

Supporting pupils in Food Preparation and Nutrition written exam

Key dates

Monday 24th and Wednesday 26th February – Practical exam

Tuesday 9th June – Written exam

The written exam will test pupils' knowledge across 5 topics;

Topic 1; Food, nutrition and health

Topic 2: Food science

Topic 3: Food safety

Topic 4: Food choice

Topic 5: Food provenance.

How you can support pupils

- **Flashcards and testing** – Pupils will be producing flashcards to help them revise across the topics in the written exam. You can support revision by testing and questioning pupils about the information on these.

Questions about Topic 1 might include; The functions of carbohydrates, protein, fats, vitamins and minerals and how meals can be planned to reduce saturated fat, sugar and salt.

Questions about Topic 2 might include; Describing the processes of caramelisation, dextrinisation, gelatinisation, protein coagulation and how raising agents work.

Questions about Topic 3 might include; What high-risk foods are, how foods can be bought, stored and prepared to ensure they are safe to eat.

Questions about Topic 4 might include; Food intolerances and religious reasons for choosing foods, how food is labelled and the different British and international cuisines.

Questions about Topic 5 might include; How foods are grown, reared and caught, how food production affects the environment and how food can be processed.

An extensive list of revision questions for testing will be provided to pupils.

- **Flip and fetch** – Pupils have a homework book in which they complete revision of key words using a flip and fetch technique. Flip and fetch consists of reading key information, memorising it, then writing the definition. This is then checked and corrected until accurate. Students are then quizzed in class. You could support pupils by checking corrections are being made in homework books. You could also ask questions to support this homework process by asking what the homework topic of the half term is, what the keywords of the week are and asking pupils to explain the definitions of these.

- **Having discussions when shopping, cooking and eating** – It would be beneficial for students to discuss the food that is bought, cooked and eaten at home. These discussions could be about the origins of where food has been grown or reared, the main nutrients meals contain and why these are important, how meals are costed when shopping, the importance of looking at labelling on food ingredients, and cooking methods used when preparing foods.

Supporting pupils in Food Preparation and Nutrition practical exam

Students have a specific task they have chosen to investigate. Within this topic they will research, plan and prepare a range of practice dishes before their practical exam. Each practice dish will need to be researched, demonstrate cooking and preparation skills and be evaluated.

How you can support pupils

Practising at home – It is extremely beneficial for your child to practise dishes they plan to make at home to develop their confidence, time management and perfect complex skills. You could support them and timing them to cook dishes they plan to make as part of their practice or final exam at home.

Identifying practical skills – Your child needs to identify and demonstrate skills used to prepare and cook dishes they make. When cooking at home, you could identify and list skills they demonstrate when cooking. The main skills that should be demonstrated are:

Skill 1: General weighing and measuring	Skill 2: Knife skills for fruit, vegetables, meat and fish	Skill 3: Prepare fruit and vegetables	Skill 4: Use of cooker; grill and oven	Skill 5: Use of equipment	Skill 6: Cooking methods; dry, water and fat based using the hob	Skill 7: Prepare, combine and shape	Skill 8: Sauce making	Skill 9: Tenderise and marinate	Skill 10: Making, shaping and finishing dough	Skill 11: Raising agents	Skill 12: Setting mixtures
Measuring, greasing and lining, selecting cooking times, using probes and skewers, tasting and seasoning	Using bridge hold and claw grip, peel, slice, dice and julienne. Filleting chicken breast, portion chicken, fillet and skin fish.	Mash, shred, crush, grate, peel, segment, de-skin, de-seed, pipe, blanch, blend, juice and prevent enzymic browning.	Grilling food such as vegetables, meat, fish, halloumi, seeds/nuts, chargrill. Baking, roasting, casseroles/ tagines and braising.	Use of blender, food processor, mixer, pasta machine, microwave.	Steaming, boiling, simmering, blanching, poaching, dry frying, shallow frying and stir frying.	Roll, wrap, skewer, mix, coat, layer meat/ fish. Shape and bind mixtures (burgers, fish cakes, meatballs, falafel) whilst handling high risk foods.	Starch based; roux, all in one, blended, velouté, béchamel. Reduction; tomato pasta sauce, curry, gravy, meat sauce. Emulsion; salad dressing.	Show how acids denature protein and add flavour and moisture to vegetables, meat, fish and alternatives.	Making bread, pastry and pasta. Roll out pastry, line, proving, glazing, piping choux pastry, bread rolls, pizza, flat breads.	Eggs; whisking. Chemical; self-raising flour, baking powder, bicarb. Steam; choux pastry, batter. Biological; yeast in bread.	Using starch when chilled such as custard. Using heat and protein in eggs.

Evaluating dishes – Dishes need to be tasted and evaluated as part of the written report and to decide how they could be improved. You could support your child with this by scoring dishes on their taste, texture, appearance and aroma and discussing improvements that could be made to dishes using sensory adjectives.