

GCSE Food Preparation and Nutrition: PERSONALISED LEARNING CHECKLIST

	Red	Amber	Green	Revised Tick <input checked="" type="checkbox"/>
Area of Study: Food Commodities				
Do you know the value of the following commodities within in the diet?				
<ul style="list-style-type: none"> • bread, cereals, flour, oats, rice, potatoes, pasta 				
<ul style="list-style-type: none"> • fruit and vegetables (fresh, frozen, dried, canned and juiced) 				
<ul style="list-style-type: none"> • milk, cheese and yoghurt 				
<ul style="list-style-type: none"> • meat, fish, poultry, eggs 				
<ul style="list-style-type: none"> • soya, tofu, beans, nuts, seeds 				
<ul style="list-style-type: none"> • butter, oils, margarine, sugar and syrup 				
Do you understand features and characteristics of each commodity with reference to their correct storage to avoid food contamination?				
<ul style="list-style-type: none"> • bread, cereals, flour, oats, rice, potatoes, pasta 				
<ul style="list-style-type: none"> • fruit and vegetables (fresh, frozen, dried, canned and juiced) 				
<ul style="list-style-type: none"> • milk, cheese and yoghurt 				
<ul style="list-style-type: none"> • meat, fish, poultry, eggs 				
<ul style="list-style-type: none"> • soya, tofu, beans, nuts, seeds 				
<ul style="list-style-type: none"> • butter, oils, margarine, sugar and syrup 				
Do you know the working characteristics of each commodity, with reference to the skill group and techniques table?				
<ul style="list-style-type: none"> • bread, cereals, flour, oats, rice, potatoes, pasta 				
<ul style="list-style-type: none"> • fruit and vegetables (fresh, frozen, dried, canned and juiced) 				
<ul style="list-style-type: none"> • milk, cheese and yoghurt 				
<ul style="list-style-type: none"> • meat, fish, poultry, eggs 				
<ul style="list-style-type: none"> • soya, tofu, beans, nuts, seeds 				
<ul style="list-style-type: none"> • butter, oils, margarine, sugar and syrup 				
Do you know the origins of each commodity?				
<ul style="list-style-type: none"> • bread, cereals, flour, oats, rice, potatoes, pasta 				
<ul style="list-style-type: none"> • fruit and vegetables (fresh, frozen, dried, canned and juiced) 				
<ul style="list-style-type: none"> • milk, cheese and yoghurt 				
<ul style="list-style-type: none"> • meat, fish, poultry, eggs 				
<ul style="list-style-type: none"> • soya, tofu, beans, nuts, seeds 				
<ul style="list-style-type: none"> • butter, oils, margarine, sugar and syrup 				
Have you experimented with each commodity to explore physical and chemical changes that occur as a result of given actions?				
<ul style="list-style-type: none"> • bread, cereals, flour, oats, rice, potatoes, pasta 				
<ul style="list-style-type: none"> • fruit and vegetables (fresh, frozen, dried, canned and juiced) 				
<ul style="list-style-type: none"> • milk, cheese and yoghurt 				

• meat, fish, poultry, eggs				
• soya, tofu, beans, nuts, seeds				
• butter, oils, margarine, sugar and syrup				
Can you explain the complementary actions of each commodity in a recipe?				
• bread, cereals, flour, oats, rice, potatoes, pasta				
• fruit and vegetables (fresh, frozen, dried, canned and juiced)				
• milk, cheese and yoghurt				
• meat, fish, poultry, eggs				
• soya, tofu, beans, nuts, seeds				
• butter, oils, margarine, sugar and syrup				
Can you prepare and cook dishes using the each commodity?				
• bread, cereals, flour, oats, rice, potatoes, pasta				
• fruit and vegetables (fresh, frozen, dried, canned and juiced)				
• milk, cheese and yoghurt				
• meat, fish, poultry, eggs				
• soya, tofu, beans, nuts, seeds				
• butter, oils, margarine, sugar and syrup				
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Area of Study: Principles of Nutrition				
Macronutrients and micronutrients				
Can you explain the definition and role the following macronutrients in relation to human nutrition?				
• Protein: to include essential and non-essential amino-acids in relation to nutritional requirements.				
• fats, oils and lipids: saturated fats, monounsaturated fats, polyunsaturated fats and essential fatty acids				
• carbohydrates: monosaccharides, disaccharides and polysaccharides				
Can you explain the definition and role the following micronutrients in relation to human nutrition?				
• Fat soluble and water soluble vitamins				
• Minerals				
• Trace elements such as iodine and fluoride				
Do you know and understand the following for each macronutrient?				
• the specific function				
• the main sources				
• dietary reference values				

<ul style="list-style-type: none"> the consequences of malnutrition (over and under) 				
<ul style="list-style-type: none"> complementary actions of the nutrients 				
Do you know and understand the dietary value of;				
<ul style="list-style-type: none"> Water 				
<ul style="list-style-type: none"> Dietary fibre (NSP) 				
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Area of Study: Diet and Good Health				
Energy requirements of individuals				
Do you know the recommended daily intake (RDI) and the percentage energy values of the macronutrients and micronutrients for;				
<ul style="list-style-type: none"> a range of life-stages: toddlers, teenagers, early, middle and late adulthood? 				
<ul style="list-style-type: none"> individuals with specific dietary needs or nutritional deficiencies? 				
<ul style="list-style-type: none"> individuals with specific lifestyle needs or religious beliefs? 				
Do you know and understand how nutrients work together in the body, e.g. Complementary actions?				
Do you know and understand basal metabolic rate (BMR) and physical activity level (PAL) and their importance in determining energy requirements?				
Do you have sound awareness of other common dietary issues including coronary heart disease (CHD), cholesterol and liver disease?				
Planning balanced diets				
Can you recommend guidelines for a healthy diet?				
Can you identify how nutritional needs change due to age, life style choices and state of health?				
Can you plan a balanced diet for a range of life-stages: toddlers, teenagers, early, middle and late adulthood?				
Can you plan a balanced diet for individuals with specific dietary needs or nutritional deficiencies?				
Can you plan a balanced diet for individuals with specific lifestyle needs or religious beliefs?				
Can you plan a balanced diet for individuals requiring high energy needs as a result of occupation or activity involvement?				
Calculate energy and nutritional values of recipes, meals and diets				
Can you calculate the energy and main macronutrients and micronutrients in the following:				

• A recipe?				
• A meal?				
• An individual's existing diet over a period of time?				
Can you use nutritional information/data to determine why, when and how to make changes to:				
• A recipe, e.g. increase dietary fibre (NSP) content?				
• A menu, e.g. reduce saturated fat content?				
• A diet, e.g. to increase energy intake prior to a sporting activity or to meet the new recommendations for free sugars?				
Do you understand how energy balance can be used to maintain a healthy body weight throughout life?				
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Area of Study: The Science of Food				
The affect of cooking on food				
Do you understand why food is cooked, to include, digestion, taste, texture, appearance and to avoid food contamination?				
Do you understand how heat is transferred to food through conduction, convection and radiation and how and why the production of some dishes rely on more than one method of heat transference?				
Do you understand how selection of appropriate cooking methods can conserve or modify nutritive value, e.g. steaming of green vegetables?				
Do you understand how selection of appropriate cooking methods can improve palatability e.g. physical denaturation of protein?				
Do you understand the positive use of micro-organisms such as bacteria in dairy products?				
Can you demonstrate your knowledge and understanding related to the working characteristics, functional and chemical properties of ingredients to achieve a particular result:				
• carbohydrates – gelatinisation, dextrinization				
• fats/oils – shortening, aeration, plasticity and emulsification				
• protein – coagulation, foam formation, gluten formation, denaturation (physical, heat and acid)				
• fruit/vegetables – enzymic browning, oxidisation				

Can you explain the reasons why particular results may not always be achieved, e.g. a sponge cake sinks, a sauce goes lumpy?				
Can you explain how to remedy situations when desired results may not be achieved in the first instance?				
Food spoilage				
Do you understand how to store foods correctly: refrigeration/freezing, dry/cold storage, appropriate packaging/covering of foods?				
Do you understand the importance of date-marks, labelling of food products to identify storage and preparation?				
Do you understand the growth conditions, ways of prevention and control methods for enzyme action, mould growth and yeast production?				
Do you know the signs of food spoilage, including enzymic action, mould growth, yeast production and bacteria?				
Do you know the role of temperature, pH, moisture and time in the control of bacteria?				
Do you know the types of bacterial cross-contamination and their prevention?				
Do you understand preservation/keeping foods for longer, e.g. jam making, pickling, freezing, bottling, vacuum packing?				
Do you know the signs, symptoms of food poisoning to include poisoning caused by salmonella, campylobacter, e-coli, staphylococcus?				
Do you understand the consequences of mishandling of food on; food wastage, including the effect on the environment and the financial implications of waste?				
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Area of Study: Where Food Comes From				
Food provenance				
Do you know the origins of food to include where and how foods are grown, reared, or caught?				

Do you understand food miles, impact on the carbon footprint, buying foods locally?				
Do you understand the impact of packaging on the environment versus the value of packaging?				
Do you understand sustainability of food: the impact of food waste on the environment, local, global markets and communities, effect of food poverty?				
Do you understand food security: access to safe sufficient food for all (World Health)?				
In relation to foods and recipes from at least two international Countries, do you understand;				
<ul style="list-style-type: none"> the distinctive features, characteristics and eating patterns of different cuisines. Including where the cuisine has developed historically using distinctive ingredients, specific preparation and cooking methods or equipment, and presentation or serving techniques? 				
<ul style="list-style-type: none"> traditional and modern variations of recipes to include variations of recipes to include changing use of food commodities, changes to nutritional guidelines, and use of modern cooking methods and or equipment? 				
<ul style="list-style-type: none"> Meal structures: presentation of menus within different Cultures? 				
Food manufacturing				
Do you understand primary stages of processing and production to include point of origin, the transporting, cleaning and sorting of the raw Food? e.g. bags of fruit.				
Do you understand secondary stages of processing and production to include how primary products are changed into other types of Products? e.g. wheat to bread; milk to cheese and yoghurt; fruit to jams, jellies and juices.				
Do you understand how processing affects the sensory and nutritional properties of ingredients e.g. cured meat products				
Do you understand technological developments that claim to support better health and food production including fortification and modified Foods?				
Do you understand the positive and negative effects of food modification on health and food production e.g. flavour intensifiers, stabilisers, preservatives, colourings, emulsifiers?				
Do you understand the ability of additives to produce the desired effect?				
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Area of Study: Cooking and Food Preparation				
Factors affecting food choice				
Do you understand how sensory perception guides the choices that people make, how taste receptors and olfactory systems work?				
Do you know the sensory qualities of a range of foods and combinations and how to set up tasting panels for preference testing the range of factors that influence food choices, including, enjoyment, preferences, seasonality, costs, availability, time of day, activity, celebration or occasion and culture?				
Do you understand the choices that people make about certain foods according to religion, culture, ethical belief, medical reasons or personal choices?				
Do you understand how to make informed choices about food and drink to achieve a varied and balanced diet, including awareness of portion sizes and costs?				
Do you understand how information about food is available to the consumer, including food labelling and marketing and how this influences food choice?				
Preparation and cooking techniques				
Can you demonstrate skills from each skill group to include:				
<ul style="list-style-type: none"> • planning for cooking: <ul style="list-style-type: none"> (i) a single dish? (ii) a number of dishes in one session (to ensure a dovetailed action plan)? 				
<ul style="list-style-type: none"> • preparation of ingredients to make a selection of recipes, e.g. weigh and measure liquids and solids, use knife skills, combine and shape, tenderise and marinate? 				
<ul style="list-style-type: none"> • cooking a selection of recipes, e.g. water based methods, using the oven, set a mixture, select and adjust cooking times and temperatures, judge and manipulate sensory properties: seasoning, test for readiness? 				
<ul style="list-style-type: none"> • presenting a selection of recipes, e.g. shaping and finishing a dough, glazing and food styling, preparing fruits and vegetables as a garnish? 				
Can you select appropriate preparation, cooking and serving techniques when producing dishes				
Can you work safely: follow correct personal and food safety and				

hygiene practices and procedures?				
Can you work independently: make own judgements, e.g. cooking methods, cooking time, manipulating taste, texture and appearance?				
Can you use sensory descriptors appropriately and correctly?				
Developing recipes and meals				
Can you demonstrate consideration of the influence of lifestyle and consumer choice when adapting or developing meals and recipes, to include:				
<ul style="list-style-type: none"> • adaptations to recipes to address current dietary advice 				
<ul style="list-style-type: none"> • adaptations due to lifestyle patterns e.g. working parents needing dishes that are quick to prepare and cook 				
Have you considered nutritional needs and food choices when selecting recipes, including when making decisions about the ingredients, processes, cooking methods, and portion sizes e.g. vegetarian alternatives?				
Have you developed the ability to review and make improvements to recipes by amending them to include the most appropriate ingredients, processes cooking methods, and portion sizes, e.g. low calorie diets?				
Have you managed the time and cost of recipes effectively?				
Can you use your testing and sensory evaluation skills, adjusting where needed, to improve the recipe during the preparation and cooking process? e.g. adjusting seasoning				
Can you explain, justify and present their ideas about your chosen recipes and cooking methods to others?				
Have you made decisions about which techniques are appropriate in order to achieve their intended outcome? e.g. steaming instead of boiling				
Have you been able to carry out the techniques safely, and been able to combine them to produce appealing meals whilst evaluating the end results?				
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