OCR FOOD PREPARATION AND NUTRITION

Poynton High School







Why choose Food Preparation and Nutrition?

- GCSE (9-1) in Food Preparation and Nutrition qualification aims to equip learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. The OCR qualification will encourage learners to cook and make informed decisions about a wide range of further learning, opportunities and career pathways as well as develop life skills that enable learners to feed themselves and others affordably, now and in later life.
- OCR's GCSE (9-1) in Food Preparation and Nutrition is a new, exciting, up-to-date qualification that is relevant to the world of food today.
- This qualification aims to bring about real sustainable change, providing learners with the expertise and skills to feed themselves and others better.
- Our qualification builds upon the best elements of our existing and current qualifications and adds new areas of interest.
- The heart of our qualification is the development of strong practical cookery skills and techniques as well as a good understanding of nutrition. We believe that learners who learn to cook well are more likely to make better food choices and understand healthy eating.
- OCR learners will discover the essentials of food science, nutrition and how to cook. In addition to this, learners will understand the huge challenges that we face globally to supply the world with nutritious and safe food.
- OCR sees this qualification as another step towards creating a healthier society and improving the nation's cooking skills as well as setting some learners on the path to careers in the food and hospitality industries.

Aims and Learning Outcomes

The OCR GCSE (9-1) in Food Preparation and Nutrition will encourage learners to:

- · demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment
- · develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks
- · understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- · understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes and diet and health choices
- · demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- · understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes.

Course content

Content Overview

Assessment Overview

This content should be covered throughout all three components.

> Section A Nutrition

Section B Food: food provenance and food choice

Section C Cooking and food preparation

Section D Skills requirements: preparation and cooking techniques Food Preparation and Nutrition (01)*

100 marks**

1 hour 30 minutes written examination paper 50% of total GCSE

Food Investigation Task (02 or 03)*

45 marks

Non-examined assessment (NEA) 15% of total GCSE

Food Preparation Task (04 or 05)*

105 marks

Non-examined assessment (NEA) 35% of total GCSE

^{*}Indicates inclusion of synoptic assessment.

^{**} Examination is weighted up to 150 marks to equal the total marks combined for the two tasks.

What will I learn?

Alongside the theoretical elements of the course you will also learn a variety of practical skills. These include:

No.	Skill group	Techniques
1	Knife skills	 Meat, fish or alternatives: fillet a chicken breast, portion a chicken, remove fat and rinds, fillet fish, slice raw and cooked meat and fish or alternatives (such as tofu and halloumi) evenly and accurately Fruits and vegetables: bridge hold, claw grip, peel, slice, dice and cut into evenly sized pieces (i.e. batons, julienne)
2	Preparation and techniques	 Tenderise and marinate (when preparing vegetables, meat, fish, and alternatives): acids to denature protein, marinate to add flavour and moisture Meat, fish or alternatives: roll, wrap, skewer, mix, coat, layer meat, fish and alternatives and shape and bind wet mixtures (such as falafels, meat balls, fish cakes) while demonstrating the technical skill of preventing cross-contamination and handling high-risk foods correctly Fruits and vegetables: mash, shred, scissor-snip, scoop, crush, grate, peel, segment, de-skin, deseed, blanch, shape, pipe, blend, juice and prepare garnishes whilst demonstrating the technical skills of controlling enzymic browning and spoilage and preventing food poisoning (wash and dry, where appropriate)
3	Cooking methods	 Water-based methods using the hob: steaming, boiling and simmering, blanching and poaching Dry heat and fat based methods using the hob: dry-frying, pan (shallow frying), stir-frying Using the grill: char, grill or toast Using the oven: baking, roasting, casseroles and/or tagines, braising

No.	Skill group	Techniques
4	Sauces	 Make a blended white sauce (starch gelatinisation), such as a roux, and an all-in-one blended sauce, infused sauce, veloute, bechamel, to demonstrate understanding of how liquid:starch ratios affect the viscosity and how conduction and convection work to cook the sauce and the need for agitation Make a reduction sauce such as pasta sauce, curry sauce, gravy, meat sauce (including meat alternatives such as mycoprotein and textured vegetable protein) to demonstrate how evaporation concentrates flavour and changes the viscosity of the sauce Make an emulsion sauce such as a salad dressing, mayonnaise, hollandaise to demonstrate the technical skill of how to make a stabilised emulsion
5	Set a mixture	 Removal of heat (gelation): use starch to set a mixture on chilling for layered desserts such as custard or cheesecake Heating (coagulation): use protein to set a mixture on heating such as denatured protein in eggs for quiche, choux pastry
6	Raising agents	 Use egg (colloid foam) as a raising agent – create a gas-in-air foam – whisking egg whites, whisked sponge, Use chemical raising agents – self-raising flour, baking powder Use steam in a mixture (choux pastry, batter)
7	Dough	 Use the technical skills of shortening, gluten formation, fermentation (proving) for bread, pastry, pasta Roll out pastry, use a pasta machine, create layers (palmiers), proving/resting Glazing and finishing such as pipe choux pastry, bread rolls, pasta, flat breads, pinwheels, pizza, calzone
8	Judge and manipulate sensory properties	 Taste and season during the cooking process, change the taste and aroma through the use of infusions, herbs and spices, paste, jus, reduction Change texture and flavour, use browning (dextrinisation) and glazing, add crust, crisp and crumbs Presentation and food styling – use garnishes and decorative techniques to improve the aesthetic qualities, demonstrate portioning and presenting

Careers in Food Preparation and Nutrition



Rita MacDonald State Registered Dieution

Rita studied Home Economics at school, and then trained as a cook. She then went on to study for a degree in dietetics and is now a dietrish at Queen Margaret Hospital in Dunfermline, Fife.



Mary Nugent Former

Mary works on the family farm in Northern Ireland, and farms 300 acres of crops and livestock. The farm consists of dry stock, tillage and sheep as well as organic vegetables, free-range hens, goese and ducks.



Robert Rees

Robert is a chef and restaurateur in Gloucestershire. Robert works internationally promoting good food and cooking practices. He is also a part Governer of the British Nutrition Foundation.





Rufina Acheampong Higher Executive Officer

Rufina works in the Nutrition Policy and Advice Branch of the Food Standards Agency in London, Rufina is involved in developing national food recommendations at the Agency and on education projects.



Where could a qualification in food take you?



Wynnie Chan Nutritionst

After studying nutrition at university Wynnie worked for the government on the UK food tables. Wynnie now lives in Hong Kong where she is a freelance nutrition consultant writing for women's magazines and appearing on TV and radio.



Roy Ballam Senior Education Officer

Roy studied Home Economics at school and then qualified as a food teacher at university After teaching in London, he joined the British Nutrition Foundation, where he develops education resources for schools and is involved in a number of school-based food and nutrition projects around the UK.



Mike Lewis Food Technology and Catering teacher

After enjoying studying GCSE Design and Technology at school, Mike went on to study food at university before becoming a Food Technology teacher at Pantycolyn Comprehensive, Llandovery, Wales.



Sally Mansfield Cookery writer and food stylist

Sally began her career as a school dinner lady and then went to college to study Home Economics. She then began work in magazines and is now a freelance Home Economist and works on TV presenting cookery shows. If you have any further questions please contact -

Mrs K Mottram - <u>kmo@phs.cheshire.sch.uk</u>

Mrs C Marsh - cma@phs.cheshire.sch.uk

Miss A Cory - aco@phs.cheshire.sch.uk

Miss Mills - ami@phs.Cheshire.sch.uk





