

# Ringwood School Year 11 Revision Evening



How to revise for **Food and Nutrition**



# How to help- what can parents and carers do?

Courage  
Ambition  
Integrity  
Respect



General revision for this subject in support of the NEA2 element of this course. (worth 35%)

- **Get a discussion going at home (around shared meals)** to discuss the nutrients in each dish that you eat. The student should be able to discuss which nutrients are in the dish and also explain how the dishes are formed (culinary skills involved).
- **To develop this further** the student could be quizzed on how suitable the dish is for different dietary needs. This will support the student in both their NEA2 written portfolio and also build knowledge and understanding for the written exam in the summer.



General revision for this subject in support of the NEA2 element of this course. (worth 35%)



- **Practice plating up and layout of food when serving up food at home to help out.** The presentation of the plated outcomes in the assessed timed NEA practical exam will form part of the assessment criteria.

General revision for this subject in support of the NEA2 element of this course. (worth 35%)

- Discuss the NEA 2 task with your child. Please get involved with helping them to select appropriate dishes....



- Dishes must:
  - meet the needs of the task (e.g. suitability for culture/dietary need etc)
  - Demonstrate high level skills (as attached) – Aim high – but also achievable in ability (so the outcomes are high quality) and time allocation allows
  - Be presented well as an individual portion (for photographing as evidence)

The practical marks are a place for a lot of students to make their big wins in marks.... An opportunity to showcase their skills in the practical element of this subject.

- Marks in NEA2 reflect the importance of the practical work. But written portfolio must also back this up! (NEA2 marked out of 70 marks. 18 marks are for the trial dishes and 30 marks are for the practical exam = 48 potential marks out of 70 for practical work).

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- Practice washing up and general food preparation skills (use of a debris bowl) and wash as you go throughout practical work in their kitchen at home. This builds speed and high level expectations into the normal routine.

This element is assessed in the timed final practical assessment.



General revision for this subject in support of the NEA2 element of this course. (worth 35%)

- Once final dishes are selected the students will need to make a **dovetailed time plan (for 3 hours)** for the making of **3 dishes**.
- **Your child will really benefit from doing a practice run through of this at home** (if possible) and so they can realistically see how the time plan may need to be adjusted and give them a chance to practice the skills needed to make and present the dishes).

Time Plan

Task	Duration	Notes
Preparation of ingredients	15 mins	Washing, peeling, chopping
Preparation of base	15 mins	Mixing, kneading
Preparation of filling	15 mins	Chopping, mixing
Assembly	15 mins	Rolling out, filling, shaping
Baking	30 mins	Preheating, baking
Finishing	15 mins	Decorating, plating
Cleaning up	15 mins	Washing up, tidying
Total	3 hours	



# Preparing for the November mocks

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Respect



Use this RAG sheet to identify how confident the student feels in each area for the written exam

Colour code: Red = not confident, Orange = fairly confident, Green = confident I know this area

3.2 Food, nutrition and health	R	A	G
<b>3.2.1 Macronutrients</b>			
<b>3.2.1.1 Protein</b>			
<ul style="list-style-type: none"> <li>low and high biological value proteins</li> <li>protein complementation</li> <li>protein alternatives e.g. textured vegetable protein (TVP), soya, mycoprotein and tofu.</li> </ul>			
<b>3.2.1.2 Fats</b>			
<ul style="list-style-type: none"> <li>saturated fats</li> <li>unsaturated fats (monounsaturated and polyunsaturated).</li> </ul>			
<b>3.2.1.3 Carbohydrates</b>			
<ul style="list-style-type: none"> <li>starch (polysaccharides)</li> <li>sugars (monosaccharides/ disaccharides)</li> <li>dietary fibre.</li> </ul>			
<b>3.2.2 Micronutrients</b>			
<b>3.2.2.1 Vitamins</b>			
<ul style="list-style-type: none"> <li>Fat soluble                             <ul style="list-style-type: none"> <li>vitamin A</li> <li>vitamin D</li> <li>vitamin E</li> <li>vitamin K.</li> </ul> </li> <li>Water soluble                             <ul style="list-style-type: none"> <li>B group - B1 (thiamine), B2 (riboflavin), B3 (niacin), folic acid, B12</li> <li>vitamin C (ascorbic acid)</li> <li>loss of water soluble vitamins when cooking (B group and Vitamin C).</li> </ul> </li> <li>Antioxidant functions of vitamins                             <ul style="list-style-type: none"> <li>vitamin A</li> <li>vitamin C</li> <li>vitamin E</li> </ul> </li> </ul>			
<b>3.2.2.2 Minerals</b>			
<ul style="list-style-type: none"> <li>calcium</li> <li>iron</li> <li>sodium (salt)</li> <li>fluoride</li> <li>iodine</li> <li>phosphorus.</li> </ul>			
<b>3.2.2.3 Water</b>			
<b>3.2.3 Nutritional needs and health</b>	R	A	G
<b>3.2.3.1 Making informed choices for a varied and balanced diet</b>			
<ul style="list-style-type: none"> <li>the current guidelines for a healthy diet</li> <li>portion size and cooking when meal planning</li> <li>how peoples' nutritional needs change and how to plan a balanced diet for different life stages</li> <li>how to plan a balanced meal for specific dietary groups</li> <li>how to maintain a healthy body weight throughout life.</li> </ul>			
<b>3.2.3.2 Energy needs</b>			
<ul style="list-style-type: none"> <li>the basal metabolic rate (BMR) and physical activity level (PAL) and their importance in determining energy requirements</li> <li>the recommended percentage of energy intake provided by protein, fat and carbohydrates (starch and sugar).</li> </ul>			
<b>3.2.3.3 How to carry out nutritional analysis</b>			
<ul style="list-style-type: none"> <li>How to plan and modify recipes, meals and diets to reflect the nutritional guidelines for a healthy diet.</li> </ul>			
<b>3.2.3.4 Diet, nutrition and health</b>			
<ul style="list-style-type: none"> <li>the relationship between diet, nutrition and health</li> <li>the major diet related health risks.</li> </ul>			

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3.3 Food science	R	A	G
<b>3.3.1 Cooking of food and heat transfer</b>			
<b>3.3.1.1 Why food is cooked and how heat is transferred to food</b>			
<ul style="list-style-type: none"> <li>the reasons why food is cooked</li> <li>the different methods of heat transfer.</li> </ul>			
<b>3.3.1.2 Selecting appropriate cooking methods</b>			
<ul style="list-style-type: none"> <li>selection of appropriate preparation, cooking methods and times to achieve desired characteristics.</li> </ul>			
<b>3.3.2 Functional and chemical properties of food</b>			
<b>3.3.2.1 Proteins</b>			
<ul style="list-style-type: none"> <li>protein denaturation</li> <li>protein coagulation</li> <li>gluten formation</li> <li>foam formation.</li> </ul>			
<b>3.3.2.2 Carbohydrates</b>			
<ul style="list-style-type: none"> <li>gelatinisation</li> <li>dextrinisation</li> <li> caramelisation.</li> </ul>			
<b>3.3.2.3 Fats and oils</b>			
<ul style="list-style-type: none"> <li>shortening</li> <li>aeration</li> <li>plasticity</li> <li>emulsification.</li> </ul>			
<b>3.3.2.4 Fruit and Vegetables</b>			
<ul style="list-style-type: none"> <li>enzymic browning</li> <li>oxidation.</li> </ul>			
<b>3.3.2.5 Raising agents</b>			
<ul style="list-style-type: none"> <li>chemical (baking powder, bicarbonate of soda, self-raising flour which produce carbon dioxide)</li> <li>mechanical (whisking, beating, folding, sieving, creaming and rubbing in - all incorporate air into the mixture)</li> <li>steam is produced when the water in any moist mixture reaches boiling point</li> <li>biological (yeast).</li> </ul>			
<b>3.4 Food safety</b>	R	A	G
<b>3.4.1 Food spoilage and contamination</b>			
<b>3.4.1.1 Microorganisms and enzymes</b>			
<b>3.4.1.2 The signs of food spoilage</b>			
<ul style="list-style-type: none"> <li>enzymic action</li> <li>mould growth</li> <li>yeast action.</li> </ul>			
<b>3.4.1.3 Microorganisms in food production</b>			
<ul style="list-style-type: none"> <li>the use of microorganisms in food production.</li> </ul>			
<b>3.4.1.4 Bacterial contamination</b>			
<ul style="list-style-type: none"> <li>the different sources of bacterial contamination</li> <li>the main types of bacteria which cause food poisoning</li> <li>the main sources and methods of control of different food poisoning bacteria types</li> <li>the general symptoms of food poisoning.</li> </ul>			
<b>3.4.2 Principles of food safety. Note: All temperatures and guidance in accordance with current Food Standards Agency (FSA) guidelines.</b>			
<b>3.4.2.1 Buying and storing food</b>			
<ul style="list-style-type: none"> <li>the food safety principles when buying and storing food.</li> </ul>			
<b>3.4.2.2 Preparing, cooking and serving food</b>			
<ul style="list-style-type: none"> <li>the food safety principles when preparing, cooking and serving food.</li> </ul>			

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3.5 Food choice	R	A	G
<b>3.5.1 Factors affecting food choice</b>			
<b>3.5.1.1 Factors which influence food choice</b>			
<ul style="list-style-type: none"> <li>to know and understand factors which may influence food choice.</li> </ul>			
<b>3.5.1.2 Food choices</b>			
<ul style="list-style-type: none"> <li>Food choice related to religion, culture, ethical and moral beliefs and medical conditions.</li> </ul>			
<b>3.5.1.3 Food labelling and marketing influences</b>			
<ul style="list-style-type: none"> <li>How information about food available to the consumer, including labeling and marketing, influences food choice.</li> </ul>			
<b>3.5.2 British and international cuisines</b>			
<ul style="list-style-type: none"> <li>food products from British tradition and how different cuisines</li> <li>schools or colleges/students can select different cuisines to study.</li> <li>Cuisine is defined as: 'a style characteristic of a particular country or region where the cuisine has developed historically using distinctive ingredients, specific preparation and cooking methods or equipment, and presentation or serving techniques'.</li> </ul>			
<b>3.5.3 Sensory evaluation</b>			
<ul style="list-style-type: none"> <li>sensory testing methods</li> <li>how taste receptors and olfactory systems work when tasting food.</li> </ul>			
<b>3.6 Food provenance</b>	R	A	G
<b>3.6.1 Environmental impact and sustainability of food</b>			
<b>3.6.1.1 Food sources</b>			
<ul style="list-style-type: none"> <li>Where and how ingredients are grown, reared and caught.</li> </ul>			
<b>3.6.1.2 Food and the environment</b>			
<b>3.6.1.3 Sustainability of food</b>			
<ul style="list-style-type: none"> <li>The impact of food and food security on local and global markets and communities.</li> </ul>			
<b>3.6.2 Food processing and production</b>			
<b>3.6.2.1 Food production</b>			
<ul style="list-style-type: none"> <li>primary and secondary stages of processing and production</li> <li>how processing affects the sensory and nutritional properties of ingredients.</li> </ul>			
<b>3.6.2.2 Technological developments associated with better health and food production</b>			
<ul style="list-style-type: none"> <li>Technological developments to support better health and food production including fortification and modified foods with health benefits and the efficacy of these.</li> </ul>			



## Differentiating Food Preparation Skills

The following tables indicate the level of demand and skills associated with some practical dishes. The level of finish and skill would also need to be considered in the assessment. No readymade ingredients should be used in the making of complex skilled dishes.

Basic	Medium demand	Complex
Yorkshire pudding: Making a simple batter.	Basic profiteroles: Making choux pastry	Eclairs with filling and topping: Making choux pastry/melting chocolate
Breaded fish: Using pre-filleted fish	Breaded fish goujons: Removing skin from fish	Fish pie: Fillet a fish, sauce making, mashed potato topping
Bread rolls: Using a packet mix/shaping	Bread rolls: Handmade dough/shaping/finish	Bread plait: Flavoured, using a handmade dough/shaping e.g. flavoured bread plait
Pasta in tomato sauce: Readymade pasta	Tagliatelle: Making pasta/cream sauce	Ravioli: Making pasta, shaping and filling and tomato sauce
Spaghetti bolognese: Readymade pasta, jar of tomato sauce, chopping vegetables	Tagliatelle: Making pasta with a prepared pasta sauce.	Lasagne: Making own pasta, meat sauce and roux sauce.
Vegetable soup: roughly chopping vegetables	Vegetable stir fry: Batons and sliced vegetables with a simple sauce	Vegetable stir fry: Julienne and batons prepared with precision and homemade sauce.
Parsley sauce: Starch based sauce using a packet mix	Cheese sauce: Starch based sauce using the roux method	Infused velouté sauce: Starch based sauce using the roux
Vinaigrette dressing: Emulsion dressing	Mayonnaise made in a blender: Emulsion dressing	Hollandaise sauce: made in a blender or by hand: Emulsion dressing e.g. flavoured
Cheese and onion rolls: Packet pastry	Cheese and onion rolls: Rough puff pastry	Cheese and onion plait: Rough puff/flaky pastry with accurate finish
Cottage pie: Mashed potato, prepared filling.	Cottage pie: Use fresh potato, prepare all fillings	Cottage pie: Prepare fresh potato, filling, piping, gratin topping

Spanish omelette: Use of protein to set mixtures	Quiche Lorraine: Use of protein to set mixtures/shortcrust pastry	Mini quiche with a variety of fillings: Use of protein to set mixtures/shortcrust pastry
Chicken pie: Using ready cooked chicken, packet sauce and shortcrust pastry	Chicken pie: Using all in one sauce and shortcrust pastry.	Chicken pie: Using roux sauce and homemade rough puff pastry.
Fish cakes: Using canned fish to make fishcakes	Fish cakes: Made with fish that the skin needs removing and homemade breadcrumbs	Fish cakes: Made using a whole fish that has been filleted and using homemade breadcrumbs, accurately shaped.
Chicken curry: Ready chopped chicken pieces in a curry sauce	Chicken curry: Skinning chicken portions and chopping into even pieces, homemade sauce.	Chicken curry: Jointing a chicken and preparing the pieces appropriately into even sizes, sauce making and vegetable preparation.
Pizza: Use of a packet mix bread to make a dough	Bread rolls: Creating a yeast dough using the chosen yeast appropriately to make evenly sized bread rolls	Chelsea bun: Making a sweet yeast dough filling, shaping and glazing.
Burrito: Use readymade wraps, simple chilli filling	Enchilada: Readymade wrap, chilli filling and cheese sauce topping	Enchilada: Make own wraps, chilli and sauce topping.
Fish curry: Pre-filleted fish	Fish curry: Pre-filleted fish and rice and own flat bread	Fish curry: Fillet own fish, flavoured rice and stuffed naan
Bean burgers/falafel: shaping, vegetable preparation	Bean burger with homemade bread bun: bread making, forming and shaping.	Bean burger with homemade bread bun: bread making, forming and shaping and own made mayonnaise,
Chicken stir fry: Using prepared chicken/vegetable preparation	Chicken and pasta bake: All-in-one sauce, chopping chicken/vegetable preparation	Chicken and pasta bake: Chicken jointed, roux sauce, shortcrust pastry/pasta made

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Pasta salad using dried pasta, cooked chicken, appropriate vegetables and mayonnaise	Pasta salad using dried pasta, chicken cooked from raw, homemade dressing	Pasta salad using homemade pasta, chicken cooked from raw, precision cut vegetables and a homemade emulsion e.g. mayonnaise
Plum and blackberry pie: Using readymade shortcrust pastry	Plum and blackberry pie: Make shortcrust pastry and stewed plums	Plum and blackberry jalousie: made using own flaky pastry, stewed plums and homemade custard
Lemon drizzle cake: All in one sponge	Swiss roll: whisked sponge	Black forest gateau: Whisked sponge cake filled with homemade jam
Basic meringues: Eggs as a raising agent, spooned onto baking trays.	Shaped meringues: Eggs as a raising agent/piped.	Pavlova: Eggs as a raising agent – piped and shaped meringue of a pre-determined shape and size.
Swiss roll – whisked sponge with satisfactory results.	Swiss roll: Rolled well, limited cracking	Swiss roll: Rolled well, limited cracking. Made own jam or lemon curd
Basic lemon cheesecake: Biscuit base, chilled lemon filling.	Chilled lemon flan: Biscuit base, filling and decoration	Tarte au citron: Using a pastry case, baking blind and lemon filling.
Simple pots au chocolate: No whisking of eggs melting chocolate adding cream	Lemon mousse: Separating eggs, whisking, folding	Charlotte Royale: Make Swiss roll make mousse, use of gelatine line mould and turn out
Apple pie: Using readymade pastry	Apple pie: Using a shortcrust pastry with a lattice topping	French apple tart: Make a sweet pastry.
All-in-one buns: basic sponge and pre-prepared frosting to create a decorative cake	Cupcakes: Making a basic sponge and a ganache or flavoured buttercream to ice cup cakes	Decorated flavoured sponge: e.g. carrot, fruit, coffee, with homemade ganache, frosting or buttercream, chocolate curs

## Examples of different dishes.

Basic skills used	Medium demand	Complex skills
<b>Savoury dishes</b>		
<i>Use of some standard components/ready-made ingredients</i>		<i>No standard components are used.</i>
<ul style="list-style-type: none"> <li>▪ Bolognaise</li> <li>▪ Cheese scones</li> <li>▪ Cheese and potato pie</li> <li>▪ Chicken chow mein</li> <li>▪ Fajitas (Standard component wraps)</li> <li>▪ French dressing</li> <li>▪ Macaroni Cheese</li> <li>▪ Omelet</li> <li>▪ Pasta Bake (tomato sauce)</li> <li>▪ Sausage rolls (ready rolled pastry)</li> <li>▪ Savoury Rice</li> <li>▪ Scone base pizza</li> <li>▪ Stir fry</li> <li>▪ Tomato soup</li> <li>▪ Pesto sauce</li> </ul>	<ul style="list-style-type: none"> <li>▪ Beef burgers</li> <li>▪ Beef stroganoff</li> <li>▪ Cauliflower cheese</li> <li>▪ Cheese and onion slice</li> <li>▪ Jerk chicken and savoury rice</li> <li>▪ Meat balls/falafels</li> <li>▪ Pizza (bread base Thai green curry)</li> <li>▪ Quiche</li> <li>▪ Pasta carbonara Risotto</li> <li>▪ Roasted vegetable soup</li> <li>▪ Samosa (dough)</li> <li>▪ Scotch eggs</li> <li>▪ Shepherd's pie</li> <li>▪ Stew and dumpling</li> <li>▪ Stuffed pancakes with sauce</li> <li>▪ Sushi</li> </ul>	<ul style="list-style-type: none"> <li>▪ Caesar salad (portioning chicken)</li> <li>▪ Cheese soufflé</li> <li>▪ Chicken and mushroom pie</li> <li>▪ Cottage/Shepherd's pie</li> <li>▪ Fish cakes</li> <li>▪ Fish pie (filleted fish)</li> <li>▪ Gnocchi tomato sauce</li> <li>▪ Lasagne (fresh pasta etc.)</li> <li>▪ Moussaka</li> <li>▪ Ravioli</li> <li>▪ Sausage rolls (flaky pastry)</li> <li>▪ Savoury choux bun</li> <li>▪ Savoury Plait (Rough puff pastry)</li> <li>▪ Savoury roulade</li> <li>▪ Traditional Cornish pasties</li> </ul>

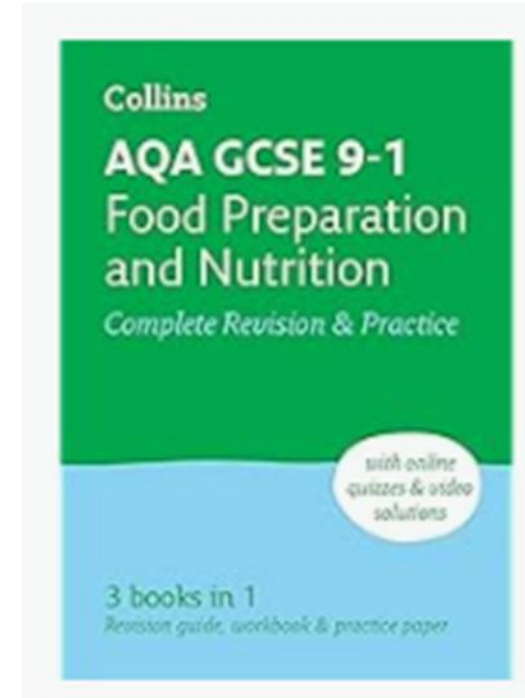
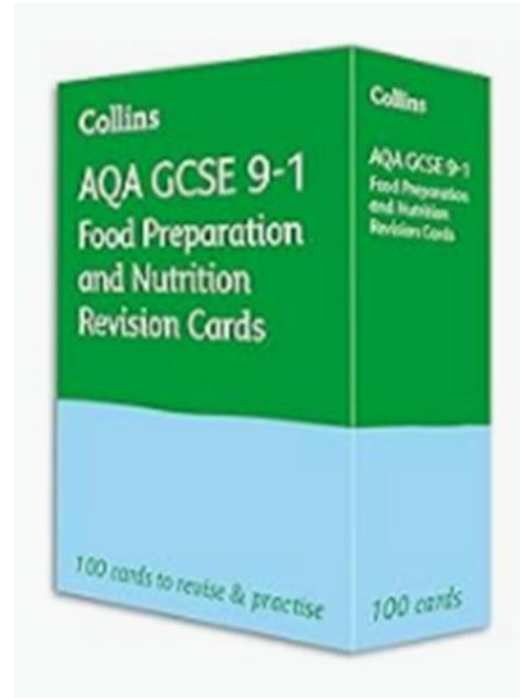
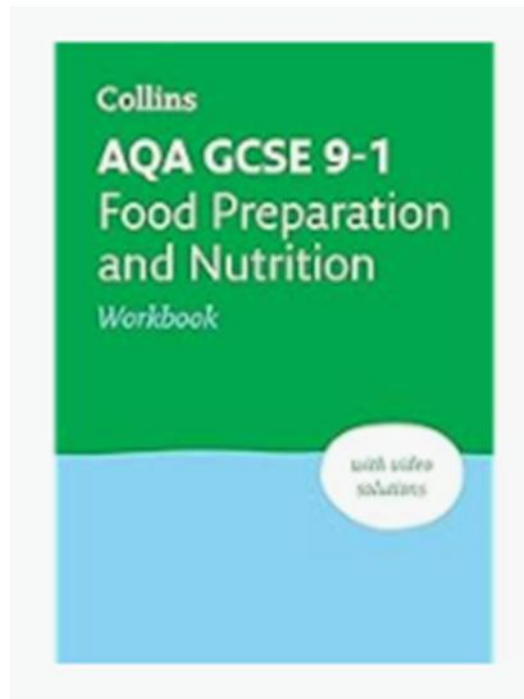


## Examples of different dishes.

Basic skills used	Medium demand	Complex skills
<b>Sweet products</b>		
<ul style="list-style-type: none"> <li>▪ All in One Cakes</li> <li>▪ Apple crumble</li> <li>▪ Cup cakes</li> <li>▪ Flapjack</li> <li>▪ Fruit scones</li> <li>▪ Fruit salad Melting Moments</li> <li>▪ Muffins</li> <li>▪ Rock Cakes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Apple pie</li> <li>▪ Apple turnover</li> <li>▪ Bread and butter pudding</li> <li>▪ Brownies</li> <li>▪ Carrot cake and frosting</li> <li>▪ Crème caramel</li> <li>▪ Decorated chilled cheesecake</li> <li>▪ Lemon drizzle cake</li> <li>▪ Lemon pancakes</li> <li>▪ Marble cake</li> <li>▪ Panna cotta</li> <li>▪ Piped decorated cup cakes</li> <li>▪ Swiss roll with filling</li> <li>▪ Viennese biscuits</li> <li>▪ Victoria sandwich cake with a finish</li> </ul>	<ul style="list-style-type: none"> <li>▪ Apple frangipane tart</li> <li>▪ Bakewell tart</li> <li>▪ Brandy snap baskets and filling</li> <li>▪ Brioche rolls</li> <li>▪ Chelsea buns</li> <li>▪ Chocolate roulade</li> <li>▪ Decorated cake e.g. ganache/filing</li> <li>▪ Decorated gelatin cheesecake</li> <li>▪ Éclairs</li> <li>▪ Fruit tarts with crème patisserie</li> <li>▪ Jalousie</li> <li>▪ Lemon meringue pie</li> <li>▪ Lemon tart</li> <li>▪ Pavlova with a fruit coulis</li> <li>▪ Profiteroles with filling and topping</li> <li>▪ Millionaire caramel shortbread</li> <li>▪ Swiss roll with lemon curd/jam</li> </ul>

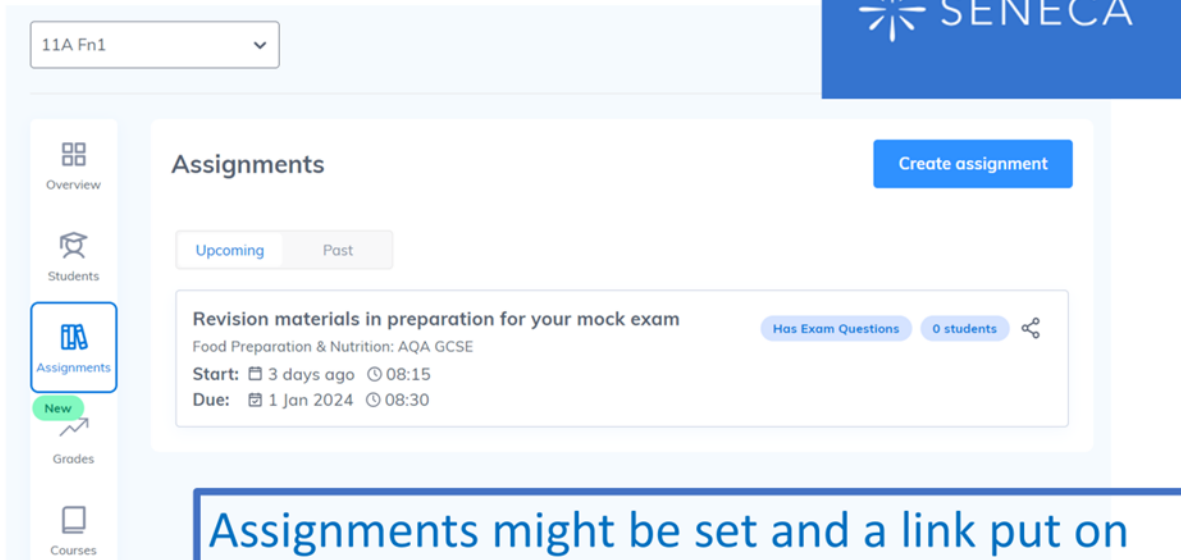
# Resources available to your child:

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# Useful resources online:

## Use Seneca learning



Assignments might be set and a link put on TEAMS or you can go ahead and use any of the revision materials without it having been specifically assigned to you.

Another revision source of information is:

[GCSE Home Economics: Food and Nutrition \(CCEA\) - BBC Bitesize](#)



## Use The Nutrition Program

Search 'The Nutrition Program'  
Student login: year10fn  
Password: ringwoodschool



### Using this program:

- Look up meals / recipes / diets
  - Examine their nutritional value or look at a particular ingredient
  - Identify the reference intake for these and compare against the traffic light system and the RI for age groups and gender
  - Recognise how to make healthier versions of meals/recipes/diets
  - Select to complete the tasks on the worksheets tab on this program

# Contact details for Food and Nutrition

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