

THE DUSTON SCHOOL

Knowledge Organiser

Hospitality and Catering Year 11

Name/Class:

This is your copy to KEEP for the entire school year

Catering &
Hospitality



Resource List Hospitality and Catering

Course Title	Hospitality and Catering
Exam Board	WJEC/Eduqas
Revision resources provided by the school	Knowledge organisers Work book Student resources – design- work book
Revision Websites	Welsh board Past Exam Papers https://www.eduqas.co.uk/
Recommended Revision resources to purchase	Hospitality and Catering Level 1/2 Anita Tull and Alison Palmer ISBN- 9781911208648 Hospitality and Catering Level ½ “My revision notes” ISBN- 9781510473331 Food Preparation & Nutrition Eduqas ILLUMINATE PUBLISHING 1ISBN- 9781908682857 Alison Glough- Halstead Food Preparation & Nutrition – Exam Practice Workbook WJEC CGP BOOKS 1ISBN- 9781782946533
Revision documentaries/links to online platforms	https://www.youtube.com/watch?v=SFE1DfAlipo https://www.youtube.com/results?search_query=eatwell+plate+ks3 https://www.youtube.com/watch?v=NubYFQYzqQ0 https://www.youtube.com/watch?v=RoVVNX74E6Y https://www.youtube.com/watch?v=1MpfEeSem_4 https://www.youtube.com/watch?v=TqKSSeVixS4

Websites

eatwell.gov.uk

thinkfast.co.uk

health4schools.net

www.wjec.co.uk

www.bbc.com/education

resources.eduqas.co.uk/Pages/ResourceSingle.aspx – Skills Videos

licencetocook.org.uk

eatwell.gov.uk

Aim and purpose

The applied purpose of the unit is for learners to use their knowledge and understanding of the hospitality and catering industry in order to propose new hospitality and catering provision to meet specific needs.

Unit introduction

What types of establishments provide hospitality and catering service? What job opportunities are there in the industry? How do caterers ensure they are working safely? How can food poisoning be prevented? What laws need to be considered when providing hospitality and catering? How do providers meet customers' needs? When opening a new outlet what factors need to be considered?

When starting a new hospitality and catering establishment or making a change to an existing operation, there are many people involved and factors to be considered. Hospitality and catering staff need to be aware of changing customer expectations and how these are met by front of house operations to adapt their menus and kitchen operations accordingly. Offering a new takeaway service affects the service provided and staffing that is needed but it also affects how food is presented to customers. 'Pop-up' caterers need to be aware of the limitations of the equipment they can use to offer their service. The Management will need to be aware of changing external factors such as the economy or working patterns to reflect the type of service they offer.

In this unit, you will learn about the different types of providers within the hospitality and catering industry, the legislation that needs to be adhered to and the personal safety of all of those involved in the business, whether staff or customers. You will learn about the operation of hospitality and catering establishments and the factors affecting their success. The knowledge and understanding you gain will enable you to respond to issues relating to all factors within the hospitality and catering section and provide you with the ability to propose a new provision that could be opened in a given location to benefit the owner and the local community.

WJEC unit entry

Guided learning hours 72

Aim and purpose

The applied purpose of the unit is for learners to safely plan, prepare, cook and present nutritional dishes.

Unit introduction

Why should we follow storage recommendations on food products? Why do chefs need to consider the nutritional needs of their clients? Why should vegetarian dishes be prepared away from those containing meat? Why are temperature probes used in the catering industry? Why does appropriate professional attire need to be worn?

Food needs to be stored, handled, prepared and cooked correctly to ensure its consumption does not affect people's health. Everyone who has a role to play within the food industry has a responsibility to minimise the risks of causing food borne illness, regardless of whether they are someone who works in food processing, a food operator in a fast food outlet, an apprentice chef in a small hotel or the head chef in a Michelin star restaurant.

Reviewing the food preparation and presentation process and nutritionists would be involved in preparation of menus or reviewing how preparation and presentation methods affect nutritional values. Food on a menu needs to meet the nutritional needs of the customer and be prepared, cooked and served in a certain way to ensure customer appeal and standards are maintained in any establishment; thus food safety and meeting nutritional needs must be the focus of all planning and activities.

In this unit you will gain knowledge of the nutritional needs of a range of client groups in order for you to plan nutritional dishes to go on a menu. You will learn and develop safe and hygienic food preparation, cooking and finishing skills required to produce nutritional dishes.

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
LO1 Understand the environment in which hospitality and catering providers operate	AC1.1 describe the structure of the hospitality and catering industry	Hospitality and catering industry <ul style="list-style-type: none"> • Types of provider • Types of service • Commercial establishments • Non-commercial catering establishments • Services provided • Suppliers • Where hospitality is provided at non-catering venues • Standards and ratings • Job roles within the industry (management, kitchen brigade, front of house, housekeeping, administration)
	AC1.2 analyse job requirements within the hospitality and catering industry	Requirements <ul style="list-style-type: none"> • Supply and demand (availability of trained staff, seasonality, location) • Jobs for specific needs • Rates of pay • Training • Qualifications and experience • Personal attributes
	AC1.3 describe working conditions of different job roles across the hospitality and catering industry	Working conditions <ul style="list-style-type: none"> • Different types of employment contracts • Working hours • Rates of pay <ul style="list-style-type: none"> • Holiday entitlement • Remuneration (tips, bonus payments, rewards)
	AC1.4 explain factors affecting the success of hospitality and catering providers	Factors <ul style="list-style-type: none"> • Costs • Profit • Economy

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
		<ul style="list-style-type: none"> • Environmental • Technology • Emerging and innovative cooking techniques • Customer demographics and lifestyle and expectations • Customer service and service provision generally • Competition • Trends • Political factors • Media
L02 Understand how hospitality and catering provision operates	AC2.1 describe the operation of the kitchen	Operation <ul style="list-style-type: none"> • Layout • Work Flow • Operational activities • Equipment and materials • Stock control • Documentation and administration • Staff allocations • Dress code • Safety and security
	AC2.2 describe the operation of front of house	
	AC2.3 explain how hospitality and catering provision meet customer requirements	Customer <ul style="list-style-type: none"> • Leisure • Business/corporate • Local residents Requirements <ul style="list-style-type: none"> • Customer needs • Customer expectations • Customer trends • Equality • Customer rights

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
LO3 Understand how hospitality and catering provision meets health and safety requirements	AC3.1 describe personal safety responsibilities in the workplace	Responsibilities <ul style="list-style-type: none"> • Of employees • Of employers In relation to <ul style="list-style-type: none"> • Health and Safety at Work Act • Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) • Control of Substances Hazardous to Health Regulations (COSHH) • Manual Handling Operations Regulations • Personal Protective Equipment at Work Regulations (PPER)
	AC3.2 identify risks to personal safety in hospitality and catering	Risks <ul style="list-style-type: none"> • To health • To security • Level of risk (low, medium, high) in relation to employers, employees, suppliers and customers
	AC3.3 recommend personal safety control measures for hospitality and catering provision	Control measures <ul style="list-style-type: none"> • For employees • For customers
LO4 Know how food can cause ill health	AC4.1 describe food related causes of ill health	Causes <ul style="list-style-type: none"> • Bacteria • Microbes • Chemicals • Metals • Poisonous plants • Allergies • Intolerances

Learning outcomes	Assessment criteria	Content
The learner will:	The learner can:	
	AC4.2 describe the role and responsibilities of the Environmental Health Officer (EHO)	<p>Role</p> <ul style="list-style-type: none"> Enforcing environmental health laws <p>Responsibilities</p> <ul style="list-style-type: none"> Inspecting business for food safety standards Follow up complaints Follow up outbreaks of food poisoning Collecting samples for testing Giving evidence in prosecutions Maintaining evidence Submitting reports
	AC4.3 describe food safety legislation	<p>Legislation</p> <ul style="list-style-type: none"> Food Safety Act Food Safety (General Food Hygiene Regulations) Food Labelling Regulations
	AC4.4 describe common types of food poisoning	<p>Common types</p> <ul style="list-style-type: none"> Campylobacter Salmonella E-coli Clostridium perfringens Listeria Bacillus cereus Staphylococcus aureus
	AC4.5 describe the symptoms of food induced ill health	<p>Symptoms</p> <ul style="list-style-type: none"> Visible symptoms Signs Non-visible symptoms Length of time until symptoms appear Duration of symptoms

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
		Food induced ill health <ul style="list-style-type: none"> • Intolerances • Allergies • Food poisoning
LO5 Be able to propose a hospitality and catering provision to meet specific requirements	AC5.1 review options for hospitality and catering provision	Review <ul style="list-style-type: none"> • Summarise different options • Advantages/disadvantages of different options • Use of supporting information which justify how this meets specified needs
	AC5.2 recommend options for hospitality provision	Recommend <ul style="list-style-type: none"> • Propose ideas • Justify decisions in relation to specified needs • Use of supporting information e.g. structured proposal

Performance bands					
Learning Outcome	Assessment criteria	Level 1 pass	Level 2 pass	Level 2 merit	Level 2 distinction
LO1 Understand the importance of nutrition in planning menus	AC1.1 Describe functions of nutrients in the human body	Outlines the functions of a limited range of nutrients in the human body.	Describe functions of a range of nutrients in the human body.	Describe clearly functions of a range of nutrients in the human body..	
	AC1.2 Compare nutritional needs of specific groups	Outlines nutritional needs of two specific groups. Comparison may be implied.	Compares nutritional needs of two specific groups giving some reasons for similarities and differences.	Compares nutritional needs of two specific groups giving clear reasons for similarity and differences.	Compares nutritional needs of two specific groups giving clear and in depth reasons for similarity and differences.
	AC1.3 Explain characteristics of unsatisfactory nutritional intake	Outlines key characteristics of unsatisfactory nutritional intake. Evidence is mainly descriptive with limited reasoning.	Explains characteristics of unsatisfactory nutritional intake. There is evidence of reasoning and relating characteristics to specific groups.	Explains with clear reasoning characteristics of unsatisfactory intake of a range of nutrients. Explanations are related to specific groups.	
	AC1.4 Explain how cooking methods impact on nutritional value	Outlines how cooking methods impact on nutritional value. Evidence is mainly descriptive with limited reasoning.	Explains how a range of cooking methods impact on nutritional value. Reasoned statements are presented.		

Performance bands					
Learning Outcome	Assessment criteria	Level 1 pass	Level 2 pass	Level 2 merit	Level 2 distinction
LO2 Understand menu planning	AC2.1 Explain factors to consider when proposing dishes for menus	Outlines factors to consider when proposing dishes for menus. There may be some omissions.	Explains factors to consider when proposing dishes for menus. Explanation has some reasoning.	Explains factors to consider when proposing dishes for menus. Explanations are clear and well-reasoned.	
	AC2.2 Explain how dishes on a menu address environmental issues	Outlines how dishes on a menu address environmental issues. There may be some errors.	Explains how dishes on a menu address environmental issues. Explanation includes reasoning.		
	AC2.3 Explain how menu dishes meet customer needs	Outlines how menu dishes meet customer needs in general terms. Evidence is mainly descriptive with limited reasoning.	Explains how menu dishes meet needs of specified customers. Some evidence may be in general terms and descriptive. Explanation includes reasoned statements.	Explains how menu dishes meet needs of specified customers. Explanations are comprehensive and credible.	
	AC2.4 Plan production of dishes for a menu	Plan outlines key actions required with some omissions and errors that require amendment. There is limited consideration of contingencies.	Plan has some detail and is mainly appropriate but may have some omissions and errors that require amendment. There is some consideration of contingencies.	Plan has detail with some minor omissions. Plan does not require changes to achieve planned outcome, but would benefit from minor amendments. There are well considered contingencies.	Plan is comprehensive and detailed, incorporating well considered contingencies for most situations.

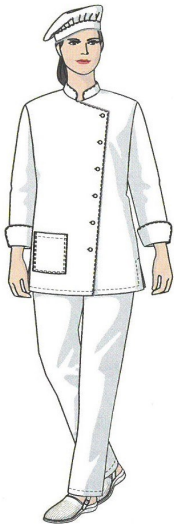
Performance bands

Learning Outcome	Assessment criteria	Level 1 pass	Level 2 pass	Level 2 merit	Level 2 distinction
LO3 Be able to cook dishes	AC3.1 Use techniques in preparation of commodities	A number of techniques are used. Guidance may be required. Skill demonstrated may show limited precision and require additional time to meet minimum requirements. Some consideration given to food safety.	A range of techniques are used. Limited guidance is required. Skill demonstrated may show limited precision and require additional time to meet minimum requirements. Consideration to food safety given throughout.	A range of techniques are used independently with speed and precision. Consideration to food safety given throughout.	A comprehensive range of techniques are used effectively and independently with faultless speed and precision. Consideration to food safety given throughout.
	AC3.2 Assure quality of commodities to be used in food preparation	A limited range of materials are checked for quality throughout preparation and issues identified and resolved with guidance.	A range of materials are independently checked for quality and issues identified throughout preparation. Some issues resolved with guidance.	All materials are independently checked for quality and issues identified throughout preparation. Issues will be resolved independently with no guidance.	
	AC3.3 Use techniques in cooking of commodities	A number of techniques are used. Guidance may be required. Skill demonstrated may show limited precision and require additional time to meet minimum requirements. Some consideration given to food safety.	A range of techniques are used. Limited guidance is required. Skill demonstrated may show limited precision and require additional time to meet minimum requirements. Consideration to food safety given throughout.	A range of techniques are used with limited guidance. Skills demonstrated may show limited precision or require additional time to meet minimum requirements. Consideration to food safety given throughout.	A range of techniques are used independently with speed and precision. Consideration to food safety given throughout.

Performance bands					
Learning Outcome	Assessment criteria	Level 1 pass	Level 2 pass	Level 2 merit	Level 2 distinction
LO3 Be able to cook dishes	AC3.1 Use techniques in preparation of commodities	A number of techniques are used. Guidance may be required. Skill demonstrated may show limited precision and require additional time to meet minimum requirements. Some consideration given to food safety.	A range of techniques are used. Limited guidance is required. Skill demonstrated may show limited precision and require additional time to meet minimum requirements. Consideration to food safety given throughout.	A range of techniques are used independently with speed and precision. Consideration to food safety given throughout.	A comprehensive range of techniques are used effectively and independently with faultless speed and precision. Consideration to food safety given throughout.
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Dress code in the kitchen

AC2.1



The cook's/chef's dress code is a uniform that is worn in kitchens all over the world and is a recognised symbol of the catering industry. It has been in use for over a hundred years.

Wearing the uniform indicates to customers that an employee:

- Represents the business.
- Is professional, clean, neat and tidy.

The traditional uniform consists of:

- A white hat – called a toque.
- A necktie.
- An optional name tag.
- A long-sleeved, double-cuffed, double-breasted, white cotton buttoned jacket.
- A dish cloth or 'torchon' – worn tucked over the ties of an apron at the waist.
- A knee-length cotton apron.
- Patterned or plain cotton trousers.
- Sturdy, well-fitting, slip-resistant shoes, with toe protectors and low heels.

White was traditionally used to represent cleanliness, but many modern chef's uniforms are multi-coloured and patterned.

The uniform is designed to:

- Protect the body (especially the chest and arms) from burn injuries caused by splashes and spills from boiling hot liquids or heat rays from grills and ovens – the jacket has four layers of cotton over the chest area.
- Fit the body well and be comfortable to wear while working in a hot and steamy kitchen.
- Absorb perspiration (sweat) while working in a hot kitchen.
- Be easy to wash and iron, look clean, fresh and smart.
- Be a hygienic barrier between the food handler and the food.
- Portray a professional image.

The hat is designed to:

- Protect hair from smoke and oil.
- Allow air to circulate at the top of the head.
- Stop loose hairs from falling onto the food.
- Absorb perspiration from the forehead.

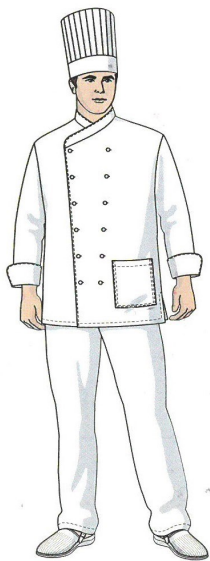
The apron is designed to:

- Protect the lower body from burns and spills.
- Be tied around the waist at the front so it can be easily removed.

Did you know?

Traditionally, chefs wore tall hats and less experienced chefs wore shorter hats, more like a cap.

The folded pleats that you see in a tall chef's hat, are said to have represented the number of ways in which a chef could cook an egg.



Rules for wearing a chef's uniform

- Food hygiene rules say that cooks and chefs should change into their uniform at their place of work.
- They must not wear their uniform in public areas like buses and trains because the uniform may become contaminated by microbes.
- Their jacket, apron and necktie should be changed at least once a day, and their hat and trousers as soon as they become dirty.
- The uniform should be washed and ironed before wearing again.
- Jewellery must not be worn in the kitchen as it can collect food residues and become a food safety hazard.

Foods, such as fruit and vegetables, contain the most nutrients at the point when they are harvested. The longer they are stored and exposed to the air before being eaten, the more nutrients, such as vitamins, they will lose. Some nutrients are easily lost during food preparation or damaged by heat during cooking, and therefore cannot be used by the body. Some other nutrients become much easier for the body to use when the food they are in is cooked.

How cooking methods affect nutrients in food

Different cooking methods use water, oil or dry heat to transfer heat to foods. The chart below shows how different cooking methods affect nutrients in food:

Cooking method	How nutrients are affected
Boiling	<ul style="list-style-type: none"> Up to 50% of vitamin C is damaged when green vegetables are boiled in water Vitamins B₁, B₂ and B₃ are damaged by heat and also dissolve in the water Some calcium and sodium dissolves in the water that food is boiled in Starch (carbohydrate) is gelatinised when cooked in a liquid, which makes it easier for the body to use
Steaming	<ul style="list-style-type: none"> Steaming is the best method for conserving vitamin C, as only about 15% is lost because the food does not come into direct contact with the boiling water
Poaching	<ul style="list-style-type: none"> Vitamins B₁, B₂ and B₃ are damaged by heat and dissolve in the water
Baking	<ul style="list-style-type: none"> The high heat used in baking can easily over-cook protein and damage B vitamins and vitamin C
Grilling	<ul style="list-style-type: none"> When food such as meat is grilled, up to 40% of B vitamins can be damaged The high heat used in grilling can easily over-cook protein
Stir frying	<ul style="list-style-type: none"> The fat used in stir frying increases amount of vitamin A the body can absorb from some vegetables The heat will damage some vitamin C and B vitamin but, as they are only cooked for a short time, the damage is minimal
Roasting	<ul style="list-style-type: none"> The high heat used in roasting will destroy most of the vitamin C and some B vitamins
All cooking methods	<ul style="list-style-type: none"> Protein is denatured and coagulated by heat, which makes it easier for the body to use Protein can be over-cooked, which will make it harder and more difficult for the body to use Fat/oil is damaged by repeatedly being heated to fry foods, and it breaks down into substances that are harmful to the body

Fault	Cause of fault	How to avoid or remedy the fault
The pastry is sticky, soft and difficult to handle	<ol style="list-style-type: none"> 1 Too much water was added. 2 A soft fat was used. 3 The mixture has been over-handled. 4 The pastry is too warm, so the fat has started to melt. 	<ol style="list-style-type: none"> 1 Measure the water carefully. 2 Use hard margarine or lard. 3 Handle the pastry as little as possible, and try to ensure your hands are not too hot. 4 If the pastry starts to get warm, wrap it in cling film and put it in the fridge for 20 minutes to relax.
The cooked pastry is hard and tough	<ol style="list-style-type: none"> 1 Too much water was added. 2 The pastry was over-handled and the gluten has been over-developed. 3 Not enough fat was used. 4 The pastry was over-rolled. 	<ol style="list-style-type: none"> 1 Measure the water carefully. 2 Handle the pastry as little as possible, and try to ensure your hands are not too hot. 3 Weigh the amount of fat carefully. 4 Do not roll the pastry too much; try to get it the correct shape the first time. If it becomes warm, wrap it in cling film and place in the fridge for 20 minutes to relax.
The cooked pastry is dry and crumbly	<ol style="list-style-type: none"> 1 Not enough liquid was used. 	<ol style="list-style-type: none"> 1 Measure the amount of liquid carefully.
The pastry shrinks when it is cooked	<ol style="list-style-type: none"> 1 The pastry was stretched too much during rolling out. 2 The pastry was not allowed to relax before cooking. 	<ol style="list-style-type: none"> 1 Do not over-roll the pastry. 2 Put the rolled-out pastry in the fridge for 20 minutes to relax before cooking.
The pastry is oily and soft when cooked	<ol style="list-style-type: none"> 1 The oven temperature was too low. 	<ol style="list-style-type: none"> 1 Always check that the oven temperature is correct, and the oven is allowed to heat up to the correct temperature before putting the pastry into the oven.

The pastry is soft and crumbly	<ol style="list-style-type: none"> 1 Not much water was used. 2 Too much fat was used. 3 Too much raising agent was used. 	<ol style="list-style-type: none"> 1 Measure out the amount of water carefully. 2 Weigh out the amount of fat carefully. 3 Measure out the amount of raising agent carefully.
The pastry blisters	<ol style="list-style-type: none"> 1 The fat was not rubbed in correctly. 2 Too much water was used. 	<ol style="list-style-type: none"> 1 Make sure the mixture resembles breadcrumbs before the water is added. 2 Measure the amount of water used carefully.
The pastry is pale	<ol style="list-style-type: none"> 1 It was not baked for long enough. 2 The oven temperature was too low. 	<ol style="list-style-type: none"> 1 Check the cooking time according to the recipe. 2 Always check that the oven temperature is correct, and the oven is allowed to heat up to the correct temperature before putting the pastry into the oven
The pastry is too dark	<ol style="list-style-type: none"> 1 The oven temperature was too high. 2 It was cooked for too long. 	<ol style="list-style-type: none"> 1 Check the oven temperature is correct before putting the pastry in to cook. 2 Always look at the dish five minutes before the end of the recommended cooking time, as some ovens cook faster than others.

Kitchen Knives



Sharpening Steel
Used for sharpening knives.



Bread knife
Scalloped edge of the bread knife is particularly suitable for slicing bread.



Carving knife and fork
For meat, poultry and game. The fork holds the meat still.



Large cook's knife
Excellent for chopping and dicing all types of vegetables and fruit, particularly very hard vegetables.



Medium cook's knife
For larger vegetables and fruit.



Utility knife
For meat and larger vegetables.



Vegetable knife
Larger than the paring knife, easy to manoeuvre and will chop, slice and peel small vegetables/fruit with ease.



Paring knife
Small pointed blade for peeling vegetables and fruit.

GLOSSARY

Accompaniments things that accompany something else in a complementary way, for example, table sauces, or foods that work well with other foods or drinks.

Acidic when something has a PH level of below 7, it has acidic properties or contains acid. Examples of foods with a high acidic content include milk, blueberries and squash.

Adipose tissue cells that store energy in the form of fat.

Advertising providing information to consumers about a product or service.

Aeration incorporating air into the mixture.

Agitate to stir, shake or disturb a liquid.

Air mainly a combination of oxygen and nitrogen and is an invisible gas surrounding the earth.

Alkaline when something has a PH level of above 7, it has alkaline properties or contains alkaline. Examples of foods with a high alkaline content include spinach, almonds and watermelon.

Allergens substances that cause an allergic reaction.

Allergies an immune system reaction that occurs soon after eating a certain food.

Ambient foods foods that can be stored, at room temperature, in a sealed container. All foods found on supermarket shelves are ambient foods.

Amino acids simpler units of protein, made up of long chains.

an accompaniment something that complements or adds to a dish

Anaemia a condition where the body lacks enough healthy red blood cells or haemoglobin.

Anaerobic – being able to exist without oxygen.

Anaphylactic shock when a person suffers an extreme allergic reaction on exposure to an antigen to which the body has become hypersensitive. It causes swelling, hives, low blood pressure and dilated blood pressure and when not treated effectively, can be fatal. Food is a common cause of anaphylactic shock and typical trigger foods include nuts, shellfish, dairy and eggs.

Anaphylaxis a severe, potentially life threatening allergic reaction.

Anthocyanins water soluble pigment or colour found in red, purple or blue plants.

Antioxidant a molecule that is able to stop the oxidation process in other molecules and therefore can be useful in stopping foods from deteriorating. Antioxidants can prevent or slow down damage to our body which otherwise can lead to diseases such as heart disease and cancers. Antioxidants also improve our immune system.

Application (app) a self-contained program or piece of software designed to fulfil a particular purpose, especially as downloaded by a user to a mobile device.

Areas of content the topics in the specification that have to be covered as part of this GCSE.

Arrowroot a starch extract taken from the root of the maranta, a tropical plant traditionally found in the Americas. When heated, the starch turns into a clear and tasteless jelly so is ideal for thickening sauces, juices or similar.

Artisan a skilled worker, expert in a particular craft or trade, usually carried out by hand, for example, handwoven textiles. With reference to food and drink, this would typically refer to foods produced or prepared in a traditional way and using high-quality ingredients.

Assessment criteria the key points you will be marked on.

Atherosclerosis a build-up of fatty deposits in the arteries, sometimes called 'furring of the arteries'.

Bacillus cereus a type of pathogenic bacteria that produces toxins, associated with poor hygiene in cooked rice.

Balanced diet a diet which provides all the necessary nutrients in the correct amount to meet the body's needs.

Barcode a small image of lines (bars) and spaces on retail store items, identification cards and postal mail to identify a particular product number, person, or location.

Basic Metabolic Rate (BMR) the number of kilojoules the body uses to stay alive each day.

Basted when fats or juices are poured over something (usually meat) while cooking in order to keep it moist and to add flavour. For example, roasting meats.

Beri beri a muscle wasting disease due to a lack of vitamin B1 (thiamin) in the diet

Beta-glucan – a form of soluble fibre

Binary fission the reproduction of one cell splitting into two genetically identical cells.

Biodegradable decomposed by bacteria or other living organisms.

Biotechnology the manipulation (as through genetic engineering) of living organisms or their components to produce useful usually commercial products, e.g. pest resistant crops.

Blanched cook to enable the skin to be removed.

Blind tasting test a test where a food or drink is tasted without the consumer being able to see what they are tasting. Blind tasting tests are commonly used for marketing and market research, to test the response to a product without the user being influenced by brand perceptions.

Blood sugar how much glucose is in the blood.

Bran the fragments of grain husk that are separated from flour after milling. When bran is removed from grains, there is a reduction in nutritional value. Bran can be milled from any cereal grain and can be found, for example, in rice, wheat, barley and corn.

BSE (Bovine Spongiform Encephalopathy) commonly referred to as mad cow disease, a slow developing disease affecting the nervous system of cattle. It is often fatal.

Bulk fermentation also known as primary fermentation, the first stage of fermentation when baking bread (which typically has two fermentation stages).

Calcium deficiency also known as hypocalcaemia, where the body suffers from not having enough calcium for its needs.

Caramelisation a change in the food's molecular structure due to the removal of water resulting in a nutty flavour and brown colour.

Carbon footprint a carbon footprint measures the total carbon dioxide emissions caused directly and indirectly by a person, organisation, event or product.

Carotenoids pigment or colour found in plants.

Cellulose an insoluble substance which is the main constituent of plant cell walls. It is a polysaccharide.

Centrifugation the separation of two liquids such as the fatty cream from the watery liquid of the milk.

Cereal an edible grass.

Chlorophyll the substance responsible for the green colour of plants and also for the process of absorbing sunlight in order to perform photosynthesis.

Cholesterol a fatty substance known as a lipid which is found in blood and in food.

Climate change a large-scale, long-term shift in the planet's weather patterns or average temperatures.

Climate the weather conditions typical to an area in general or at any specific time.

Coagulate to become solid or to set.

Coagulation an irreversible change to proteins from a liquid or semi-liquid state to a solid state.

Celiac disease a chronic intestinal disorder caused by sensitivity to the protein gliadin contained in the gluten of cereals.

Cold-pressed a production process where the temperature of the oil must not exceed 49°C when pressed and ground.

Collagen protein in the connective tissue which holds cells together.

Composition the different parts or substances that make up something.

Condiments substances added to give flavour or complement food.

Conduction heat is transferred between two surfaces by direct contact, and molecules in each surface pass heat to each other.

Connective tissue the tissue that connects, supports, bonds, or divides other tissues or organs in the body, for example, cartilage or bone.

Consistency thickness or viscosity

Control recipe a standard recipe and method with which you compare your other results.

Convection heat is transferred by the circulation of either a heated liquid or gas.

Convenience food food that needs little preparation, especially food that has been pre-prepared and preserved for long-term storage.

Coronary heart disease (CHD) a narrowing of the arteries that supply your heart with oxygen-rich blood, due to the build-up of fatty material within their walls

Creaming when sugar is combined with a solid fat, typically butter, margarine or shortening.

Cross-contamination the transfer of bacteria from one food to another, from humans, animals, other food or equipment.

Cuisine a style of cooking.

Culture the way of life, the general customs and beliefs of a particular group of people at a particular time.

Curds a soft, white substance formed when milk sours, used as the basis for cheese.

Dairy intolerance usually a condition caused by the body being unable to process lactose, a natural sugar found in milk and dairy products.

Danger zone the temperature range within which bacteria multiply rapidly.

Decalcification gradual removal of calcium from bones and teeth.

Deficiencies a state of lacking or incompleteness. For example, deficiencies in the consumption of certain vitamins can cause health issues.

Dehydration when water is lost or removed. For the body, losing too much water can be very dangerous to health and ultimately fatal.

Demographics the statistical data on a population.

Denaturation the process of altering a protein's molecular characteristics or properties by heat, enzyme action, or chemicals.

Dextrinisation –the browning that occurs when foods containing starch are cooked, or exposed to an alkali, acid or enzyme.

Diabetic a person who suffers from diabetes, a condition that occurs when the body can't use glucose normally.

Dies machinery attachments used to make special pasta shapes that cannot be made by hand.

Diet the type of food we eat or drink.

Dietary guidelines advice on diet.

Dietary Reference Values (DRVs) an estimate of the nutritional requirements of a healthy population.

Digestion the process where food is broken down by mechanical and enzymic activity into more simple chemical compounds that can be absorbed and used by the body.

Disaccharide a carbohydrate made from two sugar molecules ('di' means two).

Disposable income the portion of income that a household or individual has left after tax has been deducted and that they are able to spend as they please.

Dovetail this refers to when you are making two or more dishes. It is when you split the tasks within the recipes to make the best use of your time, e.g. if making a cake and soup – the sponge mix for the cake could be made while the vegetables for the soup are sautéing, and once the cake is in the oven, the soup could have the stock added and then be brought to a simmer. Then the butter icing for the cake should be made while the soup is simmering and the cake is baking.

Durum wheat high protein wheat used to make pasta.

Eczema a medical condition where patches of skin become rough or inflamed which cause itching.

Elastin a highly elastic protein that allows our connective tissues to stretch and then resume their original shape. Found mostly in the dermis of the skin but also other parts of the body that require some flexibility, such as the arteries and lungs.

Empty calories calories that are present in foods that have very little or no nutritive value.

Emulsify to use an ingredient as a mediator in a mixture, enabling two ingredients to mix without the mixture separating.

Emulsion a fine dispersion of minute droplets of one liquid in another.

Endosperm the main part of the grain, a starch and protein supply.

Energy the strength that the body needs to function and sustain physical and mental activity.

Environmental factors the impact of human activities on the natural environment.

Enzymes biological catalysts which speed up biochemical reactions without being used up themselves. Digestive enzymes are important for the process of breaking down food so that the body can absorb its nutrients.

Enzymic browning a chemical process where oxygen and enzymes in the food react to cause the surface to become brown. This process cannot be reversed.

Estimate Average Requirement (EAR) a useful indication of how much energy the average person needs.

Extended writing where you have to write a more detailed answer. It's a good idea when you make a point to develop it with a detailed explanation and where possible an example to show what you mean.

Extraction rate how much of the original wheat grain is in the flour. 100% means that it contains all the grain.

Extrinsic sugar added sugar.

Extruded pasta is forced through a die to achieve a special pasta shape, e.g. spaghetti, macaroni.

Factory farming where animals are bred and fattened using modern industrial methods.

Fair testing where you only change one thing at a time in each experiment so that it is clear to see what has happened in each test.

Fairtrade a partnership between producers and consumers; selling on Fairtrade terms provides farmers with a better deal and more income. This allows them the opportunity to improve their lives and plan for their future.

Farm assured a British organisation that promotes and regulates food quality.

Fat the fatty portion of cream or milk.

Fat soluble vitamins these vitamins (the A, D, E, and K groups) dissolve in fat.

Fermentation the chemical breakdown of sugar to acid, gas or alcohol by bacteria, yeasts or other microorganisms.

Ferment where bacteria produces lactic acid, which acts on the milk protein to give yoghurt its texture and characteristic tang.

Fertile land or soil that is able to produce plentiful crops.

Foam when bubbles form on the surface of a liquid as a result of a chemical reaction.

Food banks a place where food is given, free of charge, to individuals in need.

Food chain a series of processes by which food is grown, produced, and eventually consumed.

Food miles the distance that a food has been transported from its point of production to its consumer. This measure is also used to consider the environmental impact of a food's production.

Food miles the distance the food travels from field to plate.

Food poverty when a household or individual does not have access to healthy food of satisfactory nutritional benefit, often due to a low financial income or a lack of suitable shops or outlets nearby.

Food safety a scientific expertise in the safest methods of handling, preparing and storing of food to ensure any hazard to health is avoided.

Foraging the process of searching an area for wild food resources, for example edible vegetation.

Formal assessment counts towards your final GCSE and your teacher cannot help you with this assessment.

Fortification adding vitamins and minerals to foods.

Fortified food a food product in which a nutrient is added to increase its nutritional value.

Free radicals chemicals which can cause us harm. Antioxidants will protect the body from these harmful free radicals.

Free range a method of farming, where for at least part of the day, animals can roam freely outdoors.

Free sugars extrinsic sugars not from milk.

Friction the action of one surface or object rubbing against another.

Functional foods foods that have a positive effect beyond basic nutrition, such as boosting optimal health or reducing the risk of disease.

Function what something does, or why it is needed.

Fusarium Venenatum the principal ingredient of mycoprotein is an ascomycota, one of the largest groups within the fungi family.

Fusion combining two or more very different regional ingredients or techniques.

Gelatine a natural protein substance present in the tendon, ligaments and tissues of animals. It is translucent and colourless.

Gelatinisation the thickening of a mixture, in the presence of heat, due to swelling of starch grains.

Gel liquid which is dispersed in a solid.

Genetically modified food (GMF) foods derived from organisms whose genetic material has been modified.

Genetically modified organisms (GMO) organisms whose genetic material (DNA) has been altered by mating and/or natural recombination.

Germ source of fat and B vitamins, it is where the new plant grows.

Giblets the edible offal of poultry, typically including gizzard, heart and liver.

Gliadin and Glutenin the core proteins of the gluten part of wheat seeds. Gliadin and glutenin are known to be a cause of coeliac disease, a digestive disorder where gluten must be avoided in the diet as it causes destructive immune responses in the small intestine.

Gluten formed from the two wheat proteins gliadin and glutenin, in presence of water. Gluten is developed by kneading.

Glycaemic index the impact of a carbohydrate food on blood sugar level.

GM food genetically modified food.

Goitre an enlargement of the thyroid gland seen as a neck swelling, from insufficient intake of iodine.

Grain the edible part of the cereal.

Haem iron from animal sources

Haemoglobin the part of blood that contains iron, carries oxygen through the body, and gives blood its red colour

Halal when the choice of food or way in which food is prepared complies with the requirements of Muslim law. For example, animals must be slaughtered and prepared using specific methods and techniques and the process carried out by a Muslim.

Hard wheat a type of wheat that has a hard grain with a high gluten content.

Harvesting the process of gathering or reaping crops.

Health claims when a claim is made about a food and its relationship with or impact on health.

Heat transfer the way heat moves from one area to another through conduction, convection and radiation.

High biological value (HBV) protein foods containing all the essential amino acids.

High fat foods that contain a high fat content. Examples of high fat foods include cheese, butter, lard, fatty meats (saturated fats), olive oil, nuts and avocados (unsaturated fats).

High Pressure Processing (HPP) a processing method that subjects food to elevated pressures (with or without the addition of heat) to render bacteria inactive.

Homogenisation the breaking down of large milk fat globules into much smaller fat globules.

Homogenised when milk is processed so that the fatty portion of the milk is fused with the rest of the milk content, meaning that the cream does not separate.

Humectant any substance that helps another substance retain moisture.

Humid when there is a high level of moisture, or water vapour, present in the atmosphere.

Hydrogenation the process of changing a liquid fat or oil to a solid one at room temperature by the addition of hydrogen

Hydroponics the growing of plants in a soil-less medium, or an aquatic based environment.

Hygroscopic attracted to water.

Hypercalcaemia an abnormally high level of calcium in the blood.

Hypothesis a statement of what you think is likely to happen.

Ingredients the foods or substances needed to make a particular dish.

Insect any small arthropod animal that has six legs and generally one or two pairs of wings.

Insoluble fibre fibre which the body cannot absorb.

Insulin a hormone which controls blood sugar level.

Intensive farming farming that aims to produce as much as possible, usually with the use of chemicals.

Intolerances individual elements of certain foods cannot be properly processed and absorbed by our digestive system.

Intrinsic sugar natural sugar.

Invert sugar the process of converting sugar into simple sugars.

Irish cuisine the style of cooking originating from Ireland and/or Irish people.

Iron deficiency anaemia a condition where lack of iron in the body leads to a reduction in the number of red blood cells.

Knock back to re-knead the dough which knocks out some of the carbon dioxide allowing the yeast to produce more carbon dioxide.

Kosher when food or where food is cooked, eaten or sold complies with the requirements of Jewish law. For example, animals must be slaughtered and prepared using specific methods and techniques, meat and milk cannot be cooked or consumed together and certain meat and shellfish is forbidden.

Kwashiorkor a form of malnutrition linked to protein deficiency.

Lactic acid an acid formed in sour milk.

Lactose the natural sugar found in milk.

EXAM TIPS

Read each question thoroughly.

Underline key words so you know what the question is asking.

For essay type questions at the end of the paper, draw up a short plan before starting or highlight key words to help you answer the question.

Look at the number marks available for the question and write enough to earn the marks. Remember the exam is not a race—there are no prizes for finishing first.

Questions often require specific knowledge and understanding.

You may be asked to:

Define: give the meaning of...

List: make a list

State: write clearly but briefly

Describe: give an account of...

Discuss: give important aspects of... / give advantages and disadvantages of ...

Explain: make clear, giving reasons...

Evaluate: give important aspects of... / give your own opinion of ...

Note:

- The questions at the end of the papers will need a high level of understanding and candidates to discuss, explain or evaluate their answers. These questions are often criteria marked.
- Answering questions in 'bullet points' is popular with candidates but often counts as 'writing a list'. Candidates answering questions in this way will not earn good marks for criteria marked questions.

Common Errors

Candidates misread questions or see 'key' words and assume they know what the question is about. Examples include:

Fast food—often misinterpreted as 'junk' food, instead of good quality food with fast ser-

Time plan example: carefully look at all the stages within the time plan.

Have you dove– tailed all of actions

Make sure you have produced a key in colour to show all your dishes and all HSH, QP, C

Plan the production of dishes for a menu AC2.4

A time plan is useful because it helps the cook to keep track and stay on schedule when there are multiple dishes to be made.

These are very important in high rated kitchens to make sure customers are getting their food in a reasonable time and saves them waiting for so long. This would be bad for business because bad reviews would be left meaning it could potentially put customers off. Time plans also save a lot of time if it is done correctly. They also explain what equipment is needed which will also save time. It is very important that I check over all of my ingredients before I start to prepare and cook to see that I have everything I need and to also make sure tht everything is fresh. The vegetables are dirt and bug free and not withered and the meat is plump and fresh smelling. All ingredients are kept in the fridge until needed in sealed and labelled containers.

Production plan for: Moroccan chicken with sweet potato with pasta salad and berry crumble with homemade custard - all dishes made for 2 Time: 9:00-12:00		
Quantities of commodities needed: Moroccan chicken with sweet potato: 1 chicken breast, ½ tsp not chilli powder, 2 tsp oil, 1 clove of garlic, 1 medium sweet potato, 1 tin chopped tomatoes, 1 lemon, salt and pepper, 1 tsp ground cumin, 1 onion, 25g sultanas, 1 tbsp dried coriander, 1 chicken Oxo cube Pasta salad: 100g pasta shapes, 1 carrot, 1 baby gem lettuce, 1 tomato, ¼ cucumber, 2 x 15ml low fat addressing Berry crumble with homemade custard: 50g butter, 100g plain flower, 50g oats, 25g sugar,1 pint of full-fat milk, 1 vanilla pod, 3 free-range eggs(yolks only), 15g caster sugar, 1 tsp cornflour, assortment of berries		
Equipment needed: Moroccan chicken with sweet potato: frying pan, brown + red colour chopping board, oven proof dish, knife Pasta salad: saucepan, marron coloured chopping board, knife, colander, spoon Berry crumble with homemade custard: bowl, oven proof dish, knife, green chopping board QP- Quality point HSH- Health safety Hygiene C-Contingency		
Time	Activity	Notes
9.00	Mise en place- get everything ready and in its place. Weigh all ingredients. Put apron on, wash hands. Check over all ingredients, making sure they smell good, and are fresh and vegetables are free from pests. All ingredients are kept in the fridge until needed.	HSH- to prevent cross contamination
9.20	Begin crumble- cut all the berries depending on size of them. Put them into an oven proof dish or individual ramekins. Put the flour into the bowl, add the butter and rub in using your fingertips until it looks like breadcrumbs. Add the sugar and mix well. Sprinkle the crumble mix on top of the berries. Put in the fridge until needs to be cooked	QP- you don't need to pre simmer the berries because they are small and would go mushy HSH- fridge 0-5* out of danger zone
9.40	Tidy up and wash up, clean work surfaces	HSH- to prevent bacteria growth

9.50	<p>Begin pasta salad- put a pan of water onto boil. When boiling add the pasta.</p> <p>On a green chopping board shred the lettuce, slice the tomato and cucumber, grate the carrot.</p> <p>Once the pasta has cooked drain using a colander then put under the cold water to cool down. Once cold put into a bowl and stir in the dressing and the salad ingredients. Put into the fridge to chill until needed for serving</p>	<p>QP-al dente</p> <p>HSH- keep salad in fridge to keep chilled until needed out of danger zone 0-5*</p>
10.20	Tidy and wash up	
10.30	<p>Begin Moroccan chicken- on a red chopping board remove the skin from the chicken breast. In a bowl put the chilli powder, salt and pepper and ground cumin and mix together. Put the chicken into the spices and coat thoroughly. Put into the fridge.</p> <p>On a brown chopping board peel the sweet potatoes and cut into chunks. Peel and slice the onion and crush the garlic. Peel a strip of lemon. Put all vegetables to one side.</p>	<p>HSH- use different coloured chopping boards for different types of food to prevent cross contamination</p> <p>QP- removing the skin will cut down on the grease and reduce fat content. Put chicken in fridge until needed</p>
11.00	Wash and tidy up, wipe down surfaces	
11.10	Lay table in readiness for service	QP - make sure all crockery etc is clean and smear free
11.20	<p>Put crumble into oven to cook for 25 minutes</p> <p>Back to Moroccan chicken. Remove chicken from fridge. Put oil into a large frying pan and gently cook the chicken until it is brown on both sides. Add the onion and garlic and sweet potato, add the chopped tomatoes mint and coriander and the strip of lemon juice. Sprinkle the Oxo cube on top. Put all into a large oven proof dish, cover with foil and put into the oven for about 20 mins</p>	
11.35	<p>Remove crumble from oven and put into hot holding</p> <p>Wash and tidy up</p>	HSH - Hot holding keeps food hot until it needs to be served above 65* out of the danger zone
11.40	<p>Make custard- put milk into a small saucepan with the vanilla pod. Bring to the boil- separate the eggs and put the egg yolks into a bowl. Mix with the sugar, cornflour until it forms a paste. Carefully pour the boiling milk onto the paste stirring all the time to prevent burning and lumps forming.</p>	C - if there are lumps you can put the custard through a sieve
11.45	<p>Remove the Moroccan chicken from the oven and serve</p> <p>Remove pasta salad from fridge and serve</p> <p>Remove crumble from hot holding and serve</p> <p>Put custard into mini jugs and serve</p>	<p>Q- Make sure that all food is served on hot plates, and all edges have been wiped to remove any spills. The salad is served on cold plates</p> <p>HSH- all food should be served out of the danger zone- 5-63*</p>
12.00	Finish and tidy up	



IMPERIAL	METRIC	IMPERIAL	METRIC	IMPERIAL	METRIC
1/2 oz	15g	7oz	200g	15oz	425g
3/4 oz	20g	8oz (1/2 lb)	230g	16oz (1 lb)	450g
1oz	30g	9oz	255g	24oz	680g
2oz	60g	10oz	285g	32oz (2 lb)	0.9kg
3oz	85g	11oz	310g	48oz (3 lb)	1.4kg
4oz (1/4 lb)	115g	12oz (3/4 lb)	340g	64oz (4 lb)	1.8kg
5oz	140g	13oz	370g		
6oz	170g	14oz	400g		

1kg = 35oz/2.2lbs

1oz = 28.35g 1g = 0.035oz



Weights

OVEN TEMPS

Gas °F °C

1/2	250	120	VERY SLOW
1	275	140	
2	300	150	SLOW
3	325	170	
4	350	180	MODERATE
5	375	190	
6	400	200	MOD. HOT
7	425	220	
8	450	230	HOT
9	475	240	VERY HOT

°C x 1.8 + 32 = °F
°F - 32 ÷ 1.8 = °C



ONE CUP	IMP.	METRIC
Flour	5oz	140g
Caster Sugar	8oz	225g
Brown Sugar	6oz	170g
Batter	8oz	225g
Sultanas/Raisins	7oz	200g
Currants	5oz	140g
Golden Syrup	12oz	340g
Uncooked Rice	7oz	200g
Grated Cheese	4oz	110g

CUPS

Water

Boils at: 100°C 212°F
Freezes at: 0°C 32°F

1 Litre = 1.76 Pints
1 Pint UK = 568 ml
1 Pint US = 16 fl oz

1 fl oz = 28.41 ml
1 ml = 0.035 fl oz
1 Cup US = 250 ml

METRIC CONVERSION

LIQUIDS

PINT METRIC CUPS FL. OZ.

	100ml		3 1/2
	125ml	1/2	4 1/2
1/4	150ml		5
	200ml		7
	250ml	1	9
1/2	275ml		10
	300ml		11
	400ml		14
	500ml	2	18
1	570ml		20
	750ml	3	26
1 1/4	1.0L	4	35
2	1.1L		40
	1.3L	5	46
3	1.7L		60
	2.0L	8	70

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