

Tech Group: _____
Teacher: _____

Design Grade: _____
Making Grade: _____

Food Rules, The Contract!

- Leave bags & coats etc. outside room on hooks
- Do not enter room without permission
- Wear apron when cooking
- Tie hair up
- Clean surfaces with anti-bacterial spray or hot soapy water
- Wash hands with HOT water & liquid soap
- Store ingredients correctly in fridge (high/med RISK foods put into sealed containers at bottom of fridge)
- Use correct colour chopping boards for different food types
- Do not leave saucepans unattended. Keep handles inwards
- Do not use electrical equipment without training
- Report any cuts & burns to teacher
- Fire extinguisher & fire blanket are by the storeroom
- Don't mess about

Please sign here to show you understand Date

WWW/EBI Assessment...Making of your dishes

Practical:

WWW:

EBI:

Practical:

WWW:

EBI:

Practical:

WWW:

EBI:

Practical:

WWW:

EBI:

Year 8: Design & Technology Theory Assessment Sheet

Generating Ideas	Below 1-2	Towards 3-4	At 5-6	Greater depth 7-9
I can show forward planning by labelling the nutrients of my product on my design.	I have shown limited understanding of the ingredients I used	I have labelled my design showing basic nutritional information.	I have labelled my design showing good nutritional information	I have labelled my design showing detailed nutritional information
I can use my knowledge to analyse the risks of my dish.	I have shown limited risk analysis	I have identified analysed some of the risks of my dish.	I have completed the risk analysis of my dish with causes and solutions.	I have completed a detailed risk analysis.
I can develop the original dishes to design a dish suitable for creating in school, suitable for my family and suitable to show off skills I have learnt.	I have adapted one original recipe with a couple of changes	I have adapted one original recipe showing some changes	I have adapted one or two original recipes showing a number of changes	I have adapted one or two original recipes showing many changes that include complex skills
Making				
I can show an understanding my final products ingredients, characteristics and techniques used to making it.	Some understanding of final dish and how to make it	Some confidence shown when making the dish and showing understanding	Final product made confidently and with precision and understanding	Final product made confidently and with precision and expert skills, detailed understanding.
I know my way around the kitchen to use all equipment independently. I can make my dish safely and with an understanding of the hygiene rules.	I have received help getting ready for my practical	I have shown reasonable organisational skills and have a good level of health and safety	I have shown good organisational skills and have a high standard of health and safety	I have shown excellent organisational skills and have a very high standard of health and safety

????????

Testing your prior knowledge... what do you know?

Below is a set of questions that we will use to understand what you know. You will do the test at the start and at the end to see if progression has been made. This will help us to understand at what level of learning you are at and gauge your learning to that level so you feel challenged!!

Start of the project

End of the project

Health and hygiene		1. How long should you wash your hands? A) 1 minute, B) 20 sec, C) 10 sec, D) 45 sec
		2. How should you clean the surfaces before a practical? A) Cold water on a paper towel, B) Hot water on a cloth, C) Cloth, hot water and anti-bac spray, D) Do nothing
		3. When washing a red chopping board covered in meat, what is the term given to the transfer of bacteria from one piece of equipment to another or to food? A) Cross—condemnation, B) cross-contamination, C) Cross-bacteria, D) Cross-boards
Characteristics of food		4. At what temperature does a roux sauce thicken? A) 63C, B) 10C, C) 83C, D) 100C
		5. What is the name given to the process when starch thickens a sauce? A) Gelatinisation, B) Gelemanipulation, C) Gelalloumi, D) Jellytopia
		6. What is the name given to the protein found in flour when mixed with water? A) Elastin, B) Collagen, C) Gluten, D) Cereal
Culinary terminology		7. What does the protein in flour actually do in the flour? A) Forms the structure, B) Forms air pockets, C) Raises the bread, D) Gives flavour
		8. What is the name given to a white sauce that is made by melting butter, then adding flour and then milk? A) All in one, B) Combined sauce, C) Roux, D) Blended sauce
		9. What is the term given to when you rub in the flour to the butter in pastry and bread making? A) Rolling in, B) Stirring in, C) Rubbing in, D) Mixing in.
		10. What does 'au gratin' mean? A) Burnt cream, B) Sprinkled with cheese/breadcrumbs and grilled, C) Grated cheese, D) Melted butter

Mark achieved at beginning: _____

Mark achieved at end: _____

Know It

Knowledge		Date
I Know..	What gluten does in food items	
I Know..	The science behind gelatinisation	
I Know..	The difference between an all in one sauce and a roux	
I Know..	The different types of raising agents and how they work	
I Know..	The difference between simple and complex carbohydrates	
I Know..	The difference between saturated and unsaturated fats	
I Know..	Why fibre is important in my diet.	
I Know..	The difference between physical, biological and chemical contamination	
I Know..	What is meant by an ingredients 'characteristics'	
I Know..	How to carryout a risk assessment when making my food product	

Prove it

Produce a well made edible product.

Link it

Remember your knowledge of nutrients from Science and your measuring skills from Maths. Your Skills from Year 7 Technology will also help you.

Say it

Be able to verbally describe technical terms.

Vocabulary	Definition	Context
Gelatinisation		
Roux		
All in one		
Gluten		
Rubbing in		
Au gratin		
Cross-contamination		
Characteristic		
Thickening		
H.A.C.C.P		

Nutritional Recap

We learn about nutrition from many different places: from the T.V. in science, tech, food packaging and labelling ...

Write as much as you know below. We will then watch a video and in green pen, you are to add more detail.

Nutrient	What it does for our body? Good and bad points	Where can we get it from?
Simple carbohydrates		
Complex carbohydrates		
Saturated fats		
Unsaturated fats Poly - unsaturated Mono - unsaturated		
Protein Animal Plant		
Vitamins		
Minerals		
Fibre Soluble Insoluble		

Cutting methods

Understanding what the technical skills are for studying Food or Catering are important as you can make your dishes look more attractive and raise your grades.

Please research the following headings and add images (printed or drawn with colour).

Fine dicing, julienne, brunoise, jardinière, macedoine, paysanne, shredding.

Extension: research into plating methods such as linear, asymmetrical, free form.

<https://www.youtube.com/watch?v=r2tuI8uyzA8>

Success Criteria	✓
I have included notes on cutting methods, risks and skills used.	
It is neatly drawn.	
I have used colour.	

UK Food Production and its affect on the planet

https://www.youtube.com/watch?v=PyoxVwAIX_M

Watch the video - 'Eating to save the planet', and answer the following questions.

1. What are we choking the earth with?
2. What percentage of the UK green house gas emissions is represented by food and farming systems?
3. Why would eating fruit and vegetables in season help to reduce the energy we use?
4. Give 4 examples of fruit and vegetables grown in the UK.
5. What percentages of vegetables do we import into our supermarkets?
6. True or false - we import nearly all of our fruit from other countries?
7. True or false - the more time that passes between the fruit being picked and you eating it will increase the nutrients?
8. What 3 things does eating locally promote?
9. What does organic represent?
10. What does intensive farming rely a lot upon?
11. Making fertilisers and pesticides uses more of what?
12. Does organic farming rely on manufactured chemicals?
13. What type of fertilisers does organic farming use?
14. What else do chemical pesticides effect?
15. What does organic farming encourage into the soil to discourage pests?
16. What type of feed are intensively farmed animals fed?
17. What can grassland store from the atmosphere?
18. How could you achieve the gold standard?

Success Criteria	✓
Answer all questions	
Write in green pen answers you do not know	

Eating for a more sustainable planet.

After watching the video on how to eat healthy for the planet, you are to create a poster. We will photocopy the best ones and put them up on the wall outside.

<https://www.youtube.com/watch?v=PIc42oIU0Ik>

If we manage to book a computer room you can complete and print your work, if not, then we will produce it in the classroom, using plain paper and colours. Please visit the success criteria list at the bottom of the page to ensure you meet all that is expected of you.

Please keep finished work here.

Success Criteria	✓
I have included the key points from the video and explained why they are important	
It is neatly drawn.	
It is bright and colourful	

Characteristics

Characteristics are very important to learn about. Why? Well knowing what potatoes to use to roast compared to mash will save you money and make the dish better.

Try to work out which ingredients give the dishes we make in Year 8, their characteristics. The ingredient lists are below to help.

	Colour What brings the dish its colour?	Texture What creates the bits/lumps in the dish?	Thickening What ingredient makes the liquid thicker?	Liquid What creates the sauce?	Flavour Which ingredients create the flavour of the dish?	Raising agent What causes the dish to rise?	Seasoning Are there any extra flavours that enhance the dish?
Spaghetti Bolognese							
Pasta bake							
Bread							

Spaghetti Bolognese

White onion
Garlic
Minced beef/Quorn
Tinned tomato or passata
Herbs
Spaghetti



Pasta bake

Butter
Plain flour
Milk
Cheese
Pasta
Water

Bread

Strong white flour
Yeast
Butter
Salt
Water



Risk Assessment

Knowing the risks of making a dish is important as you can then prevent them.

Write a risk assessment for each dish.

You need to work out what could go wrong—Risk

What causes that risk—Cause

And how to prevent the risk from happening—Solution

Can you work out and label the risks: Biological, Chemical, Physical

	Risk—what could happen that could hurt you?	Cause—what causes that danger?	Solution—how do you prevent it?
Spaghetti Bolognese			
Pasta bake			
Bread			

Spaghetti Bolognese

White onion
Garlic
Minced beef/Quorn
Tinned tomato or passata
Herbs
Spaghetti



Pasta bake

Butter
Plain flour
Milk
Cheese
Pasta
Water

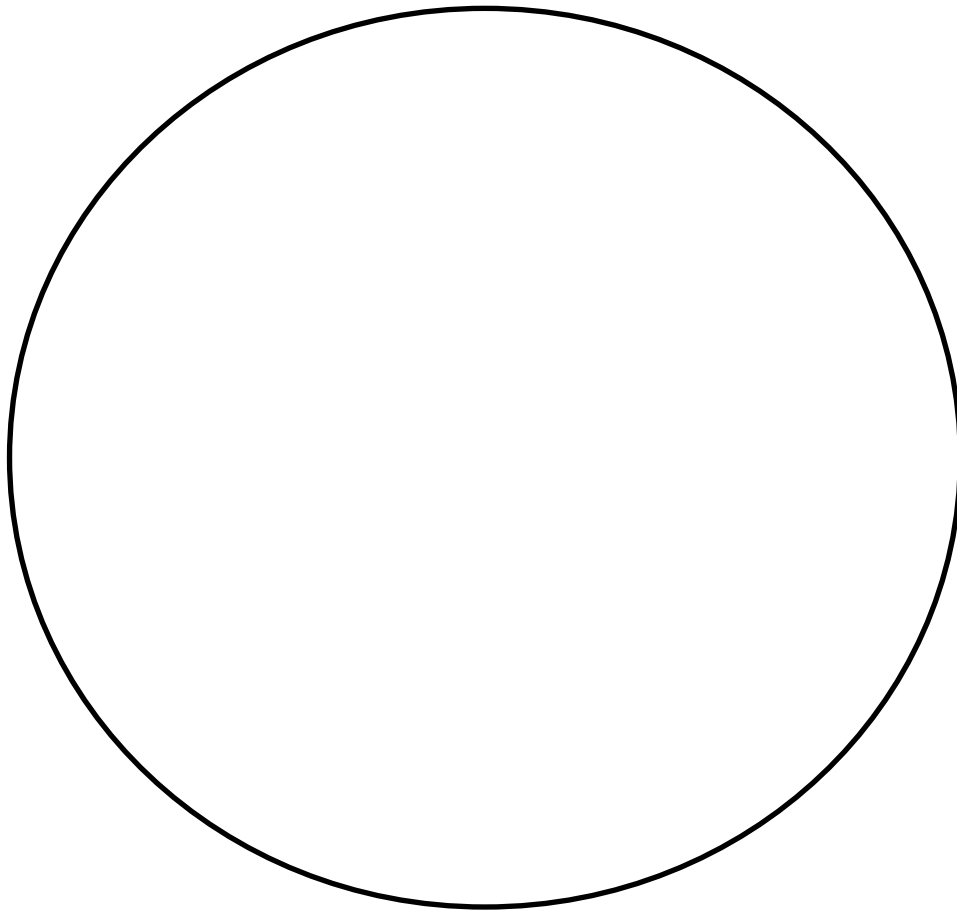
Bread

Strong white flour
Yeast
Butter
Salt
Water



Final design page: my product idea

Draw your final design, add colour and label with the following information: nutrients, food poisoning risks and culinary techniques used.



Success Criteria	✓
I have included notes on nutrients, risks and skills used.	
It is neatly drawn.	
I have used colour.	

Final design research page

Health and safety risks of your final dish.

Find out 5 potential risks that may effect the making of your final product.

Risk	Cause	Solution

Characteristics of your final dish.

Write what the characteristics are and why do they best match the needs of your dish?

Meal name: Ingredients:	Characteristics of the ingredient — think about texture, taste, colour, spice, any special qualities?	What does the ingredient do for your dish?

HWK: Evaluation - How did it go?

Did I meet the design brief?

Did I have any problems when making my final product and if so what; why did it happen, and how did I solve it? Do I think I planned my risk assessment enough to make my dish safe to make? Were there any moments I could have made it safer?

What did my family (User) think of my final product? State WWW and EBI.

How could I improve my final product? Make sure I reflect on my research into plating and cutting methods.

Success Criteria for Assessment

- I have reflected on my design brief and explained if I have met it.
- I have reflected on my health and safety.
- Listed all improvements
- Discussed research of cutting methods and plating.

Sustainability: How far did your ingredients travel?

List your ingredients in the left column below. In the middle column you are to list what you think the distance each ingredients has travelled.

Ingredients list	Distance travel - my guess	Distance travelled - actual

How could you source your ingredients better, so they travel less and you are more sustainable to the planet?

When making your product, how could you be more sustainable when making it e.g. putting a lid on a saucepan. Give examples and explain how they are more sustainable e.g. less energy used etc.

Success Criteria for Assessment

- I have reflected on my final product and calculated its total distance travelled to get to my plate.
- I have thought about how I could be more sustainable in the kitchen when cooking.

Pilton Community College: Written Work Expectations

You must take pride in the presentation and overall organisation of your work

I will:

Make sure every piece of work has an underlined date and title/learning aim.

Label pages with C/W or H/W as appropriate.

Underline all headings with a ruler.

Write in dark blue or black ink.

Ensure that I use my best handwriting.

Always draw with a pencil and ruler where appropriate (tables, diagrams and graphs) and write with a pen.

Cross out any mistakes neatly with a ruler.

File all loose sheets neatly into my folder.

Respond to feedback (EBIs/DIRT) in green pen.

Not graffiti or doodle on my work.

Signed.....

Marking Code

✓	Correct/good point/well written
✗	Incorrect/wrong point
S	Spelling
P	Paragraphs
A	Apostrophe
C	Capital Letter
E	Edit for meaning-this sentence doesn't make sense