



Aspire Achieve Thrive

Summer Term
Term 3

Hospitality and Catering

Year 10

Name: _____

Tutor: _____

Year 10 Homework Timetable

Monday	English Task 1	Ebacc Option A Task 1	Option C Task 1
Tuesday	Option B Task 1	Sparx Science	Science Task 1
Wednesday	Sparx Maths	Option C Task 2	Sparx Science
Thursday	Ebacc Option A Task 2	Sparx Maths	Option B Task 2
Friday	Sparx Science	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)	Option B	Option C
Computer Science	Business Studies	Art
French	Hospitality and Catering	Business Studies
Geography	Drama	Hospitality and Catering
History	Music	Child Development
	Geography	Computer Science
	Health and Social Care	Drama
	ICT	Photography
	Media Studies	Science (Triple)
	Music	Sport
	Sport	
	Travel and Tourism	

Half Term 5 (5 weeks) - Year 10

Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 1 21st April 2025	Cornell Notes on Nutrients	Answer the exam questions on Describe the function of the 3 macronutrients with some food examples (6 marks)
Week 2 28th April 2025	Revision Cards on Nutrients	Answer the exam questions on Describe the function of the micronutrients with some food examples (6 marks)
Week 3 5th May 2025	Cornell Notes on 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 (6 marks)
Week 4 12th May 2025	Revision Cards on 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 (6 marks)
Week 5 19th May 2025	Cornell Notes on Cooking methods and how they affect nutrients	Answer the exam questions on Describe the most suitable cooking method/s to make chips for a person on a low fat diet (6 marks)

Half Term 6 (7 weeks) - Year 10

Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 6 2nd June 2025	Revision Cards on Cooking methods	Answer the exam questions on Describe how boiling, roasting and frying affect the nutrients in food (6 marks)
Week 7 9th June 2025	Cornell Notes on Factors affecting menu planning	Answer the exam questions on How could a restaurant make its dishes more environmentally friendly? (6 marks)
Week 8 16th June 2025	Revision cards on Factors affecting menu planning	Answer the exam questions on : Describe the organoleptic qualities of a beef burger in a Brioche bun with chips, a side salad and mayonnaise (10 marks)
Week 9 23rd June 2025	Cornell Notes on How to plan production (Timeplans)	Question: When making a rough puff pastry, chicken and bacon pie in a white sauce, list 5 things that could go wrong and the contingency to deal with it (10 marks)
Week 10 30th June 2025	Revision Cards on Timeplans	Question: When making a rough puff pastry, chicken and bacon pie in a white sauce, list 5 Health and Safety and Hygiene points and how to control them (10 marks)
Week 11 7th July 2024	Cornell Notes on Evaluations; Reviewing of dishes and performance	Question: Design a dish that uses complex and medium cooking skills and highlight those skills
Week 12 14th July 2025	Revision Cards on: Unit 2	Question: Design a dish that uses complex and medium cooking skills and highlight those skills

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 – Environmental issues



Sustainability

Many diners are interested in hospitality and catering provisions that provide sustainable dining.

The aim of the three Rs of sustainability is to conserve natural resources and prevent excess waste. By following the rules of reduce, reuse, and recycle, hospitality and catering provisions can save money at the same time as attracting more diners and bringing in more profit.

Sustainability also means buying local produce, using organic ingredients, buying meat and poultry from farm assured producers who guarantee better welfare for the animals, using Marine Stewardship Council sustainable fish and offering meat-free versions of favourite dishes.

Reduce

Food waste: If food and waste were its own country, it would be the third largest producer of greenhouse gas in the world! If it cannot be used to make new dishes or given away, then as much food waste as possible should be composted.

Energy use: Hospitality and catering provisions can save energy in many ways including using low-energy lighting, maintaining and upgrading equipment, putting lids on saucepans, batch baking and cooking.

Food miles: Using local suppliers means that the food does not have to travel as far from 'field to fork'.

Water usage: Use less in cooking by only just submerging vegetables or using a steamer. Use an energy and water efficient dishwasher.

Reuse

Food that is past its best, for example a brown banana, or scraps such as bones can be used to create new dishes which in turn will decrease food waste. www.lovefoodhatewaste.com has a vast range of recipe ideas for using surplus food.

- Bread: breadcrumbs, bread and butter pudding, bread sauce and croutons.
- Meat and poultry: bones can be used to make stocks.
- Fruit: banana muffins, apple crumble, fruit coulis, smoothies.
- Vegetables: bubble and squeak, vegetable stock, vegetable bakes, omelettes.
- Eggs: whites can be used to make meringue; yolks can be used to make mayonnaise.

Recycle

Many hospitality and catering provisions have separate bins for recyclable materials. Professional kitchens should also have areas to separate waste into recyclable, non-recyclable and compostable materials. All staff should be trained to know how to dispose waste correctly.

Coffee grounds can be composted. Compost can be used to grow fruit, vegetables and herbs for use in the kitchen.

Jars and plastic containers can be used for storage in the kitchen. Glass bottles can be used to hold flowers or candles as table decorations.

Too Good To Go, *Karma* and *Olio* are apps used by restaurants and supermarkets. Customers can buy discounted food which would otherwise go into landfill.

Level 1/2 Hospitality and Catering – Unit 2-2.2.2: How to plan production

You need to be able to plan dishes for a menu as well as know, understand and include the following:

Commodity list with quantities

This means naming all the ingredients needed to make all dishes and how much of each one e.g. grams (g), ounces (oz), millilitres (ml), etc.

Contingencies

This means stating, in the plan, what you would do to deal with a problem if something were to go wrong.

Equipment list

Naming all pieces of equipment you would need to cook the dishes, which also includes specialist equipment such as pasta machines and ice cream makers as well as saucepans, chopping boards, knives, etc.

Health, safety and hygiene

Stating in the plan, points regarding the health, safety and hygiene. The use of temperature probes to ensure foods are cooked, correctly using colour coded chopping boards or washing hands after handling raw meat are a few examples.

Quality points

These include naming any quality points to consider in the preparation, cooking and serving stage of the plan. Examples could include checking foods are in use by/best before dates, dishes are cooked to minimum temperatures, ingredients stored in correct places and correct temperature, etc.

Sequencing or dovetailing

This means you fit together the different steps and activities in logical order when planning to cook more than one dish.

Timing

You need to state realistic timings of how long each step is likely to take throughout your plan to give accurate information of how long your dishes take to complete.

Mise en place

This is all the preparation you undertake before cooking. Examples of this include weighing out ingredients, collecting equipment and washing hands.

Cooking

Throughout your plan, you will need to state how you ensure food is cooked correctly, e.g. chicken is white in the middle, using a temperature probe, etc.

Cooling and hot holding

Cooling dishes correctly within 1.5hrs to 8 degrees and keeping hot dishes for service at 63 degrees should be mentioned in your plan for relevant dishes, as well as how you would ensure these temperatures are met, e.g. by using temperature probes.

Serving

Once you have finished cooking your dish or dishes, you need to state how you would present your dish/dishes, e.g. on plate, bowl, etc., as well as what decoration, garnishes and sauces you include before serving.

Storage

In your plan, you should state where different kinds of ingredients need to be stored, e.g. raw chicken in the fridge or frozen fruit in the freezer and at what temperatures these pieces of equipment need to be (fridge needs to be 0–5 degrees and freezer needs to be -18 degrees).



Dish production

- Were you able to keep to your time plan?
- Did you have any problems during the practical? How did you resolve them?

Dish selection

- Did your dishes contain the right nutrients for your two groups?
- Were they expensive or cheap to produce?
- Did they contain seasonal or local produce?

Organoleptic

How did your dishes:

- Look (appearance)?
- Taste (flavour and texture)?
- Smell (aroma)?

Hygiene

- Did you follow all hygiene guidelines?
- Did you wear correct PPE?
- Did you wash up between jobs?

Reviewing of dishes

PEE: Point, Evidence, Explain

You need to write a self-reflection of how you performed during your practical session. There are 8 areas to consider when you write your review of your dishes.

Presentation

- Were the portions the right size for your two groups?
- How did you add colour to your dishes?
- Were your garnishes and decorations appropriate?

Health and safety

- Were you able to use equipment safely?
- Did you store ingredients correctly?

Waste

- Did you separate your waste into categories? (Food waste, recyclable materials, general waste.)
- Did you buy the right amount of ingredients?

Improvements

- If you made your dishes again, what would you do differently?
- If you had to do the task again, would you change your choice of dishes?
- Would you add additional accompaniments?



Decision making

- What were your strengths in completing the written tasks?
- What were your strengths in choosing dishes?
- How could you improve weak decisions?
- Were the dishes easy to make together?
- What were the disadvantages of the chosen dishes?
- Did your dishes meet the needs of the provision?
- Did your dishes meet the needs of your two groups (nutrition and cost)?

Planning

Was the practical session plan in a logical order?

- Discuss your strengths.
- Discuss your weaknesses.
- Suggest improvements.

Were you able to keep to the plan during the practical session?

- Discuss your strengths.
- Discuss your weaknesses.
- Suggest improvements.

Organisation

How did you organise your written tasks?

- Discuss your strengths.
- Discuss your weaknesses.
- Suggest improvements.

How did you organise your workstation during the practical session?

- Discuss your strengths.
- Discuss your weaknesses.
- Suggest improvements.

Time management

How did you manage your time when completing the written tasks?

- Discuss your strengths.
- Discuss your weaknesses.
- Suggest improvements.

How did you manage your time during the practical session?

- Discuss your strengths.
- Discuss your weaknesses.
- Suggest improvements.

Level 1/2 Hospitality and Catering Knowledge Organiser: Unit 1: 1.1.1 - Types of Hospitality and catering provisions



Hospitality and catering providers

You must understand, be able to name, and explain the two different provisions in hospitality and catering.

Commercial: the business aims to **make profit** from the hospitality and catering provision that they provide.

Non-commercial: the service provider **doesn't aim** to make a profit from the service they provide.



Commercial (residential)

Commercial (residential): meaning the hospitality and catering provision aims to create a profit from the service they provide, but also offers accommodation.

For example:

- hotels, motels & hostels
- B&B, guest houses and Airbnb
- holiday parks, lodges, pods, and cabins
- campsites and caravan parks.

Non-commercial (residential)

Non-commercial (residential): the hospitality and catering provision offers accommodation but does not aim to make a profit from the service they provide.

For example:

- hospitals, hospices, and care homes
- armed forces
- prisons
- boarding schools, colleges, and university residences.

Commercial (non-residential)

Commercial (non-residential): catering establishments that aim to make a profit from their service, but no accommodation is provided.

For example:

- restaurants and bistros
- cafes, tea rooms and coffee shops
- takeaways
- fast food outlets
- public houses and bars
- airlines, cruise ships, long distance trains
- pop up restaurants
- food and drink provided by stadiums, concert halls and tourist attractions
- mobile food vans and street food trucks
- vending machines.

Non-commercial (non-residential)

Non-commercial (non-residential): catering establishments with no accommodation provided and don't aim to make a profit from their service.

For example:

- schools, colleges, and universities
- meals on wheels
- canteen in working establishments (subsidised)
- charity run food providers.



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 1: Cornell Notes (Homework task 1)

Topic: Nutrients	Revision guide page: 114
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[illegible]

Summary

WEEK 1: Exam Question (Homework task 2)

Question: Describe the function of the 3 macronutrients with some food examples (6 marks)

Answer:

WEEK 1: Exam Question review and improvement (Classwork)

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

Answer:

WEEK 2: Exam Question (Homework task 2)

Question: Describe the function of the micronutrients with some food examples (6 marks)

Answer:

WEEK 2: Exam Question review and improvement (Classwork)

Question: Describe the function of the micronutrients with some food examples

Answer:

WEEK 3: Cornell Notes (Homework task 1)

Topic: Different life stages and nutritional needs	Revision guide page 121
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[illegible]

Summary

WEEK 3: Exam Question (Homework task 2)

Question: Design a menu for a life stage, highlighting the nutrients that are needed for that group (P/M/D)

Answer:

WEEK 3: Exam Question review and improvement (Classwork)

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

Answer:

WEEK 4: Exam Question (Homework task 2)

Question: Design a menu for a dietary need e.g vegan, highlighting the nutrients that are needed for that group (P/M/D)

Answer:

WEEK 4: 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:

WEEK 5: Cornell Notes (Homework task 1)

Topic: Cooking methods and how they affect nutrients

Revision guide page 149

Links	Notes
Questions	

Summary

WEEK 5: Exam Question (Homework task 2)

Question: Describe the most suitable cooking method/s to make chips for a person on a low fat diet (P/M/D)

Answer:

WEEK 5: 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:

WEEK 6: Exam Question (Homework task 2)

Question: Describe how boiling, roasting and frying affect the nutrients in food (P/M/D)

Answer:

WEEK 6: Exam Question review and improvement (Classwork)

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

Answer:

WEEK 7: Cornell Notes (Homework task 1)

Topic: Factors affecting menu planning	Revision guide page 128
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Links	Notes
	Questions

Summary

WEEK 7: Exam Question (Homework task 2)

Question: How could a restaurant make its dishes more environmentally friendly? (6 marks)

Answer:

WEEK 7: Exam Question review and improvement (Classwork)

Question: How could a restaurant make its dishes more environmentally friendly?

Answer:

WEEK 8: Exam Question (Homework task 2)

Question: Describe the organoleptic qualities of a beef burger in a Brioche bun with chips, a side salad and mayonnaise (10 marks)

[illegible]

WEEK 8: Exam Question review and improvement (Classwork)

Question: Describe the organoleptic qualities of a beef burger in a Brioche bun with chips, a side salad and mayonnaise (10 marks)

[illegible]

WEEK 9: Cornell Notes (Homework task 1)

Topic: How to plan production (Timeplans)	Revision guide page 141
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[illegible]

Summary

WEEK 9: Exam Question (Homework task 2)

Question: When making a rough puff pastry, chicken and bacon pie in a white sauce, list 5 things that could go wrong and the contingency to deal with it (10 marks)

[illegible]

WEEK 9: Exam Question review and improvement (Classwork)

Question: When making a rough puff pastry, chicken and bacon pie in a white sauce, list 5 things that could go wrong and the contingency to deal with it (10 marks)

Answer: _____

WEEK 10: Exam Question (Homework task 2)

Question: When making a rough puff pastry, chicken and bacon pie in a white sauce, list 5 Health and Safety and Hygiene points and how to control them (10 marks)

[illegible]

WEEK 10: Exam Question review and improvement (Classwork)

Question: When making a rough puff pastry, chicken and bacon pie in a white sauce, list 5 Health and Safety and Hygiene points and how to control them (10 marks)

[illegible]

WEEK 11: Cornell Notes (Homework task 1)

Topic: Evaluations; Reviewing of dishes and performance	Revision guide page:175
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Links	Notes
Questions	

Summary

WEEK 11: Exam Question (Homework task 2)

Question: Design a dish that uses complex and medium cooking skills and highlight those skills (P/M/D)

Answer:

WEEK 11: Exam Question review and improvement (Classwork)

Question: Design a dish that uses complex and medium cooking skills and highlight those skills

Answer:

WEEK 12: Exam Question (Homework task 2)

Question: Design a dish that uses complex and medium cooking skills and highlight those skills

Answer: _____

[illegible]

WEEK 12: Exam Question (Homework task 2)

Question: Design a dish that uses complex and medium cooking skills and highlight those skills

Answer: _____

Week 2

Revision Card on Nutrients	Answers
1. What are the 2 groups of nutrients and how are they different? 2. Which nutrient is needed for growth and repair? 3. What molecules are carbohydrates made of? 4. What are the two types of fat/lipids? 5. Which mineral is needed for healthy red blood cells?	



Week 4

Revision Card on Special dietary needs	Answers
1. Which nutrients should both children and adults try to reduce in their diet? 2. Why should adults especially try to limit the amount of saturated fat in their diets? 3. Why do teenage girls and women need more iron in their diet? 4. Which group has a quicker rate of growth? 5. Which mineral do children need to make sure they have as their bones and teeth are developing?	



Week 6

Revision Card on Cooking methods	Answers
1. Which method is it called when the ingredients are placed in water at 100°C? 2. Which method is it called when the ingredients are placed under a heat source to cook? 3. Which method is it called when the ingredients are submerged in hot oil? 4. What is the healthiest way to cook vegetables? 5. Which cooking method is the least healthy?	

Week 8

Revision Card on Factors affecting menu planning	Answers
1. What should a menu tell the customer? 2. Name 2 things the restaurant owner should consider when planning a menu 3. Give two benefits of careful menu planning 4. How can a takeaway become more environmentally friendly (2 ways)? 5. Describe the taste and appearance of a chocolate brownie	



Week 10

Revision Card on Timeplans	Answers
1. What are the 3 columns in the timeplan table? 2. Which column should you fill out first? 3. What is a contingency? 4. Name a contingency if you burn your chicken 5. Name a hygiene point when cooking chicken	



Week 12

Revision Card on Unit 2	Answers
1. What percentage is Unit 2 worth? 2. How many dishes will you need to cook? 3. List 4 high skill preparation skills 4. List 4 high skill cooking skills 5. How could you make a burger and chips high skill?	

Aspire (ACHIEVE) Thrive

Develop your character



Aspire | Achieve | Thrive