



Aspire Achieve Thrive

**Autumn Term  
(Term 1)**

# **Hospitality and Catering**

**Year 11**

**Name:** \_\_\_\_\_

**Tutor:** \_\_\_\_\_

## Year 11 Homework Timetable

<b>Monday</b>	English Task 1	Ebacc Option A Task 1	Option C Task 1	
<b>Tuesday</b>	Sparx Science	Option B Task 1	Modern Britain Task 1	
<b>Wednesday</b>	Sparx Maths	Science Task 1	Option C Task 2	
<b>Thursday</b>	Ebacc Option A Task 2	Sparx Science	Option B Task 2	Sparx Maths
<b>Friday</b>	Modern Britain Task 2	Science Task 2	English Task 2	

### Sparx Science

- Complete 100% of their assigned homework each week

### Sparx Maths

- Complete 100% of their assigned homework each week

Option A (EBACC)
French
Geography
History

Option B
Art
Business Studies
Catering
Computer Science
History
Health & Social Care
Music
Sport
IT

Option C
Business Studies
Childcare
Catering
Drama
Geography
Health & Social Care
Triple Science
Sport

## Half Term 1 (6 weeks) - Year 11

Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 2 11th September 2023	<b>Cornell Notes</b> on Nutrients	Answer the exam questions on :  Describe the function of the 3 macronutrients with some food examples
Week 3 18th September 2023	<b>Revision Cards</b> Nutrients	Answer the exam questions on:  Choose a dish that has 2 high risk foods in it and write a timeplan.
Week 4 25th September 2023	<b>Cornell Notes</b> Different life stages and nutritional needs	Answer the exam questions on:  Design a menu for a life stage, highlighting the nutrients that are needed for that group
Week 5 2nd October 2023	<b>Revision Cards</b> Special Dietary needs	Answer the exam questions on  Design a menu for a dietary need e.g vegan, highlighting the nutrients that are needed for that group
Week 6 9th October 2023	<b>Cornell Notes</b> Nutritional needs of different diets	Answer the exam questions on :  Describe the most suitable cooking method/s to make chips for a person on a low fat diet
Week 7 16th October 2023	<b>Revision Cards</b> Cooking methods	Answer the exam questions on  Describe how boiling, roasting and frying affect the nutrients in food

## Half Term 2 (8 weeks) - Year 11

Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 8 30th October 2023	<b>Cornell Notes</b> on cooking methods and how they affect nutrients	Answer the exam questions on:  Design a dish that uses at least 3 different cooking methods and write a timeplan for it
Week 9 6th November 2023	<b>Cornell Notes</b> Factors to consider when planning a menu	Describe the factors that need to be considered when planning a menu for adults and children (P, M, D)
Week 10 13th November 2023	<b>Revision Cards</b> Factors to consider when planning a menu	Write a timeplan for a dish of your choice that could be served in a bistro for families
Week 11 20th November 2023	<b>Mock Exams</b>	<b>Mock Exams</b>
Week 12 27th November 2023	<b>Mock Exams</b>	<b>Mock Exams</b>
Week 13 4th December 2023	<b>Revision Cards</b> How a menu meets a customers needs	Review your performance in the Unit 2 mock. (P, M, D)
Week 14 11th December 2023	<b>Cornell Notes</b> on reviewing your performance	For one of the dishes you have completed above, describe how that dish meets the customers needs (P, M, D)
Week 15 18th December 2023	<b>Revision Cards</b> on reviewing your performance	Draw a labelled diagram to show how you would improve the presentation of the dish above (P, M, D)

## Level 1/2 Hospitality and Catering: Unit 2-2.1.1 - Understanding the importance of nutrition



### The importance of nutrition

Listed below are the macro-nutrients and micro-nutrients. You need to know their function in the body and know examples of food items for each. You need to know why they are needed in the diet and why there is a need for a balanced/varied diet.

#### Macro-nutrients

**Carbohydrates** - Carbohydrates are mainly used in the body for energy. There are two types of carbohydrates which are:

- **Starch** - Examples include bread, pasta, rice, potatoes and cereals.
- **Sugar** - Examples include sweets, cakes, biscuits & fizzy drinks.

**Fat** - This is needed to insulate the body, for energy, to protect bones and arteries from physical damage and provides fat soluble vitamins. There are two main types of fat which are:

- **Saturated fat** - Examples include butter, lard, meat and cheese.
- **Unsaturated fat** - Examples include avocados, plant oils such as sunflower oil, seeds and oily fish.

**Protein** - Protein is mainly used for growth and repair in the body and cell maintenance. There are two types of protein which are:

- **High biological value (HBV) protein** - Includes meat, fish, poultry, eggs, milk, cheese, yogurt, soya and quinoa.
- **Low biological value (LBV) protein** - Includes cereals, nuts, seeds and pulses.

#### Micro-nutrients

##### Vitamins

- **Fat soluble vitamin A** - Main functions include keeping the skin healthy, helps vision in weak light and helps children grow. Examples include leafy vegetables, eggs, oily fish and orange/yellow fruits.
- **Fat soluble vitamin D** - The main function of this micro-nutrient is to help the body absorb calcium during digestion. Examples include eggs, oily fish, fortified cereals and margarine.
- **Water soluble vitamin B group** - Helps absorb minerals in the body, release energy from nutrients and helps to create red blood cells. Examples include wholegrain foods, milk and eggs.
- **Water soluble vitamin C** - Helps absorb iron in the body during digestion, supports the immune system and helps support connective tissue in the body which bind cells in the body together. Examples include citrus fruits, kiwi fruit, cabbage, broccoli, potatoes and liver.

##### Minerals

- **Calcium** - Needed for strengthening teeth and bones. Examples include dairy products, soya and green leafy vegetables.
- **Iron** - To make haemoglobin in red blood cells to carry oxygen around the body. Examples include nuts, beans, red meat and green leafy vegetables.
- **Sodium** - Controls how much water is in the body and helps with the function of nerves and muscles. Examples include salt, processed foods and cured meats.
- **Potassium** - Helps the heart muscle to work correctly and regulates the balance of fluid in the body. Examples include bananas, broccoli, parsnips, beans, nuts and fish.
- **Magnesium** - Helps convert food into energy. Examples include wholemeal bread, nuts and spinach.
- **Dietary fibre (NSP)** - Helps digestion and prevents constipation. Examples include wholegrain foods (wholemeal pasta, bread and cereals), brown rice, lentils, beans and pulses.
- **Water** - Helps control temperature of the body, helps get rid of waste products from the body and prevents dehydration. Foods that contain water naturally include fruits and vegetables, milk and eggs.

## Level 1/2 Hospitality and Catering: Unit 2-2.1.1 - Nutrition at different life stages & special dietary needs



### Nutrition at different life-stages

#### Adults:

- **Early** – Growth in regard to height of the body continues to develop until 21 years of age. Therefore, all micro-nutrients and macro-nutrients especially carbohydrates, protein, fats, vitamins, calcium and iron are needed for strength, to avoid diseases and to maintain being healthy.
- **Middle** – The metabolic rate starts to slow down at this stage, and it is very easy to gain weight if the energy intake is unbalanced and there isn't enough physical activity.
- **Elderly** – The body's systems start to slow down with age and a risk of blood pressure can increase as well as decrease in appetite, vision and long-term memory. Because of this, it is essential to keep the body strong and free from disease by continuing to eat a healthy, balanced diet.

#### Children:

- **Babies** – All nutrients are essential and important in babies, especially protein as growth and development of the body is very quick at this stage. Vitamins and minerals are also important. You should try to limit the amount of salt and free sugars in the diet.
- **Toddlers** – All nutrients remain very important in the diet at this stage as growth remains. A variety of foods are needed for toddlers to have all the micro-nutrients and macro-nutrients the body needs to develop.
- **Teenagers** – The body grows at a fast pace at different times at this stage as the body develops from a child to an adult, therefore all nutrients are essential within proportions. Girls start their menstruation which can sometimes lead to anaemia due to not having enough iron in the body.

### Special Dietary needs

#### Different energy requirements based on:

- **Lifestyles / Occupation / Age / Activity level**  
The amount of energy the body needs is determined with each of the above factors e.g. active lifestyle or physical activity level would need more energy compared to a person being sedentary.

#### Medical conditions:

- **Allergens** – Examples of food allergies include milk, eggs, nuts and seafood.
- **Lactose intolerance** – Unable to digest lactose which is mainly found in milk and dairy products.
- **Gluten intolerance** – Follows a gluten free diet and eats alternatives to food containing wheat, barley and rye.
- **Diabetes (Type 2)** – High level of glucose in the blood, therefore changes include reducing the amount of fat, salt and sugar in the diet.
- **Cardiovascular disorder** – Needing a balanced, healthy diet with low levels of salt, sugar and fat.
- **Iron deficiency** – Needing to eat more dark green leafy vegetables, fortified cereals and dried fruit.

#### Dietary requirements:

- **Religious beliefs** – Different religions have different dietary requirements.
- **Vegetarian** – Avoids eating meats and fish but does eat dairy products and protein alternatives such as quorn and tofu.
- **Vegan** – Avoids all animal foods and products but can eat all plant-based foods and protein alternatives such as tofu and tempeh.
- **Pescatarian** – Follows a vegetarian diet but does eat fish products and seafood.



## Level 1/2 Hospitality and Catering: Unit 2-2.1.2 - How cooking methods can impact on nutritional value



### Boiling

- Up to 50% of vitamin C is lost when boiling green vegetables in water.
- The vitamin B group is damaged and lost in heat.

### Poaching

- The vitamin B group are damaged in heat and dissolve in water.

### Roasting

- Roasting is a method of cooking in high temperatures and so this will destroy most of the group C vitamins and some of the group B vitamins.

### Frying

- Using fat whilst frying increases the amount of vitamin A the body can absorb from some vegetables
- Cooking in fat will increase the calorie count of food e.g deep fat frying foods.

### Stir-frying

- The small amount of fat used whilst stir-frying increases the amount of vitamin A the body can absorb from some vegetables.
- Some vitamin C and B are lost due to cooking in heat for a short amount of time.

### Steaming

- Steaming is the best cooking method for keeping vitamin C in foods.
- Only up to 15% of vitamin C is lost as the foods do not come into contact with water.

### Grilling

- Using this cooking method can result in losing up to 40% of group B vitamins.
- It is easy to overcook protein due to the high temperature used in grilling foods.

### Baking

- Due to high temperatures in the oven, it is easy to overcook protein and damage the vitamin C and B group vitamins.

## Level 1/2 Hospitality and Catering:

### Unit 2-2.2.1: Factors affecting menu planning



#### Factors affecting menu planning

You need to be aware of the following factors when planning menus:

- **cost** (ingredients as well as business costs)
- **portion control** (value for money without waste)
- **balanced diets/current national advice**
- **time of day** (breakfast, lunch, and dinner menus as well as small plates and snacks)
- **clients/customers** (a menu with prices that will suit the people who visit your establishment).

#### Equipment available

You need to know and understand the type of equipment needed to produce a menu. The choice of dishes will be influenced by the equipment available to the chef.

This includes kitchen equipment such as:

- hobs, ovens, and microwaves
- fridge, freezer and/or blast chiller
- specialist equipment, for example a *sous vide* or pizza oven
- hand-held equipment, for example electric whisks or hand-blenders
- other electric equipment, for example food processors.

#### Skills of the chef

The skills of the chef must be suited to the type of provision and the menu offered.

A Michelin starred restaurant will require a chef who has complex skills in preparation, cooking and presentation of dishes.

A café will require a chef who has a range of medium and complex skills to produce a suitable menu.

A large restaurant will normally have a full kitchen brigade while a smaller establishment may only have a single chef with one or two assistants.

#### Time available

The type of provision will influence the amount of time a customer may be willing to wait for their dish to be prepared. Can the chef prepare, cook, and present more than one dish at the same time? Can some items be made in advance?

#### Time of year

The time of year can affect menu choices. Light and cold dishes such as salads are better suited to the summer months. Hearty dishes such as stews are more suited to the winter. Special dishes linked to holidays such as Christmas and Valentine's Day may also be included. The availability of **seasonal** produce can also affect menu choices as certain commodities, for example strawberries, are less expensive when in season.

#### Environmental issues

The chef will need to think about environmental issues when planning a menu. Can the chef **reduce** the amount of ingredients bought as well as reducing food waste? Can the chef **reuse** ingredients to create new dishes for example stale bread made into bread-and-butter pudding? Can the kitchen **recycle** waste wherever possible? Running the kitchen sustainably will save money.

#### Organoleptic properties

Organoleptic properties are the sensory features of a dish (**appearance, aroma, flavour, and texture**).

The chef will need to think about how the dish will look and taste. Is there a range of colours? Do the flavours go well together? Are there a variety of textures?



Hospitality and catering organisations need to be aware of environmental issues when running their businesses.

### Dishes

- Preparation and cooking methods
- Ingredients used

### Environmental issues

- Conserving energy and water when preparing food
- 3 Rs Reduce, Reuse, Recycle
- Food sustainability and provenance

### Using ingredients

- ☐ Have the ingredients travelled from far away by environmentally damaging transport?
- ☐ Have the ingredients been processed and purified using a lot of energy carbon footprint
- ☐ Ingredients locally produced – saving food miles and environmental damage
- ☐ Organic ingredients not using excess fertilizer, pesticide or artificial hormones for animals
- ☐ Animal welfare e.g. free range or barn eggs, free range meats, organic meats
- ☐ Fruits and vegetables and meat produced locally or sustainably
- ☐ Ingredients such as cocoa, coffee, syrup produced by fair trade farmers.

### Food miles/ Carbon footprint

The distance the food or ingredients travel from production/growing to where it is consumed or sold. Transporting food long distances is harmful to the environment CO2. Some foods can't be grown in this country due to climate. Click on the foot to watch a video. Click [here](#) to find out your carbon foot print for food items.

### Preparation and cooking methods

- ☐ First in first out with ingredients in the fridge
- ☐ Do not trim and peel too much off the food- wastes food
- ☐ Conserve energy, put more than one thing in the oven, put lids on saucepans, do not put hot food in the fridge, turn off equipment when not using
- ☐ Conserve water, use minimum water when boiling (conserves nutrients too) use a bowl or plug when washing up, turn off taps
- ☐ Save peelings, bones, carcass to make stock, soup or sauce
- ☐ Use leftover bread to make breadcrumbs
- ☐ Use leftover fruit to make sauce, coulis.

### Establishments can Reduce, Reuse and Recycle by:

- ☐ Only buy what is needed for preparation,
- ☐ Storage- check temperatures, use air tight containers label food with dates, use first in first out for ingredients
- ☐ Preparation- do not over trim, use carcasses and trimmings to make soups, stocks and sauces
- ☐ Portion sizes- do not offer excessive portion sizes people will leave lots of food, wastes energy in preparing food that is not going to be eaten
- ☐ Write menus that consider using offcuts such as chicken trimmings used to make a pie
- ☐ Turn dry fruit and veg into powders and seasonings
- ☐ Turn excess fruit and veg into chutneys, sauces, jams, pickles
- ☐ Freeze leftover food until it is used as ingredient- label
- ❖ Keep food in reusable containers
- ❖ Serve water in glass bottles or carafes
- ❖ Use refillable containers for condiments, salt and pepper, sauces etc instead of single serve
- ❖ Reusable table linens and serviettes that need washing instead of disposable ones
- ❖ Use food not served to make new meals e.g. colcannon with left over potato and green veg, stir fries with small pieces of veg, trifle with left over cake, meringue with left over egg white, soup with veg and meat leftovers, Bread and butter pudding or croutons with bread.
- Recycle sturdy containers for food storage
- Send food waste to be used for compost or animal feed instead of throwing it away
- Recycle used cooking oil. Some companies collect it for free and then turn it into bio diesel

## AC 2.3 How menu meets customer needs- Nutritional

### Cooking methods

Some cooking methods add fat, adding too much fat to food increase the calories (energy content) drastically and is also thought to be a risk factor in cardiovascular disease. Cooks should be minimise their use where possible.

These include:

- Frying - deep (submerging food in hot fat)
- Frying - shallow (frying food in 1cm or less of fat in a pan)
- Roasting (cooking in fat in the oven)



Healthier cooking methods only add small amounts of fat, or do not add fat to food at all. They can be dry (cooking without the use of water) or moist (cooking with water or steam). Healthier cooking methods include:

- Stir frying (cooking quickly in a small amount of oil at v high temps)
- Poaching (cooked gently in simmering liquid)
- Boiling (cooking food submerged in vigorously boiling 'rolling boil' water)
- Steaming (holding food above boiling water to be cooked by the steam)
- Grilling - on a cooker or on a BBQ (food cooked by radiant heat from a flame or glowing element)
- Baking in the oven (dry heat)
- Stewing (slow-cooking on hob or in slow-cooker with liquid)
- Casseroling (slow-cooking in oven with liquid)
- Braising (slow-cooking **pre-sealed** meat and vegetables in oven with liquid)



### Preparation methods

- Do not add too much extra fat when preparing/marinating or cooking
- Trim fat off excess fat from meat where possible (leaving some is fine for flavour)
- Do not add too much extra salt when seasoning/marinating foods before cooking
- Do not add too much sugar when marinating foods



### CHANGE THE INGREDIENTS USED:

- ✓ Avoid saturated fats such as butter, lard and dripping - Use heart healthy unsaturated fats such as olive oil, avocado oil
- ✓ Avoid using white flour where possible - use wholegrain or brown versions for extra fibre and B vitamins
- ✓ Leave the skin on potatoes for extra fibre and vitamin C
- ✓ Replace cream in recipes with reduced fat crème fraîche
- ✓ Replace mild cheeses with stronger ones, and use less
- ✓ REDUCE sugar content of recipes by using naturally sweet ingredients such as fruits
- ✓ Add extra **VEGETABLES, FRUITS, NUTS and SEEDS** into recipes where possible, **for extra fibre, vitamins and minerals** - these can be blended into sauces to 'hide' them for fussy eaters

## STEP 2: CREATE CUES

**What:** Reduce your notes to just the essentials.

**What:** Immediately after class, discussion, or reading session.

**How:**

- Jot down key ideas, important words and phrases
- Create questions that might appear on an exam
- Reducing your notes to the most important ideas and concepts improves recall. Creating questions that may appear on an exam gets you thinking about how the information might be applied and improves your performance on the exam.

**Why:** Spend at least ten minutes every week reviewing all of your previous notes. Reflect on the material and ask yourself questions based on what you've recorded in the Cue area. Cover the note-taking area with a piece of paper. Can you answer them?

## STEP 1: RECORD YOUR NOTES

**What:** Record all keywords, ideas, important dates, people, places, diagrams and formulas from the lesson. Create a new page for each topic discussed.

**When:** During class lecture, discussion, or reading session.

**How:**

- Use bullet points, abbreviated phrases, and pictures
- Avoid full sentences and paragraphs
- Leave space between points to add more information later

**Why:** Important ideas must be recorded in a way that is meaningful to you.

## STEP 3: SUMMARISE & REVIEW

**What:** Summarise the main ideas from the lesson.

**What:** At the end of the class lecture, discussion, or reading session.

**How:** In complete sentences, write down the conclusions that can be made from the information in your notes.

**Why:** Summarising the information after it's learned improves long-term retention.

## WEEK 2: Cornell Notes (Homework task 1)

<b>Date</b> 11/9/23	<b>Topic:</b> Nutrients	Revision guide page: 114 - 118
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## Summary

## WEEK 2: Exam Question (Homework task 2)

Date 11/9/23

**Question:** Describe the function of the 3 macronutrients with some food examples

Answer:

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## WEEK 2: Exam Question review and improvement (Classwork)

**Question:** Describe the function of the 3 macronutrients with some food examples

Answer:

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## WEEK 3: Exam Question (Homework task 2)

Date 18/9/23

**Question:** Choose a dish that has 2 high risk foods in it and write a timeplan.

Answer:


## WEEK 3: Exam Question review and improvement (Classwork)

**Question:** Choose a dish that has 2 high risk foods in it and write a timeplan.

Answer:

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## WEEK 4: Cornell Notes (Homework task 1)

<b>Date</b>	<b>25/9/23</b>	<b>Topic:</b> Different life stages and nutritional needs	Revision guide page: 121
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<b>links</b>  <b>Questions</b>	<b>Notes</b>

**Summary**

## WEEK 4: Exam Question (Homework task 2)

Date **25/9/23**

**Question:** Design a menu for a life stage, highlighting the nutrients that are needed for that group

Answer:

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## WEEK 4: Exam Question review and improvement (Classwork)

**Question:** Design a menu for a life stage, highlighting the nutrients that are needed for that group

Answer:

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## WEEK 5: Exam Question (Homework task 2)

Date 2/10/23.

**Question:** Design a menu for a dietary need e.g vegan, highlighting the nutrients that are needed for that group

Answer:

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## WEEK 5: Exam Question review and improvement (Classwork)

**Question:** Design a menu for a dietary need e.g vegan, highlighting the nutrients that are needed for that group

Answer:

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## WEEK 6: Cornell Notes (Homework task 1)

<b>Date</b> 9/10/23	<b>Topic:</b> Nutritional needs of different diets	Revision guide page 123-126
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<b>links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**



## WEEK 6: Exam Question (Homework task 2)

Date 9/10/23

**Question:** Describe the most suitable cooking method/s to make chips for a person on a low fat diet

Answer:

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## WEEK 6: Exam Question review and improvement (Classwork)

**Question:** Describe the most suitable cooking method/s to make chips for a person on a low fat diet

Answer:

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## WEEK 7: Exam Question (Homework task 2)

Date 16/10/23

**Question:** Describe how boiling, roasting and frying affect the nutrients in food

Answer:

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## WEEK 7: Exam Question review and improvement (Classwork)

**Question:** Describe how boiling, roasting and frying affect the nutrients in food

Answer:

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## WEEK 8: Cornell Notes (Homework task 1)

<b>Date</b> 30/10/23	<b>Topic:</b> on cooking methods and how they affect nutrients	Revision guide page : 114-118
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## Summary

## WEEK 8: Exam Question (Homework task 2)

Date **30/10/23**

**Question:** Design a dish that uses at least 3 different cooking methods and write a timeplan for it

Answer:


## WEEK 8: Exam Question review and improvement (Classwork)

**Question:** Design a dish that uses at least 3 different cooking methods and write a timeplan for it

Answer:

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## WEEK 9: Cornell Notes (Homework task 1)

<b>Date 6/11/23</b>	<b>Topic:</b> Factors to consider when planning a menu	Revision guide page :
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## Summary



## WEEK 7: Exam Question (Homework task 2)

Date 6/11/23

**Question:** Describe the factors that need to be considered when planning a menu for adults and children (P, M, D)

Answer:

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## WEEK 9: Exam Question review and improvement (Classwork)

**Question:** Describe the factors that need to be considered when planning a menu for adults and children (P, M, D)

Answer:

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WEEK 10: Exam Question (Homework task 2)

Date 13/11/23

**Question:** Write a timeplan for a dish of your choice that could be served in a bistro for families

Answer:


WEEK 10: Exam Question review and improvement (Classwork)

**Question:** Write a timeplan for a dish of your choice that could be served in a bistro for families

Answer:

## WEEK 11: Assessment Week Revision (Homework task 1)

<b>Date 20/11/23</b>	<b>Topic</b> (any method) Unit 1 for mocks
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[illegible]

## WEEK 11: Assessment Week Revision (Homework task 2)

<b>Date</b> 20/11/23	<b>Topic</b> (any method) Unit 1 for mocks
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## WEEK 12: Assessment Week Revision (Homework task 1)

<b>Date 27/11/23</b>	<b>Topic</b> (any method) Unit 1 for mocks
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## WEEK 12: Assessment Week Revision (Homework task 2)

<b>Date 27/11/23</b>	<b>Topic</b> (any method) Unit 1 for mocks
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[illegible]

## WEEK 13: Exam Question (Homework task 2)

Date 4/12/23

**Question:** Review your performance in the Unit 2 mock. (P, M, D)

[illegible]

## WEEK 13: Exam Question review and improvement (Classwork)

**Question:** Review your performance in the Unit 2 mock. (P, M, D)

[illegible]

## WEEK 14: Exam Question (Homework task 2)

Date 11/12/23

**Question:** For one of the dishes you have completed above, describe how that dish meets the customers needs (P, M, D)

[illegible]

## WEEK 14: Exam Question review and improvement (Classwork)

**Question:**For one of the dishes you have completed above, describe how that dish meets the customers needs (P, M, D)

[illegible]



## WEEK 15: Exam Question (Homework task 2)

Date 18/12/23

**Question:** Draw a labelled diagram to show how you would improve the presentation of the dish above (P, M, D)

Answer:

## WEEK 15: Exam Question review and improvement (Classwork)

**Question:** Draw a labelled diagram to show how you would improve the presentation of the dish above (P, M, D)

Answer: \_\_\_\_\_

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## Week 3

Revision Card on nutrients	Answers
<ol style="list-style-type: none"><li>1. What are the 2 groups of nutrients and how are they different?</li><li>2. Which nutrient is needed for growth and repair?</li><li>3. What molecules are carbohydrates made of?</li><li>4. What are the two types of fat/lipids?</li><li>5. Which mineral is needed for healthy red blood cells?</li></ol>	



## Week 5

Revision Card on Nutritional needs of different groups based on age	Answers
<ol style="list-style-type: none"><li>1. Which nutrients should both children and adults try to reduce in their diet?</li><li>2. Why should adults especially try to limit the amount of saturated fat in their diets?</li><li>3. Why do teenage girls and women need more iron in their diet?</li><li>4. Which group has a quicker rate of growth?</li><li>5. Which mineral do children need to make sure they have as their bones and teeth are developing?</li></ol>	



## Week 7

Revision Card on Special dietary needs	Answers
<ol style="list-style-type: none"><li>1. Which group of people consume no animal products and what could they use in a lasagna instead of meat?</li><li>2. What can't lactose intolerant people consume?</li><li>3. What could a coeliac replace pasta with in a lasagne?</li><li>4. Where should allergen information be found in a restaurant?</li><li>5. What nutrient would a bodybuilder need more of and why?</li></ol>	



## Week 10

Revision Card on Factors to consider when planning a menu	Answers
<ol style="list-style-type: none"><li>1. Menu items for a small local bistro should be in which budget range?</li><li>2. What piece of furniture will be needed for families to attend the bistro with small children?</li><li>3. Give two occasions when people may eat out with their family?</li><li>4. What could the bistro offer to encourage people to come back again?</li><li>5. Name 2 other factors that need to be considered when menu planning</li></ol>	



## Week 13

Revision Card on How a menu meets a customers needs	Answers
<ol style="list-style-type: none"><li>1. What does organoleptic mean?</li><li>2. Which senses do people use when eating food?</li><li>3. How could you add texture to a creamy pasta dish?</li><li>4. How could you add colour to a chocolate brownie?</li><li>5. What could you use to bring sound into the experience of eating soup?</li></ol>	



## Week 15

Revision Card on reviewing your performance	Answers
<ol style="list-style-type: none"><li>1. What 3 things do you need to review when looking at organoleptic qualities of your dishes?</li><li>2. Name a high skill preparation method</li><li>3. Name a high skill cooking method</li><li>4. Name a safety method you used when preparing/cooking your dish?</li><li>5. Name a health and hygiene issue you may have experienced when preparing/cooking your dish?</li></ol>	

# Aspire (ACHIEVE) Thrive

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