carry out as you work.

- Personal hygiene - wash hands, tie back hair, wear apron
- Wash hands and equipment after handling foods such as raw chicken
- Work area hygiene - keep clean and tidy
- Oven temperatures - do you need to change the temperature for different dishes?
- Equipment safety checks and correct handling tips - such as the pasta machine needs securing to worksurface
- Correct handling of knives - make sure they are not left in the sink
- Cooker safety - hob, grill, oven - use of oven gloves
- Safe storage and handling of high risk foods - keep in fridge
- Correct use of coloured chopping boards - red for meat
- Test to see if food is cooked - use a temperature probe
- Explain why you are doing something - use extra flour to stop dough sticking to surface
- Cooking times - be ready to change timings if things don't cook on time.
- Reheating dishes to above 63°C - use a food probe to test.



A food probe can test the temperature of cooked food and reheated dishes.

To make high quality dishes, follow your tested recipes carefully.

- Weigh ingredients accurately and check that the quality of your ingredients is OK.
- Follow the recipe methods for cooking and cooling.
- Cook at the correct oven temperature and cook food thoroughly.
- Make dishes look attractive - clean the serving dishes and use garnish and small accompaniments to give colour and add texture.
- Make sure small dishes such muffins, pastries and cakes are the same size for serving.



Just for fun

List 5 hygiene and safety checks that the cook who has uses the kitchen in the drawing needs to make for the work area and cooking to be safe to work and eat in.

Technical Skills and Planning Checklist

Assess your work against the exam board mark scheme.

AQA Section B Demonstrate technical skills 18 marks	Tick
I've carried out a range of technical skills well to make good quality dishes	
I've done some complex skills like filleting fish and cutting vegetables well.	
I've used a range of equipment and used it accurately.	
I've reviewed my technical skills and explored how they link to final choice	
I've suggested improvements for my technical skills.	

AQA Section C Planning the final menu 8 marks	Tick
I've made sure the dishes match the task and given reasons for choice.	
I've explained how the dishes relate to the task - nutrition, ingredients and cooking methods	
I've written a detailed time plan for the final dishes with techniques	
My time plan has accurate timing, details of food safety and examples of dovetailing.	

AQA Section D Making the final dishes 30 marks	Tick
I've shown technical skills to a high standard and made my final dishes.	
I've used a range of equipment accurately.	
The dishes have shown skill and quality.	
I've presented the dishes well with garnish and decoration and finishing techniques.	
I've managed my time well within the time limit.	
I've worked safely and hygienically.	
I've taken photos of my work.	

Portion size

Adapting portion size

Your recipe choices may need to be improved or adapted with portion control.

Think about

- What does a portion of your recipe weigh?
- Look at the nutrition - how many calories (kcal) are in your portion?
- Are you making too many portions of biscuits/cakes to serve?
- Are your portions too large or too small?
- How can you find out if the portion is too large?

Portion serving sizes for 12-18 year-olds

- rice - cooked 65g
- pasta - cooked 80g
- potatoes cooked 250g
- cooked vegetables 80g
- raw vegetables or salad 80g
- vegetable soup 300g
- biscuits 40g

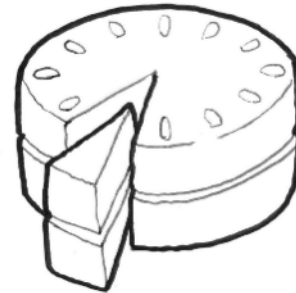
Source School Food Plan

Bupa has a web page on portion size

Find out if your dish has a suitable portion size for your target group. Web pages give details.



Don't serve more portions than you need to.



How many calories (kcal) in portion of cake?



What does a portion of macaroni cheese weigh?



What does a portion of soup weigh?



To do

Choose a supermarket website and search for a dish similar to your recipe. Compare your portion sizes and energy value.

These are examples of portions

- Vegetable moussaka weighs 350g and provides 440 calories (kcal)
- Meat lasagne weighs 400g and provides 550 calories(kcal)
- Lemon tart portion weighs 80g and provides 280 calories (kcal)

1. Find 3 examples of your own. (3 marks)

Portion size

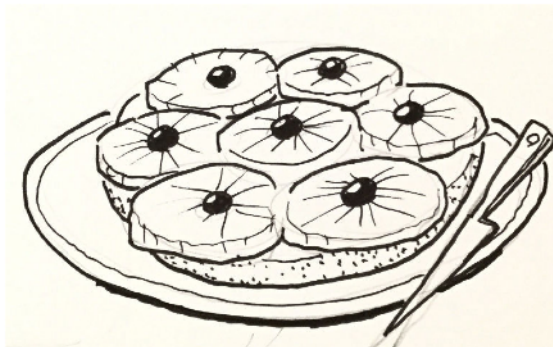
It is important to control portion size to make sure we don't eat more food than we need.

The chart shows ready to eat desserts from a supermarket, with their portion size and calories (kcal) for a portion.

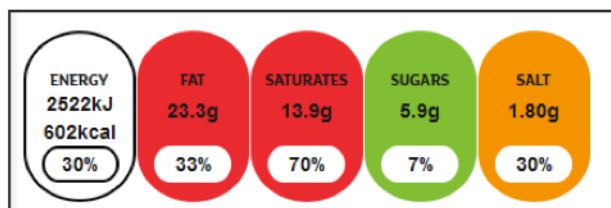
Use the chart to answer the questions.

Supermarket Dish	Portion size 100g	Calories per 100g
Baked crème caramel	100g	181 kcal
Upside down treacle sponge	100g	328 kcal
Tarte Tatin	100g	218 kcal
Ready to eat Raspberry Jelly	150g	86 kcal

These are supermarket suggested portion sizes.



How many portions does this pineapple upside down cake serve?



Tarte Tatin nutritional label showing Traffic light colours



Questions

- Which dessert from the chart would you choose for someone trying to lose weight? Give 2 reasons for your answer. (3 marks)
- Which dessert has the highest energy value per 100g portion? (1 mark)
Name 2 ingredients in the dessert which have a high energy value. (2 marks)
- Look at the Nutrition panel for a supermarket Tarte Tatin.
This tart is made from all butter pastry topped with caramelised apple slices cooked in butter.
 - Name the nutrients which are coloured red on the Traffic light labelling. (1 mark)
 - Name the recipe ingredient that supplies these nutrients. (1 mark)
 - Suggest a ways to lower the calories (kcal) in a 100g portion of this dish. (1 mark)
- Give 2 reasons why is it important for food manufacturers to have accurate portion control. (2 marks)

Analyse and evaluate - Nutrition



Check exam board requirement for nutrition analysis and costing.

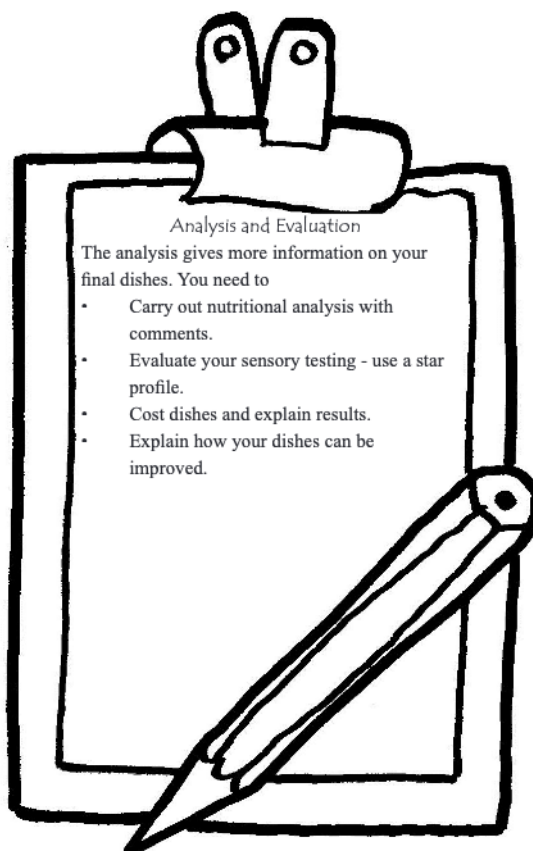
You need

1. Accurate **nutritional analysis** data for the three final dishes - fully explained with conclusions and recommendations and showing good nutrition knowledge.
2. Detailed **sensory testing** with **detailed analysis** and **evaluation**.
3. **Costing of final dishes** with results analysed and explained.
4. **Improvements** suggested for the final dishes.

Task - Plan, prepare, cook a range of dishes to help teenagers to eat more fruit and vegetables.

Use The Nutrition Program to Analyse and Evaluate the dishes. It can be done in 10 minutes if you are quick!

1. Put the ingredients into My Recipes
2. Look at the **Costing** and Export the results. (Costs)
3. Import the photograph of your results into Food Label and Export to show **Nutrition**. (Nutrition and Food Label)
4. Put the method into **Recipe Sheet** - you can copy and adapt recipes from the web for speed. (Recipe Sheet)
5. Carry out **sensory testing** - use Star Profile and Evaluate your results. (Star Profile)



The Nutrition Program
by Jenny Ridgwell

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Ingredients Costs Nutrition Food Label Recipe Sheet Star Profile

Vegetarian lasagne

Find Ingredient:

Recipe Name:

Show:

Portion:

Use the Nutrition Program to carry out Costs, Nutritional Analysis, Recipe Method and Star Profile.

Other ways to analyse your work

- Use an online nutritional analysis program for your recipe
- Carry out a costing and use an Excel spreadsheet
- Use Word or similar to write up your recipe ingredients and method
- Use Excel to create a Star profile and evaluate the results.

Analyse and evaluate - Nutrition



Check exam board requirement for nutrition analysis.

If you need nutritional analysis for 3 dishes, you can use the Nutrition Program to Analyse and Evaluate the dishes.

Or use other nutritional analysis programs.

You may want to analyse the **micronutrients** in your recipe. These are the essential vitamins and minerals we need to keep healthy.

In Nutrition Program, click My Recipes/Nutrition/Custom.

In Custom I have chosen Calcium as it's needed for healthy bones and teeth.

You can see from this screen the percentage of calcium supplied by each ingredient.

To increase the calcium you could increase the amount of calcium rich ingredients in the recipe.

Teenagers and nutrition

- Teenagers are growing fast.
- They need higher amounts of energy from food and other nutrients.
- They should follow a varied, healthy diet with a variety of foods.
- Valuable micronutrients needed include vitamin A, iron, calcium, zinc and iodine.
- Teenage girls need iron as they lose iron during period. Red meat, bread and dark green leafy veg are good sources.

The screenshot shows the 'Vegetarian lasagne' recipe page in the Nutrition Program. The 'Nutrition' tab is selected, and the 'Custom' button is highlighted. The table below shows the calcium content:

Nutrition	Per 100g	Per 276g portion	RI
Calcium*	80 mg	221 mg	

A tooltip for Calcium provides the following information:

- Helps build strong bones and teeth. NRV 800 mg a day for adult
- Amount in recipe: 80 mg per 100g
- Ingredients breakdown: milk (45%), cheese (42%), courgette (2%), onion (2%), tomato (1%), aubergine (1%), mixed herbs (1%), butter (0%), stock cube (0%), garlic (0%), red pepper (0%)

Legend: Traffic Light (Green - a healthy choice, Amber - OK in moderation, Red - not in moderation)

This screen shows how the Nutrition Program is used to show the calcium in the lasagne recipe. Click the hover over by the micronutrient, Calcium, to see the breakdown.



To do

Carry out nutrition analysis of the following dishes to find energy (kcal) of a portion. (3 marks)
You can use nutrition analysis programs from the internet or the Nutrition Program.

1. Macaroni cheese made with cheese sauce
2. Cornish pasty made with shortcrust pastry
3. Fairy cakes

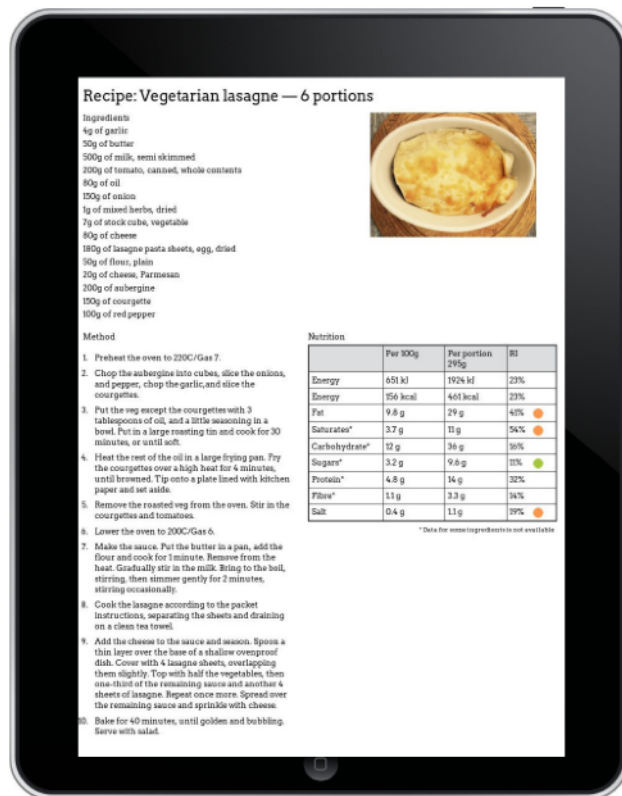
Comment on each of your nutritional analysis findings.

Show how you could adapt each recipe to make it healthier.

Analyse and evaluate - Nutrition



This is how to use The Nutrition Program to analyse the nutrition for your dishes.



Method

This Lasagne Recipe with Method can be used for dovetail with other dishes to make the time plan. This screen shows the Nutrition Program used for the Recipe and method for the lasagne.



Nutrition

Portion of lasagne 276g gives 442 kcal.
 This provides 22% RI (Reference Intake)

Analysis

The dish is a nutritious choice for teenagers as it provides enough energy, is not too high in fat and is a good source of fibre. The traffic lights for fat, saturated fat, and salt are amber so the lasagne is not too high in these nutrients. The dish has green traffic light for sugar which is good. BUT - THE LASAGNE COULD BE IMPROVED BY ADDING EXTRA VEGETABLES AND PULSES.

This screen shows the Nutrition Program creating a food label for the lasagne.

Analyse and evaluate - Sensory analysis

Tasting food is known as sensory analysis.

Sensory descriptors describe **taste, texture, aroma and appearance**.

- **Appearance** and colour - attractive, healthy, greasy, creamy, golden, orange, bright, dull
- **Taste** and flavour - fruity, sweet, bitter, sour, salty, sharp, spicy, tangy
- **Texture** - mouthfeel, consistency - hard, soft, rubbery, crispy, lumpy, dry, smooth
- **Aroma** - smell or odour - fragrant, burnt, herby, garlicky, fishy.

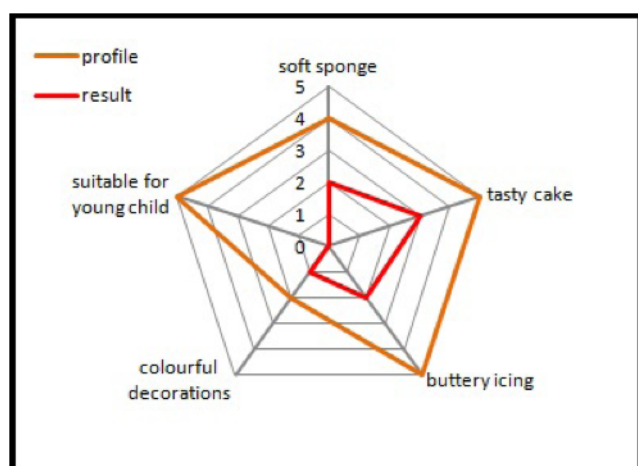


The Nutrition Program has a **Tasting word bank** that you can use to create the star profile.

Set up a proper tasting method for your dishes with clear analysis.

Here are some tasting words for a cake

Appearance	Taste and flavour	Mouthfeel	Aroma
Golden	Sweet	Soft	Buttery
Round	Spicy	Hard	Floury
Oblong	Tasty	Dry	Chocolaty
Healthy		Spongy	



This star profile is drawn on Excel to show the results of tasting a sponge cake.

To do

1. The star profile shows the profile of how the cook wanted the cake to taste. Explain what changes need to be made to make the result like the profile needed. (5)

2. Choose 5 tasting words for each of these desserts and draw a star profile by hand or use Excel or The Nutrition Program.

- Swiss roll filled with jam and cream,
- Chocolate brownies with raspberry sauce,
- Pavlova filled with cream and strawberries.

Analyse and evaluate - Sensory analysis

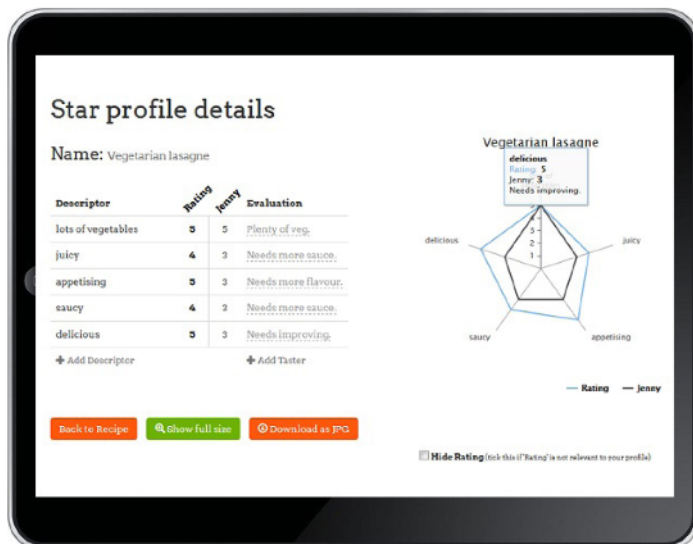


You need to carry out sensory analysis - consider the taste, texture, aroma and appearance of your dishes.

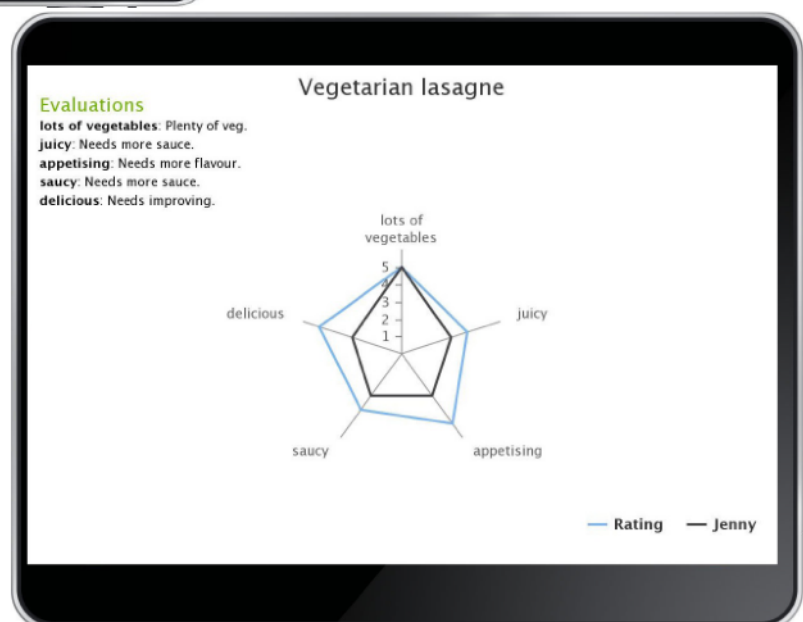
This is how the Nutrition Program can be used for sensory analysis and to analyse and evaluate dishes.

Click My Recipes and go to your recipe name - Vegetarian lasagne

- Go to **Star Profile**.
- Think of **Descriptors** for sensory appraisal/analysis – your tasting work. You can use the **Tasting word bank** provided by the Program.
- For lasagne I chose juicy, appetising, saucy, delicious, lots of vegetables
- I gave each Descriptor a mark out of 5 where 0= not and 5= very for how I wanted the dish to taste.
- Then I tasted the lasagne and gave each descriptor a mark out of 5 where 0= not and 5= very - this was what the result tasted like!
- I put my name, Jenny, in the Add Taster. You can get other Tasters to give their views if there is time.
- I typed in my Evaluations to help decide what improvements are needed.



Export the image as a jpg.
 You can paste it into your work and add a Call out shape to evaluate the results.



Analyse and evaluate - Sensory analysis

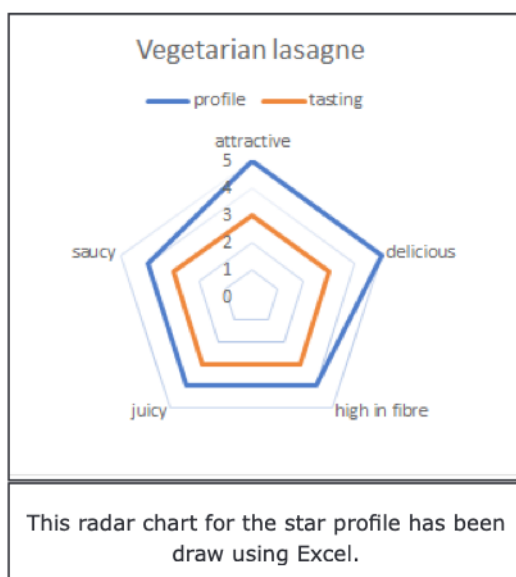
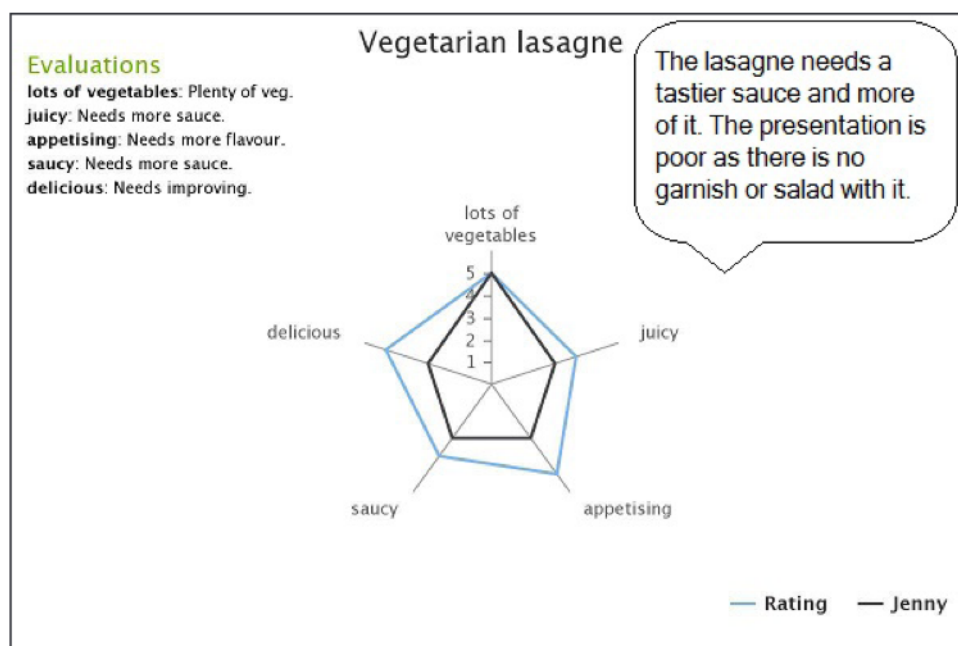


Tasting Results Analysis

The star profile shows that my lasagne needs a few improvements.

1. More mature cheese to help flavour.
2. The taste needs improving with seasoning.
3. The cooking dish needs cleaning before serving.
4. Garnish with parsley and sliced tomatoes to make it more appetising.

When you have exported the star profile you can analyse the dish further by adding a callout to the image. This explains what needs to be done to improve the lasagne to get higher marks.



To do
Make a star profile to show the tasting words you could use for the following dishes.

Use Excel, draw by hand or use the Nutrition Program.

1. Macaroni cheese made with cheese sauce
2. Cornish pasty made with shortcrust pastry
3. Fairy cakes

Comment on each of your results.

Analyse and evaluate - Costing



Costing a recipe

Work out the cost for the whole recipe and a portion and comment on your findings.

This screen shows the Nutrition Program costing for a lasagne.

Recipe: Vegetarian lasagne

Recipe weight: 1653g Recipe cost: £3.83 Selling price for recipe: £9.57
 Portion weight: 276g Portion cost: £0.64 Selling price for portion: £1.59
 Number of portions: 6 Cost for 100g: £0.23

Cost Analysis

Name	Amount Used	Cost for 100g	Recipe cost	Portion cost
garlic	4g	£1.50	£0.06	£0.01
butter	50g	£0.44	£0.22	£0.04
milk, semi skimmed	500g	£0.08	£0.40	£0.07
tomato, canned, whole contents	200g	£0.24	£0.48	£0.08
oil	80g	£0.14	£0.11	£0.02
onion	150g	£0.14	£0.21	£0.04
mixed herbs, dried	1g	£10.70	£0.11	£0.02
stock cube, vegetable	7g	£1.00	£0.07	£0.01
cheese	80g	£0.69	£0.55	£0.09
lasagne pasta sheets, egg, dried	180g	£0.28	£0.50	£0.08
flour, plain	50g	£0.08	£0.04	£0.01
aubergine	200g	£0.40	£0.80	£0.13
courgette	150g	£0.13	£0.27	£0.04
red pepper	1g	£0.20	£0.00	£0.00
Totals		£3.83	£0.64	£0.04



To do

1. Find the cost to make the following dishes. Calculate the cost of the whole recipe and a portion.

- Macaroni cheese made with cheese sauce
- Cornish pasty made with shortcrust pastry
- Fairy cakes

2. List 4 ways to reduce food costs. (4 marks)

Use supermarket websites for prices and work out the costs on paper, using a calculator or use a spreadsheet.
 If you use the Nutrition Program it adds up the prices for you.

Analysis of costing of lasagne

Costing the lasagne

The cost for 100g = 69p

The cost for a portion = 64p

Cost for whole recipe = £3.83

Analysis

These costs mean the lasagne is very good value for nutritious dish.

Costs may change depending on which supermarkets are used.

The results are based on Nutrition Program figures - other shops may cost less.



AQA Section E Analysis and Evaluation 8 marks	Tick
I've carried out nutritional analysis for the 3 dishes.	
I've explained the nutritional analysis with conclusions and recommendations.	
I've shown knowledge of nutrition and portion control.	
I've carried out sensory testing.	
I've analysed and evaluated the sensory testing.	
I've costed the dishes.	
I've analysed and explained the costing.	
I've suggested improvements.	

Improvements

This is my menu

MENU

Chicken and mushroom pie

Vegetarian lasagne

Sponge with raspberries and cream



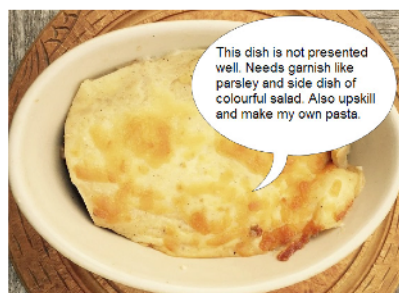
Chicken and mushroom pie, Vegetarian lasagne, Sponge with raspberries

Improvements needed

Both the Chicken pie and the Vegetarian lasagne are poorly presented.

- The Sponge with raspberries and cream looks and tastes very good, but it is high in fat and calories.
- To improve the Chicken and mushroom pie, I've added extra leeks for colour but I need to serve a portion of carrots with broccoli and leeks beside it to make it more attractive. For higher skills, I could make my own shortcrust pastry instead of using ready made flaky pastry.
- The vegetarian lasagne tastes delicious but looks unattractive. I could upskill and make my own pasta instead of using ready made. The dish needs a colourful salad to serve with it like beetroot chunks with sweetcorn and spring onions.

Show these improvements by adding a Callout to annotate the photographs like the ones below.



Does the choice and presentation of the final dishes match the Task?

These are my answers -

- My tasting panel of teenagers liked the dishes and said they would choose them from a menu. The nutrition of each dish matched the needs of the age group, and contained micronutrients like calcium.
- The lasagne met vegetarian needs. All dishes tasted delicious and were economical to make, as shown in the costing.
- I needed to improve the presentation of the pie and lasagne and could have made my own pastry and pasta if there was time.



The Task

Plan, prepare, cook and serve a range of dishes to help teenagers to eat more fruit and vegetables.

Key words and phrases

Key words and phrases	What do they mean?
Analyse	To look at results and come up with conclusions.
Annotated images	Adding text and comments about an image.
Costing	Working out the price of an recipe - is it too high or too low?
Culinary tradition	Past traditions in the way things are cooked and ingredients used.
Dietary group	Age group, special nutritional and dietary needs, vegetarian, allergies, religious group.
Dovetail	Time management to carry out several tasks when making dishes to fill the time when something is cooking. Slotting in tasks between other work to make a sequence.
Evaluate	To sum up results and suggest improvements.
Finishing techniques	Ways to decorate a dish such as pastry garnish, piping.
Food provenance	Where food comes from – country of origin, local area, where ingredients are grown, caught, reared.
Food safety	Making sure food is stored and cooked safely.
Garnish	A decoration for a dish to add colour – salad leaves with a pizza.
High risk food	Foods such as chicken that need to be stored in the fridge and handled carefully.
Hygiene	Making sure working area and equipment are clean and safe.
Life stage	Age group like teenagers.
Personal hygiene	Keeping clean and hygienic by washing hands, wearing apron.
Recipe trialling	Test out recipe ideas and develop and improve them.
Research – primary	Ask questions by a survey or interview to find out what people like.
Research – secondary	Use existing information from recipe books, cooking websites, school recipes.
Seasonality	When a food is in season – so UK apples are in season in the autumn.
Sensory testing	Testing taste, aroma, texture and appearance.
Specialist equipment	Equipment used for special tasks such as pasta machine, food processor.
Star profile	Chart to show the results of tasting or analysing food.
Technical skills	Skills needed to make a good quality dish – good knife skills, skilled pastry handling.
Time plan	Timed steps in the making of dishes.
Upskill	To increase the level of skill in a dish – make your own pastry instead of using ready made.

Ideas for Tasks

Tasks are based on one of the following themes:

Life stage - infants, teenagers, elderly

Dietary group - high in fibre, coeliac, vegetarian

Culinary tradition - Mediterranean, British, Asian

Ideas for Tasks

Life stage

1. Plan, prepare and cook a range of dishes using a variety of skills to encourage a four year old to eat more fruit and vegetables
2. Plan, prepare and cook a range of dishes using a variety of skills to assist a pregnant woman with low iron and low fibre levels to improve them.
3. Plan, prepare, cook and present a range of dishes which are a good source of fibre and would appeal to teenagers for a menu for the school canteen. Present three final dishes.



A Task may ask you to design for an age group such as teenagers or young children

Dietary group

1. Plan, prepare and cook a range of dishes using a variety of skills that will assist the dietary needs of a 75 year old female with osteoporosis.
2. A friend is having a birthday meal. Plan, prepare and cook a range of dishes using a variety of skills that could be served on this special occasion - your friend is lacto-vegetarian / a Hindu / lactose intolerant / a coeliac.
3. A friend is a lacto-vegetarian. Plan, prepare, cook three dishes, that could be served for a celebration meal. Analyse and evaluate your work.
4. Plan, prepare, cook and present a range of dishes which would be suitable for vegetarians for a menu for the school canteen. Present three final dishes.

Culinary tradition

1. Plan, prepare and cook a range of dishes using a variety of skills that will showcase traditional British dishes.
2. Plan, prepare and cook a range of dishes using a variety of skills with a Mediterranean / Indian / Northern European / Asian culinary tradition.
3. Plan, prepare, cook three dishes that could be served at a local street food or music festival. Include dishes to appeal to a range of customers.
4. Plan, prepare, cook and present a range of dishes from the Mediterranean culinary tradition for a menu for the school canteen. Present three final dishes.
5. A local restaurant is holding an international week. Plan, prepare and cook 3 dishes to promote the cuisine of a specific country or region.



You may be creating dishes for a culinary tradition such as Japanese

Answers

Question	Answer
What is the difference between primary and secondary research?	Primary – ask questions by a survey or interview to find out what people like. Secondary – use existing information from recipe books, cooking websites, school recipes.
Upskill these dishes List the technical skills needed to make each of these dishes - <ul style="list-style-type: none"> Fish cakes made with fresh fish and mashed potatoes, shaped and tossed in breadcrumbs and fried. Vegetable soup with chopped vegetables, served with savoury scones. Apple tart made with cooked apples and shortcrust pastry. 	<ul style="list-style-type: none"> Fish cakes - filleting fish, preparing and mashing potatoes, mixing and shaping, knife skills, cooking. Veg soup with savoury scones - knife skills, preparing fruit and veg, cooking equipment, dough, combine and shape, cooker. Apple tart - knife skills, preparing fruit and veg, cooking equipment, dough, cooking methods, combine and shape.
Upskill these dishes <ul style="list-style-type: none"> pizza with cheese spaghetti with beef macaroni cheese apple crumble 	<ul style="list-style-type: none"> pizza with cheese - make the dough, roast some veg, make the sauce spaghetti with beef - make pasta, make tomato sauce macaroni cheese - make the cheese sauce add some veg apple crumble - make pastry pie instead.
Upskill these dishes <ul style="list-style-type: none"> yogurt cauliflower cheese pot noodle tuna fish cakes 	<ul style="list-style-type: none"> yogurt - create another dish with fresh fruit and biscuits cauliflower cheese - add more veg, make the sauce pot noodle - make the noodles, the sauce and prepare veg tuna fish cakes - use fresh fish, mash potatoes and shape yourself.
1. Look at the recipe for Chilli con carne. a) Name the vegetables that can be grown in the UK b) Name a country that grows kidney beans for canning c) Name an ingredient that comes from outside the UK. Give your reasons. 2. Describe how you can check where the ingredients for the Chilli con carne come from. Give 3 ways to do this.	1. a) onions, red pepper, garlic b) USA, India - many more Google it c) Cumin is a spice that comes from hotter countries 2. In shops, ingredients are labelled to show where they come from. Local butchers, fishmongers and vegetables shops will tell you where the produce comes from. You can look on the internet to find where the canned tomatoes and kidney beans come from.
1. The chicken and mushroom pie is too high in salt. Give 2 ways to reduce the salt in the recipe. 2. Teenagers need calcium in their diet. Give 2 ways to increase the calcium in a recipe.	1. Make your own pastry with no added salt, flavour the sauce with herbs instead of stock cubes and salt. Don't serve salt at the table. 2. Increase the amount of milk, cheese and eggs used in dishes as well as green vegetables. White flour is fortified with calcium.
Plan the time plan List the skills needed to make the dishes a) Chicken and mushroom pie with ready made flaky pastry b) Whisked sponge filled with whipped cream and raspberries. Suggest how you could increase the skills when making each of those dishes.	Chicken and mushroom pie - skills - chicken preparation, knife skills for onion and mushroom, roux sauce making, use of hob for boiling, rolling and shaping pastry, layering pie, baking, glazing to improve finish, testing when done, managing taste. Whisked sponge filled with whipped cream and raspberries. Skills - raising agents - whisking air, using equipment - whisk, baking, layering, whisking cream, preparing fruit, presenting skillfully.
Plan the time plan Use the Plan of work and list 4 examples to show how the plan dovetails tasks from one dish to another.	While sponge is cooking, vegetables for lasagne are prepared. While chicken is cooking, roasted veg are checked. While chicken pie is cooking, cook lasagne sheets. Glaze chicken pie and make sauce for lasagne. Take out chicken pie and add cheese to sauce.
Plan the time plan Use the Plan of work and list 4 examples to show how the plan dovetails tasks from one dish to another.	See next page.

Answers

Question	Answer
Plan the time plan List the steps for making choux buns. Put in the time in minutes for each step.	Steps Preheat oven and prepare baking tray. 5 mins Melt butter, heat water and stir in flour. 10 mins Cool and beat in egg. 10 mins Spoon mixture onto baking tray and bake 30 mins. Pierce and leave to dry. 5 mins Dry out on cooling rack. 10 mins Whip cream and fill. 10 mins.
Plan the time plan Use these steps to help complete the Plan of work. Put in the Quality and safety checks.	See next page.
Plan the time plan List the Steps for making Spinach, chickpea and potato curry. Put the time in minutes for each step. Use these steps to help complete the Plan of work for 1 hour. Put in the Quality and safety checks.	Steps Prepare onion and potatoes. 10 mins Fry onion, stir in curry paste and potatoes and water. 10 mins Add tomatoes and chickpeas and cook 20 mins. 5 mins. Stir in fresh spinach and cook. 2 mins
Just for fun List 5 hygiene and safety checks that the cook who has used the kitchen in the drawing needed to make for the cooking and the work area to be safe to eat and work in.	Cross contamination from rubbish bin, cracked eggs spilling, dirty dishcloths. Dirty dishes with old food on, put high risk food in fridge, clear walls, floor and work surface.
1. What are the food storage temperatures for a) chilled food, b) frozen food, c) reheated food, d) cooked food - first temperature? 2. Give 2 examples to show how to prevent cross contamination.	a) chilled food, 0-5C b) frozen food, -18C c) reheated food, 63C d) cooked food - first temperature? 75C 2. Give 2 examples to show how to prevent cross contamination. Store raw and cooked food separately, use separate equipment, keep working areas clean.
Choose a supermarket website and search for a dish similar to your recipe. Compare your portion sizes and energy value.	Use Sainsburys, Waitrose or similar and get the portion size and calories (kcal) for your choice of dishes.
Calculate the cost of the whole recipe and a portion. <ul style="list-style-type: none"> Macaroni cheese made with cheese sauce Cornish pasty made with shortcrust pastry Fairy cakes 	These costs have been calculated using the Nutrition Program. <ul style="list-style-type: none"> Macaroni cheese - recipe cost £1.17, portion 29p Cornish pasties - recipe cost £3, 75p per portion Fairy cakes - recipe cost £1.68, 14p per cake
Portion control 1. Which dessert from the chart would you choose for someone trying to lose weight? Give a reason for your answer. (2 marks)	Raspberry jelly has the lowest energy value 86kcal.
2. Which dessert has the highest energy value per portion? (1 mark) . Name 2 ingredients in the dessert which have a high energy value. (2 marks)	Upside down treacle sponge Butter or margarine and eggs are the highest in calories (kcal), but sugar also counts.

Answers

Question	Answer
<p>3. Look at the Nutrition panel for a supermarket Tarte Tatin. This tart is made from all butter pastry topped with caramelised apple slices.</p> <p>a) Name the nutrient which is coloured red on the Traffic light labelling. (1 mark)</p> <p>b) Name the recipe ingredient that supplies this nutrient. (1 mark)</p> <p>c) Suggest a ways to lower the calories (kcal) in a 100g portion of this dish. (1 mark)</p>	<p>a) Saturates.</p> <p>b) Butter</p> <p>c) Lower the fat and increase the fibre.</p>
<p>4. Give 2 reasons why is it important for food manufacturers to have accurate portion control. (2 marks)</p>	<p>It saves wastage, reduces costs and helps customer choice.</p>
<p>Analyse and evaluate</p> <p>Carry out nutrition analysis of the following dishes to find energy kcal of a portion.</p> <ul style="list-style-type: none"> • Macaroni cheese made with cheese sauce • Cornish pasty made with shortcrust pastry • Fairy cakes 3 marks 	<p>This analysis has been calculated using the Nutrition Program.</p> <ul style="list-style-type: none"> • Macaroni cheese - 399 kcal • Cornish pasties - 611 kcal • Fairy cakes - 193 kcal
<p>Analyse and evaluate Comment on each of your nutritional analysis findings. Show how you could adapt each recipe to make it healthier.</p>	<p>The macaroni cheese is the right amount of kcals for a portion but the Cornish pasties provide a lot of energy value so the recipe needs changing.</p> <p>Fairy cakes are a treat but too many should not be eaten.</p>
<p>Analyse and Evaluate</p> <p>Make a star profile to show the tasting words you could use for the following dishes. Use Excel, draw by hand or use the Nutrition Program.</p> <ul style="list-style-type: none"> • Macaroni cheese made with cheese sauce • Cornish pasty made with shortcrust pastry • Fairy cakes 	<p>Sensory words you can use</p> <ul style="list-style-type: none"> • Macaroni cheese - chewy pasta, cream sauce, tasty, cheesy, appetising • Cornish pastie - crisp pasty, tasty filling, appetising, meaty, delicious • Fairy cakes - light, golden, well baked, spongy, tasty

Shepherd's pie made with minced beef		
Time	Plan of work	Quality and safety checks
Get ready	Collect equipment, ingredients and dishes.	Wash hands, put apron on, clean work area. Put meat in fridge.
9.00	Boil water, peel potatoes, cut into quarters and add to a saucepan of boiling water. Cover with a lid and cook for 20 minutes until the potatoes are soft.	Care with boiling water. Test potatoes with knife to see when cooked though.
9.10	Peel and chop onion.	Safe knife handling. Vegetable chopping board. Peelings in bin.
9.15	Put the minced beef and onion in a large pan and heat gently, stirring all the time until the meat begins to brown.	Careful use of hob. Safe handling of raw meat. Make sure meat is brown.
9.25	Stir in the tomato paste, salt and pepper. Add a little water. Cover with a lid and cook for a further 5 minutes.	Mix smoothly. Set timer.
9.30	Drain the potatoes in a colander over the sink. Return the drained potatoes to the saucepan.	Safe handling of hot water.
9.35	Put the minced beef mixture into the serving dish.	

Answers

9.40	Add the butter or margarine and mash the potatoes with a masher until smooth. Stir in the milk, salt and pepper.	Mash smoothly, taste potato.
9.45	Cover the minced beef mixture with a layer of the mashed potatoes. Smooth down the potatoes and make a pattern on the top.	Check dish is well presented.
9.50	Grill the pie to make the top golden brown.	Use oven gloves. Safe use of grill.
9.55	Garnish with sliced tomato and serve.	

Choux buns with whipped cream		
Time	Plan of work	Quality and safety checks
Get ready	Collect equipment, ingredients and dishes.	Wash hands, put apron on, clean work area.
9.00	Preheat the oven to 220°C/Gas 7 and grease a baking tray or line with parchment paper.	
9.05	Melt the butter or margarine in a saucepan with the water then bring to the boil. Add the flour quickly into the boiling water and beat the pastry mixture with a wooden spoon until it's smooth and leaves the bottom of the pan. This takes about 5-10 minutes.	Leave to cool before adding egg. Make sure mixture is smooth.,
9.10	Stir in egg to make smooth paste.	Beat quickly so egg does not coagulate.
9.15	Put spoonfuls of mixture on baking tray.	Make sure each is same size.
9.20	Bake 10 mins then turn temp down and bake 20 mins.	Turn oven down to 180°C/Gas 4.
9.25	Whip cream for filling. Put back in fridge. Clear up.	Don't over whip cream and keep cool.
9.40	Take out of oven to cool on wire rack.	Pierce to let out steam.
9.50	When cool, fill with cream, put on dish and sprinkle on icing sugar.	Do not fill with cream unless cool.
10.00	Present dish.	Store in fridge.

Spinach, chickpea and potato curry		
Time	Plan of work	Quality and safety checks
Get ready	Collect equipment, ingredients and dishes.	Wash hands, put apron on, clean work area.
9.00	Slice the onion and peel and cube the potatoes.	Use the knife safely.
9.15	Fry the onion in the oil for 2 minutes.	Don't fry at too high a temp.
9.20	Stir in the curry paste, potatoes and water.	Mix thoroughly.
9.25	Add the tomatoes and chickpeas, and simmer for 20 minutes, until the potato is soft.	Stir well. Check potato with a knife to see if soft.
9.45	Stir in the fresh spinach, and to cook for a further 2 minutes.	Keep lid on.
9.50	Clear up.	
10.00	Present dish with garnish.	

Skills and Techniques

This table shows the skills outlined within DfE subject content 2015.

Exam boards sort these skills in different ways, but the overall content is the same.

This resource has examples and charts which identify the skills to help upskill dishes for the practical.

No	Skill Group	Techniques
1	Knife skills	Be able to demonstrate the following techniques for fruits and vegetables and, where appropriate, also those that relate to meat and fish or their alternatives: <ul style="list-style-type: none"> meat, fish and alternatives - fillet a chicken breast, portion a chicken, remove fat and rind, fillet fish, slice raw and cooked meat and fish or alternatives (such as tofu and halloumi) evenly and accurately fruits and vegetables - bridge hold, claw grip, peel, slice, dice and cut into even size pieces (i.e. batons, julienne)
2	Prepare fruits and vegetables	Be able to demonstrate the following techniques: <ul style="list-style-type: none"> mash, shred, scissor snip, scoop, crush, grate, peel, segment, de-skin, de-seed, blanch, shape, pipe, blend, juice and prepare garnishes whilst demonstrating the technical skills of controlling enzymic browning and spoilage and preventing food poisoning (wash and dry where appropriate)
3	Prepare combine and shape	Be able to demonstrate the following techniques: <ul style="list-style-type: none"> roll, wrap, skewer, mix, coat, layer meat, fish and alternatives, and shape and bind wet mixtures (such as falafels, fish cakes or meatballs) whilst demonstrating the technical skill of preventing cross contamination and handle high risk foods correctly
4	Tenderise and marinate	Be able to demonstrate how acids denature protein and marinades add flavour and moisture when preparing vegetables, meat, fish, and alternatives.
5	Select and adjust a cooking process	Be able to demonstrate the following techniques: <ul style="list-style-type: none"> select and adjust the cooking process and length of time to suit the ingredient, for example to match the cut of meat, fish and alternatives
6	Weigh and measure	Be able to demonstrate accurate measurement of liquids and solids.
7	Preparation of ingredients and equipment	Be able to demonstrate the following techniques: <ul style="list-style-type: none"> grease/oil, line, flour, evenly and with attention to finished product
8	Use of equipment	Be able to demonstrate the following techniques: <ul style="list-style-type: none"> use a blender, food processor, mixer, and microwave
9	Water based methods using the hob	Be able to demonstrate the following techniques: <ul style="list-style-type: none"> steaming, boiling and simmering, blanching, poaching
10	Dry heat and fat based methods using the hob	Be able to demonstrate the following techniques: <ul style="list-style-type: none"> dry frying, pan (shallow frying), stir frying
11	Using the grill	Be able to demonstrate the following techniques with a range of foods, such as vegetables, meat, fish or alternatives such as halloumi, seeds and nuts: char, grill or toast

Skills and Techniques

No	Skill Group	Techniques
12	Using the oven	Be able to demonstrate the following techniques: baking, roasting, casseroles and/or tagines, braising
13	Make sauces	Be able to demonstrate the following techniques: <ul style="list-style-type: none"> make a blended white sauce (starch gelatinisation) such as a roux and all in one blended sauce, infused sauce, veloute, bechamel, to demonstrate understanding of how liquid/starch ratios affect the viscosity and how conduction and convection work to cook the sauce and the need for agitation make a reduction sauce such as pasta sauce, curry sauce, gravy, meat sauce (including meat alternatives such as myco-protein and textured vegetable protein) to demonstrate how evaporation concentrates flavour and changes the viscosity of the sauce. make an emulsion sauce such as a salad dressing, mayonnaise, hollandaise to demonstrate the technical skill of how to make a stabilised emulsion.
14	Set a mixture - removal of heat (gelation)	Be able to demonstrate the following techniques: <ul style="list-style-type: none"> use starch to set a mixture on chilling for layered desserts such as custard or cheesecake
15	Set a mixture - heating (coagulation)	Be able to demonstrate the following techniques: <ul style="list-style-type: none"> use protein to set a mixture on heating such as denatured protein in eggs for quiche, choux pastry
16	Use of raising agents	Be able to demonstrate the following techniques: <ul style="list-style-type: none"> use egg (colloid foam) as a raising agent - create a gas-in-air-foam - whisking egg whites, whisked sponge use chemical raising agents - self raising flour, baking powder, bicarbonate of soda use steam in a mixture (choux pastry, batter)
17	Make a dough	Be able to demonstrate the following techniques: <ul style="list-style-type: none"> use the technical skills of shortening, gluten formation, fermentation (proving) for bread, pastry, pasta
18	Shaping and finishing a dough	Be able to demonstrate the following techniques: <ul style="list-style-type: none"> roll out pastry, use a pasta machine, line a flan ring, create layers (palmiers), proving/resting glazing and finishing such as pipe choux pastry, bread rolls, pasta, flat breads, pinwheels, pizza, calzone
19	Test for readiness	Be able to demonstrate the following techniques: <ul style="list-style-type: none"> use a temperature probe, knife/skewer, finger or 'poke' test, 'bite', visual colour check or sound to establish whether an ingredient or recipe is ready
20	Judge and manipulate sensory properties	Be able to demonstrate the following techniques: <ul style="list-style-type: none"> how to taste and season during the cooking process change the taste and aroma through the use of infusions herbs and spices, paste, jus, reduction how to change texture and flavour, use browning (dextrinisation) and glazing, add crust, crisp and crumbs presentation and food styling – use garnishes and decorative techniques to improve the aesthetic qualities, demonstrate portioning and presenting

Exam board mark schemes

<p>The Food Preparation assessment is 35% total marks. Exam boards are measuring similar aspects, but allocate marks in different ways. This chart shows the breakdown for each exam board.</p>		
<p>Breakdown of mark scheme for Food Preparation Assessment</p>		
AQA	OCR	Eduqas
Food Preparation Assessment	Food Preparation Task	Food Preparation Assessment
Research 6	Plan for practical test 20	Investigate and plan 15
Demonstrate technical skills 18	Prepare 20	Prepare, cook and present 45 marks
Planning menu 8	Cook 25	Evaluate 10 marks
Making final dishes 30	Present 25	
Analyse and evaluate 8	Analysis and evaluation - 15	
70 total	105 total	70 total
12 skills listed	8 Skills listed	
20 hours includes 3 hours 10 pages 20 sides of A4 or A3 equivalent	20 hours includes 3 hours 10 pages 20 sides A4 including charts, photos and graphs	12 hours includes 3 hour practical 15 pages 30 sides A4 including charts, photos and graphs

Key Technical Skills - AQA

Recipes			
Notes on recipes			
1 Food preparation skills			
2 Knife skills			
3 Prep of fruit and vegetables			
4 Use of cooker			
5 Equipment			
6 Cooking methods			
7 Prepare, combine and shape			
8 Sauces			
9 Tenderise			
10 Dough making			
11 Raising agents			
12 Setting mixtures			

Exam board mark schemes

AQA 70 marks 35% total

Assesses students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Students will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours, planning in advance how this will be achieved.

Written or electronic portfolio including photographic evidence.

Photographic evidence of the three final dishes must be included.

Checklist for Food Investigation Task NEA 2 - AQA marking scheme Total 70 marks	
AQA Section A Researching the Task 6 marks	Tick
I've shown research for the dietary group, life stage or culinary tradition.	
I've analysed the needs of the dietary group, life stage or culinary tradition.	
I've chosen a range of dishes suitable for the Task.	
I've chosen my dishes based on my research.	
AQA Section B Demonstrate technical skills 18 marks	Tick
I've carried out a range of technical skills well to make good quality dishes	
I've done some complex skills like filleting fish and cutting vegetables well.	
I've used a range of equipment and used it accurately.	
I've reviewed my technical skills and explored how they link to final choice	
I've suggested improvements for my technical skills.	
AQA Section C Planning the final menu 8 marks	Tick
I've made sure the dishes match the task and given reasons for choice.	
I've explained how the dishes relate to the task - nutrition, ingredients and cooking methods	
I've written a detailed time plan for the final dishes with techniques	
My time plan has accurate timing, details of food safety and examples of dovetailing.	
AQA Section D Making the final dishes 30 marks	Tick
I've shown technical skills to a high standard and made my final dishes.	
I've used a range of equipment accurately.	
The dishes have shown skill and quality.	
I've presented the dishes well with garnish and decoration and finishing techniques.	
I've managed my time well within the time limit.	
I've worked safely and hygienically.	
I've taken photos of my work.	
AQA Section E Analysis and Evaluation 8 marks	Tick
I've carried out nutritional analysis for the 3 dishes.	
I've explained the nutritional analysis with conclusions and recommendations.	
I've shown knowledge of nutrition and portion control.	
I've carried out sensory testing.	
I've analysed and evaluated the sensory testing.	
I've costed the dishes.	
I've analysed and explained the costing.	
I've suggested improvements.	

Exam board mark schemes

Eduqas 70 marks 35% total

You need to show evidence of research, investigation, selection of dishes, justification, planning and evaluation. Try and limit work to no more than 15 pages (30 sides) A4 or equivalent A3, font size 11/12, to include all photographs, graphs and charts.

Checklist for Food Investigation Task NEA 2 - Eduqas marking scheme Total 70 marks	
Eduqas Section A Investigate and Plan the Task 15 marks	Tick
Investigate and plan the task. Research, trial and select a range of dishes which will form part of the final menu, justify your choice in relation to the chosen assessment and plan a dovetailed order of work to include health and safety points.	
Eduqas Section B Prepare, cook and present a menu 45 marks	
Prepare, cook and present a menu of three dishes within a single session. Demonstrate a wide range of technical skills and health and safety procedures when preparing, cooking and presenting your chosen selection of dishes. Photographic evidence of the completed dishes is essential.	
Eduqas Section C Evaluation 10 marks	
Evaluate the selection, preparation, cooking and presentation of the three dishes.	

Eduqas easy tick list

Eduqas Section A Investigate and Plan the Task 15 marks	Tick
I've explored the Task with range of research - up to 3 sources.	
I've trialled and tested recipes to help select dishes.	
I've showcased my technical skills.	
I've given reasons for choice based on the Task.	
I've got a clear plan of action with dovetailing of recipes.	
I've understood safety and quality for quality outcome.	
I've used technical terms for my recipes.	
Eduqas Section B Prepare, cook and present a menu of three dishes within a single session: maximum 45 marks	
I've shown health and safety procedures when preparing, cooking and presenting a menu of three dishes.	
I've shown a variety of technical skills in the preparation, cooking and presentation, of three dishes.	
I've used a wide range of ingredients to produce different types of dishes.	
I've shown good knife skills, weighing accurately, know how to test if dishes are ready and tasted during preparation.	
I've shown good portion control and presentation of dishes.	
I've used the 3 hours well.	
I've included photos of final dishes.	
Eduqas Evaluate the selection, preparation, cooking and presentation of the three dishes: maximum 10 marks	
I've evaluated the technical skills selected and demonstrated for the chosen dishes.	
I've evaluated sensory properties and the presentation and food styling of the completed dishes.	

Exam board mark schemes

OCR 105 marks 35% of total

Food Preparation Task NEA 2 assesses planning, preparation, cooking and presentation of food.
Learners


- Make and justify suitable choices in response to their task.
- Review all aspects of work, identifying strengths and weaknesses in each area.
- Refer to and justify any changes they have made whilst carrying out the task.
- Suggest and/or justify improvements to their work and draw conclusions referring to task title.

Checklist for Food Investigation Task NEA 2 - Eduqas marking scheme Total 105 marks	
OCR Section A Plan the Task 20 marks	Tick
I've explored the Task considering sensory and nutritional choice, cost, food provenance and seasonality.	
I've justified the dishes identifying skills and techniques.	
I've got a clear time plan showing dovetailing of recipes.	
I've identified skills, techniques, equipment.	
I've identified safety and quality points.	
OCR Section B Prepare 20 marks	
I've shown personal preparation and organisation of work area.	
I've followed the time plan.	
I've completed all dishes on time.	
I've shown excellent food safety procedures.	
OCR Cook 25 marks	
I've shown a wide variety of skills, techniques and cooking methods.	
I've used a wide range of tools and equipment competently.	
I've demonstrated good cooker management.	
OCR Present 25 marks	
I've made good quality dishes which are well presented with a good standard of finish.	
I've tasted my dishes and they are well cooked.	
I've shown excellent portion control.	
OCR Analysis and evaluation 15 marks	
I've evaluated the sensory properties.	
I've analysed the results to show judgement of the task and written conclusions.	
I've shown how to improve or change.	

OCR - 8 skills

1. Knife skills - bridge and claw positions to peel, slice, dice, prepare fruit, vegetables, meat, fish, tofu.
2. Preparation and techniques - Tenderise and marinate - adding flavour, use of acids to tenderise/ denature proteins of fruit and vegetables, Prepare, combine and shape - roll, wrap, layers - fish cakes, meatballs, samosas, Preparation of fruit and vegetables use of blender.
3. Cooking methods - steaming, blanching, baking, dry/shallow/stir frying, use of grill, use of oven.
4. Sauces - starched based, reduction, emulsions - mayonnaise.
5. Set a mixture - coagulation - quiches, gelation - arrowroot sauce.
6. Raising agents - egg, chemical, steam.
7. Dough - bread, pastry, pasta.
8. Judge and manipulate sensory properties - taste and change, present and decorate.

Key Technical Skills - AQA

Recipes				
Notes on recipes				
1 Food preparation skills				
2 Knife skills				
3 Prep of fruit and vegetables				
4 Use of cooker				
5 Equipment				
6 Cooking methods				
7 Prepare, combine and shape				
8 Sauces				
9 Tenderise				
10 Dough making				
11 Raising agents				
12 Setting mixtures				

Websites

These websites have useful information for the Food Preparation Task.

Organisation	Website
Food Standards Agency	www.food.gov.uk
Bupa portion control	www.bupa.co.uk/health-information/directory/p/portion-size
Marine conservation society	www.mcsuk.org/
Grain chain	www.grainchain.com/
Eat the Seasons	www.eattheseasons.co.uk/
Diabetes UK	www.diabetes.org.uk
NHS Choices	www.nhs.uk/Livewell/Goodfood/Pages/Healthyeating.aspx
Eatwell guide	www.nhs.uk/Livewell/Goodfood/Pages/the-eatwell-guide.aspx
Coeliac UK	www.coeliac.org.uk
Food allergy and intolerance	www.nutrition.org.uk
BBC Bitesize	www.bbc.co.uk/education/subjects
BNF nutrition through life	www.nutrition.org.uk/nutritionscience/life.html
BBC Good Food for recipes	www.bbcgoodfood.com
Jamie Oliver's recipes	www.jamieoliver.com/recipes/
Jenny Ridgwell	www.jennyridgwell.co.uk
Mary Berry	http://www.maryberry.co.uk/
Delia Smith	www.deliaonline.com

