

SAMPLE

EDUCATION
SEE INSIDE

Junior Cycle Home Economics

Now You're Cooking!

Recipe and Evaluation Handbook!

THIS BOOK
BELONGS TO

Julie-Anne Behan & Brenda Fallon Hyland
With a foreword by **Neven Maguire**

Q3. Based on your evaluation of the colour, flavour and texture and the comments of your critical friend identify any changes you would make to your dish.

Junior Cycle Home Economics

Evaluation
Date of Practical

Q1. Personal Reflection: Did I...?

- ...mix my ingredients correctly?
- ...use the oven correctly?
- ...mix the flour and milk together in a jug?
- ...mix the egg and milk together in a jug?
- ...stir in the egg and milk mixture as directed?
- ...prepare the coconut buns on a baking tray or in a patry tin and bake until browned?
- ...soften jam in a small bowl and dip the buns in the softened jam and then into softened butter?
- ...prepare the coconut buns creatively?
- ...prepare the coconut buns and well?
- ...prepare the coconut buns and well?
- ...prepare, serve and clean within the time available?



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Junior Cycle Home Economics

*Now
You're
Cooking!*

Recipe and Evaluation Handbook!

Julie-Anne Behan & Brenda Fallon Hyland
With a foreword by Neven Maguire

 GILL EDUCATION

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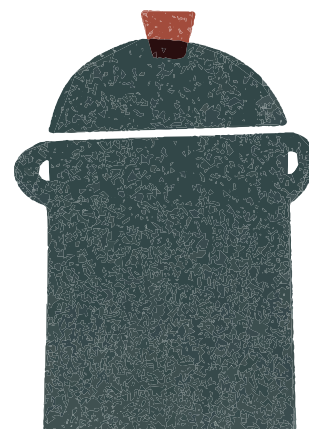
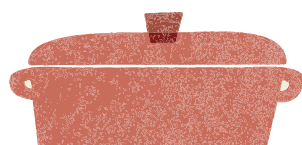
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Foreword

by Neven Maguire

It is such a pleasure to see this book by Julie-Anne and Brenda. Along with cooking with my mother, Vera, it was in the Home Economics room that my interest in food began, and I am certain that there will be readers of this book who will now begin a lifelong interest in good food, whether that's at home or, perhaps, as a career.

In my day, it was very unusual for a boy to do Home Economics. Thankfully, those days are behind us. The repertoire of recipes in this book will give people a grounding in essential kitchen skills that will see anyone using this book through life if they never cooked another thing. But most will, because also contained in this book is the important skill of being able to look at a recipe and adapt it.

The issues of healthy eating and sustainability are now much more to the fore than when I was training. Every chef is now thinking about food in new ways. I have always been a big fan of eating local food and cooking seasonally, but I also love our new openness to tastes from all over the world. The food served in Irish restaurants and homes has come a long way. And in this day, when fast food is available everywhere, anyone using this book will learn how easy it is to cook something better at home, and something a lot more satisfying!

Home Economics teachers are heroes of mine. You are giving our young people an important foundation, one for which they will be grateful in years to come. There are few better experiences than cooking for and eating with family and friends. This book contains a superb set of building blocks for these skills and these experiences.

Happy cooking!

Neven



Introduction

Now You're Cooking! is the perfect accompaniment to your Junior Cycle Home Economics journey. Through carrying out and evaluating these recipes, you are gaining the key skills required for CBA 2 and the practical skills examination, which is worth 50 per cent of your final result.

The first section gives important information on kitchen equipment, technology, and hygiene and safety. Cooking terms are explained and guidance is given on evaluating dishes.

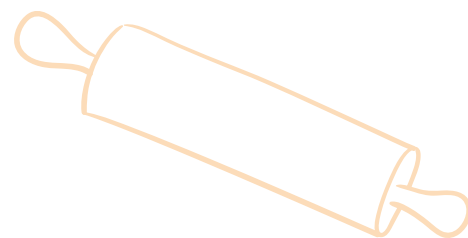
The recipes included have been carefully chosen to allow for maximum flexibility. They can be adapted to suit a one-hour cookery class and are easily modified for special dietary requirements.

Most importantly, as you fill in your evaluations, you are creating an accurate record of your cookery practicals and evaluations, an invaluable reference point as you complete your Home Economics journey.

The final section of the book gives guidance on costing a recipe and comparing products. Sample Practical Skills Exam briefs and a suggested marking scheme are also given, which will check that all your hard work has prepared you for assessment.


We hope that you enjoy your cookery in Junior Cycle and that these recipes not only inspire you at school, but take you through to college and beyond.



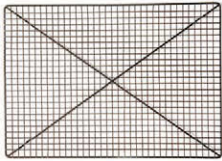

















Best of luck,
Brenda and Julie-Anne



Kitchen Equipment

Name and identify at least one use for each of the following pieces of kitchen equipment.

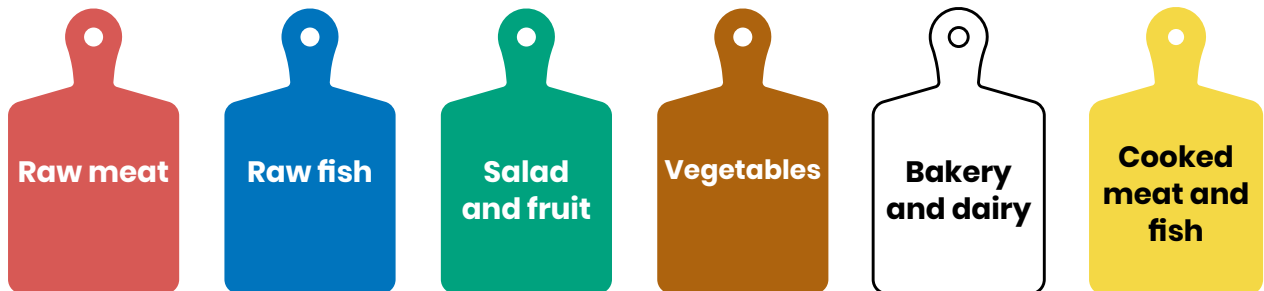
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 <p>Name: _____ Use: _____ _____ _____</p>	 <p>Name: _____ Use: _____ _____ _____</p>	 <p>Name: _____ Use: _____ _____ _____</p>	 <p>Name: _____ Use: _____ _____ _____</p>

A NOTE ON CHOPPING BOARDS

A chopping board is used to prepare ingredients for cooking. Throughout this book you will be asked to colour-code your chopping boards appropriately (if this is available to you). Here is the colour coding; apply it to every cookery class.



A NOTE ON ICONS

You will see the following icons used in this book.



Amount of servings



Preparation and cooking time



Reminds you to always wash your hands after preparing or handling raw meat.



Reminds you to be careful when carrying out this step.

Kitchen Technology

In the Home Economics room you will use many pieces of electrical equipment and appliances. You need to ensure that you use each piece for the right job and that you use it safely. Your teacher will always demonstrate how to use each piece of equipment or appliance.









LARGE APPLIANCES

Name the following large kitchen appliances and identify a use for each.

 <p>Name: _____ Use: _____ _____ _____</p>	 <p>Name: _____ Use: _____ _____ _____</p>	 <p>Name: _____ Use: _____ _____ _____</p>
 <p>Name: _____ Use: _____ _____ _____</p>	 <p>Name: _____ Use: _____ _____ _____</p>	 

SMALL EQUIPMENT

Name and identify a use for each of the following pieces of small kitchen equipment. Name one safety issue to be considered when using this appliance.

 <p>Name: _____ Use: _____ Safety: _____</p>	 <p>Name: _____ Use: _____ Safety: _____</p>	 <p>Name: _____ Use: _____ Safety: _____</p>
 <p>Name: _____ Use: _____ Safety: _____</p>	 <p>Name: _____ Use: _____ Safety: _____</p>	 <p>Name: _____ Use: _____ Safety: _____</p>

KITCHEN TECHNOLOGY AND SUSTAINABILITY

Identify two ways in which each of us can contribute to sustainability while using technology in the home, then discuss the issue as a class.

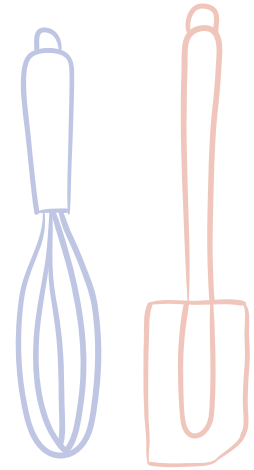
1. _____

2. _____

Ready to Cook

Being ready to cook means that when you enter the kitchen:

1. BAGS are stored away in a safe place.
2. INGREDIENTS are on the table/in the fridge.
3. HANDS are washed and dried with a hand towel.
4. APRONS are on.
5. EQUIPMENT (as listed in your recipe) is collected.
6. UNIT is set up with ingredients and equipment.



Kitchen Hygiene and Safety

Form a class consensus on the rules for kitchen hygiene and safety to be followed.

- 1 Form groups of four.
- 2 Each group will take responsibility for one of the following areas: kitchen safety; kitchen hygiene; personal hygiene; food hygiene.
- 3 In your copy, spend two minutes writing all the rules you can think of under the heading you've been given.
- 4 Next, take turns to read out your rules to the other members of your group. As a group, add any other rules that you think of.
- 5 As a class, discuss the rules that each group has come up with. Finalise a set of rules to be agreed upon and followed as a class.
- 6 Now copy the rules into the boxes below.



KITCHEN HYGIENE	KITCHEN SAFETY
PERSONAL HYGIENE	FOOD HYGIENE

Evaluating Cookery Dishes

In the subject of Home Economics, evaluating cookery dishes is an essential component and skill. The word 'evaluate' means to make a judgement on something. In cookery classes, a student will examine the success of the dish prepared, cooked and served in terms of how it was presented, the colour of the dish, the taste and the texture. After considering these key components, a student will then contemplate what changes they would make to the dish to improve it if they were to make it again. In some practical exams, a student may decide that the dish requires no adjustments.

In all Home Economics cookery exams, a written evaluation is a requirement, with a percentage of the marks going for the written evaluation completed during the practical exam. This book has been created with a view to helping and guiding you in developing your cookery and evaluating skills.

When writing your evaluation, the following four categories must be addressed.

COLOUR AND PRESENTATION

How does your dish look? The colours evident in your dish must be described. Make a comment on any garnish used – was this a suitable garnish? Did the dish look attractively presented? Was the dish served hot or cold?

TASTE

How does your dish taste? Each student must sample the dish that was prepared and cooked. When describing the taste of a dish, consider what the predominant flavour of the dish is. It is also important to consider whether or not the dish was well-seasoned. Did the flavours of the dish work well together?

TEXTURE

When evaluating food, the term 'texture' refers to the feel of the food in your mouth. Did it have a hard or soft texture? Lumpy or smooth? Crumbly or dry? Did different components of the dish have different textures?

ANY CHANGES YOU WOULD MAKE

If you were to cook this dish again, are there any changes you would make? Why? For example, if the dish was too sweet, the next time you may choose to reduce the amount of sugar added. If the meat was tough to chew, the next time you may consider a longer and slower method of cooking to result in a more tender piece of meat. If the cake was not well risen, perhaps more raising agent is required.

The word bank on the next page contains a sample of words that can be used to describe the colour, taste and texture of a dish. There is space left in each category to add extra words that you feel are good descriptors.



Cookery Terms and Abbreviations



Accompaniment

A side dish. Many food dishes are served with a particular food that complements the dish, e.g. curry dishes are often served with rice.



Aeration

A process that involves introducing air into a food product to make it rise, e.g. sieving flour, whisking eggs.



Al dente

A term that describes the firm texture that best suits some foods such as pasta or vegetables.



All-in-one

A quick method for making a cake. All the ingredients are placed in a bowl and mixed together at the same time.



Bake

Process that involves cooking food in an oven with dry heat. Bread and scones are examples of foods that are baked.



Bake blind

Process that involves baking pastry first without the filling. The filling is added after the period of blind-baking. This helps ensure that the pastry is fully cooked, e.g. quiche.



Boil

To cook food in rapidly bubbling, boiling liquid, e.g. boiling potatoes. Water reaches boiling point at 100° Celsius.



Bouquet garni

A mixture of dried or fresh herbs tied with string or in a muslin bag, added to soups/stews/sauces to give extra flavour. It is removed before eating.



Cream

The mixing of butter/margarine to form a creamy paste. In baking, butter/margarine is often creamed with sugar.



Dice

To cut vegetables or meat into small cube shapes.



Doneness

Term referring to checking when a food item is cooked, which can involve checking the colour and internal temperature of a cut of meat, the moistness or firmness of a baked product, etc.



Dredge

To sprinkle flour on a board or a rolling pin prior to use; can also refer to sprinkling sugar on a baked product.



Fold

A gentle process of incorporating an ingredient through a mixture, in contrast to mixing in an ingredient. Flour, whipped egg white, etc. can be folded in.



Fry

To cook food in a frying pan using a hot oil. Shallow frying = shallow frying pan; deep fat frying = deep fat fryer.



Garnish

A decoration for savoury or sweet dishes, which adds to the overall appearance and taste of the dish, e.g. parsley on soup, mint on dessert.



Glaze

To brush the tops of breads, pastries, scones, etc. with beaten egg or milk prior to them being put in the oven. It results in a glossy, golden colour.



Grate

To cut food into small, thin pieces using a metal grater or a food processor. Grated cheese is a common example.



Grill

To cook food on a grill or a barbecue under/over a dry heat. Radiation is the form of heat transfer involved in grilling.



Julienne

To cut vegetables or meat into long thin strips.



Knead

To stretch and work a dough to help ensure that the gluten is developed. This results in the baked product having a firmer structure.



Knock back

A stage in baking with yeast when the dough is kneaded to 'knock back' or evenly distribute the air bubbles that formed during the first rise throughout the dough. This will result in a more even texture when the dough is baked.



Marinate

To soak meat in food products such as olive oil, vinegar, wine, herbs, etc. before cooking. Such steeping results in a more enhanced flavour and/or a more tender meat.



Pipe

Process whereby royal icing or buttercream is used to decorate baked products by piping it on with a piping bag.



Poach

To cook food gently in liquid at 85°C (just below boiling point). Fish and fruits are examples of suitable foods for poaching.



Preheat

To heat an oven to the temperature given in the recipe before placing the food item in it. When an oven is switched on, it takes several minutes for it to heat up to the selected temperature. It is important not to place the food in the oven until the set temperature has been reached.



Prove

Process that dough must undergo when yeast is used. The dough is placed in a bowl and covered with cling film or a tea towel and left in a warm place. Fermentation takes place, which results in the production of CO₂. This causes the dough to rise.



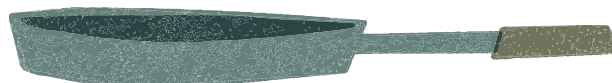
Purée

To blend a cooked food such as vegetables to a very smooth, creamy consistency.



Roux sauce

Sauce made from equal quantities of flour and fat (margarine/butter). Varying amounts of liquid (milk) are added depending on how thick or thin the sauce needs to be. This sauce forms the basis for many other sauces, e.g. cheese sauce, parsley sauce, onion sauce.





Rub in

The process of rubbing butter/margarine/lard into flour using the tips of one's fingers. This process is generally carried out until the texture of fine breadcrumbs is achieved.



Sauté

To cook food quickly in small amounts of fat or hot oil.



Season

To add salt, pepper, herbs or spices to a food to improve or enhance the flavour.



Sieve

To pass a product such as flour through a sieve to ensure no lumps are present. This process can also help to aerate the product being made.



Simmer

To cook food gently, just below boiling point.



Steam

To cook food in the steam rising from boiling water.



Stew

To cook food in a little liquid over a gentle heat with the pot or saucepan covered. The liquid is served as part of the dish, e.g. Irish stew.



Stir-fry

To cook food in a little hot fat or oil in a wok. The food is stirred continuously. This is a quick method of cooking.



Stock

A liquid added to soups, sauces, curries, etc. It can be made using a convenience stock cube, to which boiling water is added. Alternatively it can be made from simmering meat bones (e.g. chicken carcass) and/or vegetables in water. The meat bones and vegetables are removed and the flavoured stock can then be used.



Top and tail

To remove the top and bottom parts of vegetables, e.g. carrots, parsnips.



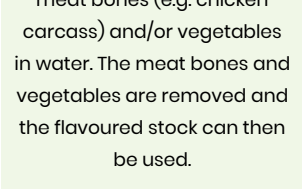
Whisk

Process that involves using a whisk to blend and combine ingredients together. Whisking can also help to incorporate air into the mixture.



Wood of tomato

The part of the tomato that attaches to the stem. It is hard and unpalatable.

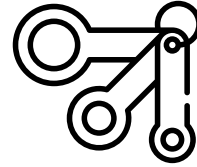


Zest

The outer skin of some citrus fruits that can add great flavour to dishes; can be removed by using a vegetable grater or a zester.

ABBREVIATION	EXPLANATION
tsp	teaspoon
tbsp	tablespoon
ml	millilitres
g	grammes
cm	centimetres

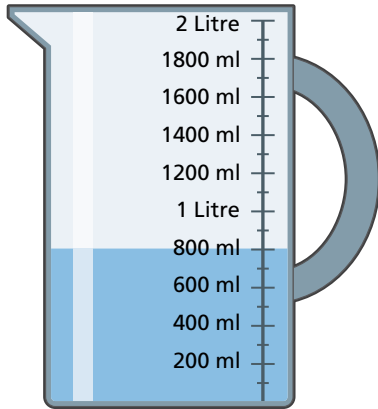
Weighing and Measuring



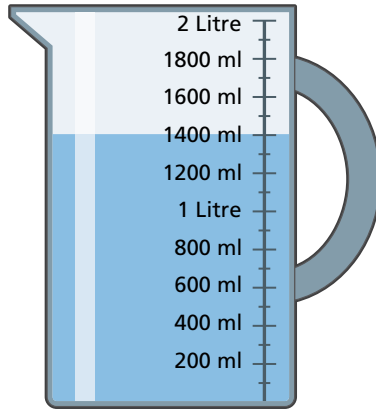
We will measure liquid and solid foods in class.

LIQUIDS

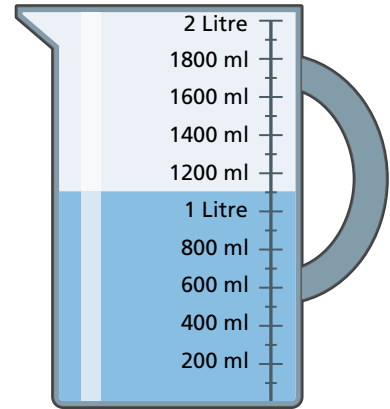
How much water is in each of the jugs?



_____ ml



_____ ml

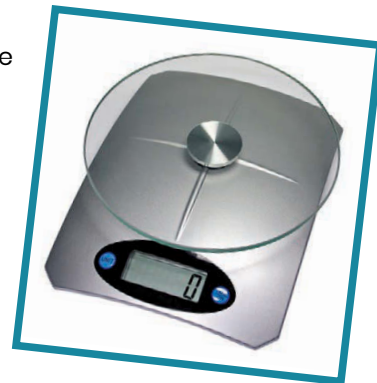


_____ ml

SOLIDS

Weight is measured by using a digital weighing scales. To use the digital scales:

- Turn it on.
- Check that the unit of measurement is 'g'.
- Add the bowl or plate to the scales.
- 'Tare' the scales – you should now see the number '0'.
- Start adding the ingredient to the bowl or plate.
- Watch the display and stop adding the ingredient when you reach the correct weight.



A teaspoon (tsp) should look like this:



If you only need a half a teaspoon, use the knife to scrape half off the spoon.



Butter or margarine does not always need to be weighed on the scales. You will see that on the back of the packets there is a convenient scale showing you the quantity in 25-g units.

How to Use This Book

RECIPE PAGE

- Learning intentions: Link your practical class to the JC specification.
- Recipe details: Including serving quantity, preparation/cooking times.
- Suggested modifications/one-hour-class adaptations given where relevant.
- Ingredients: Full list of ingredients given.
- Equipment: Full list of equipment given.
- Method: Complete step-by-step method given.
- Top tip: Helps you understand the techniques involved, developing your culinary practice.

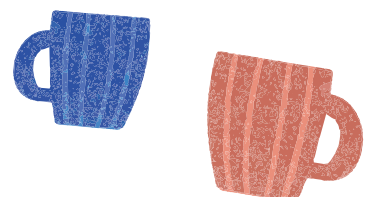
MODIFYING RECIPES

Modifications for recipes are suggested throughout the book, but others are always possible. When using this book, discuss the ingredients list for each recipe with your teacher in terms of possible modifications. Modifying a recipe is a key skill. It involves adjusting the ingredients list and sometimes the method of cooking. We modify recipes for many reasons, including:

- special dietary requirements
- general health (high-fibre diets)
- eating trends
- availability of ingredients
- personal preferences
- allergies.

ALLERGIES

An allergy is a damaging immune response by the body to a substance, to which it has become hypersensitive. Common food allergies include eggs, tree nuts, peanuts and shellfish. Common allergy symptoms include itchy and watery eyes, itchy and runny nose and sneezing. A severe allergy can result in anaphylaxis, when a person experiences severe breathing difficulties, among other reactions, and this can be life-threatening. It is always important when cooking to consider who you are cooking for and whether they have any food allergies.



EVALUATION PAGE

Q1. Personal reflection: Grade yourself on how well you completed the key skills of the dish. : I did this; I did this in part; I did not do this. This helps you to identify areas in which you have excellent skills as well as skills you might need to improve upon. It will also help you to identify skills where you have shown progression.

Q1. Personal Reflection: Did I ...?

Set up my unit correctly?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Stir all ingredients thoroughly?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Weigh and measure accurately?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Cook the granola until it was golden brown?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Preheat the oven to correct temperature?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Serve the dish attractively?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Choose healthy optional ingredients?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Keep a tidy and organised unit throughout?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Safely use the hob and oven?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Cook and clean within the time available?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Q2. Sensory evaluation: Colour, flavour and texture will be evaluated by you for every dish. A critical friend should be consulted by you as often as possible. This is any person who has also tasted your dish. This helps you to understand other people's sensory preferences, and so develop your own understanding of flavour, etc.

Q2. Evaluate your dish using the following headings:

COLOUR _____

FLAVOUR _____

TEXTURE _____

CRITICAL FRIEND _____

Q3. Modifications to your dish: Using the sensory evaluation, suggest improvements you could make to your dish. Explain why these changes are important. If your dish has an excellent sensory evaluation, suggest reasons why this might be/how this occurred.

Q3. Based on your evaluation of the colour, flavour and texture and the comments of your critical friend, identify any changes you would make to your granola.

Q4. Link to cooking principles:

Link theories of cooking principles and techniques to the dish you made in school
or

Hygiene and Safety: Evaluate the specific hygiene and safety rules to help you understand the application of these rules when cooking.

Q4. Identify where you applied specific hygiene and safety rules in the preparation and cooking of this dish.

HYGIENE _____

SAFETY _____

Q5. Optional extension activity: This can be completed where time allows in class or as a homework activity. This question will ask you to investigate how the dish you have cooked links to a balanced diet.

Q5. Optional activity: The recommended sugar intake in Ireland per day is 24 g for an adult and 12 g for a child. A recent National Adult Nutritional Survey found that, on average, Irish adults are eating 5 per cent more sugar than is recommended. Write a note on the negative effects of sugar in the diet.

Q6. Optional extension activity: This can be completed where time allows in class or as a homework activity. The aim of this activity is to deepen your knowledge and understanding of food, nutrition and cooking.

Q6. Optional activity: We always hear that breakfast is 'the most important meal of the day'. Let's investigate.

(a) Take five minutes to investigate what your classmates eat for breakfast. Write your findings in the box below.

(b) Now, in the table below, rank the three most popular breakfast foods. Research the sugar content of these choices per 100 g serving. State whether the breakfast choices are high or low in sugar.

Food item	Sugar content (per 100 g)	High/Low in sugar?
1.		
2.		
3.		



COSTING A RECIPE TEMPLATE

This template (p. 187) will help you to learn how to unit-cost a recipe, a skill necessary for your Practical Skills Exam. You should then compare this price to commercially available products and evaluate which product is the best value for money. The aim of this section is to appreciate that homemade foods can be significantly cheaper than commercial varieties.



COMPARISON OF HOMEMADE AND COMMERCIAL PRODUCTS

This template (p. 188) helps you to carry out a complete comparative evaluation between two similar products. An evaluation of sensory attributes and a cost comparison will be completed before evaluating which product was your favourite and why. Again, this skill will be important for your Practical Skills Exam and should be practised regularly.

PRACTICAL SKILLS EXAM – SAMPLE BRIEFS FOR IN-HOUSE EXAMS

These briefs (pp. 189–91) are a sample of what a Food Literacy Skills Brief could look like. Each brief asks you to carry out an investigation, similar to a Food Literacy Skills Brief, and then to carry out the practical component. The written brief and practical component can be assessed as part of in-house cooking exams in First–Third Year. Best practice for teachers would be to assess cooking skills and the written component at end-of-term examinations. Each exam component would merit 50 per cent and the overall result would be an average of these results.



WORKING WITH THE FEATURES OF QUALITY

This document (p. 192) should be used to complete a self and/or peer assessment of the food literacy brief, as issued by the State Examination Commission (SEC). It could also be used for the in-house 'Sample Cookery Exams' to develop the skills necessary for your Food Literacy Brief in Third Year.



MARKING SCHEME FOR IN-HOUSE EXAMS

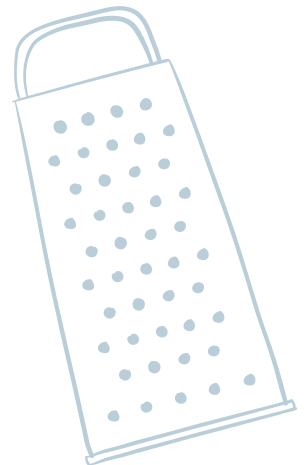
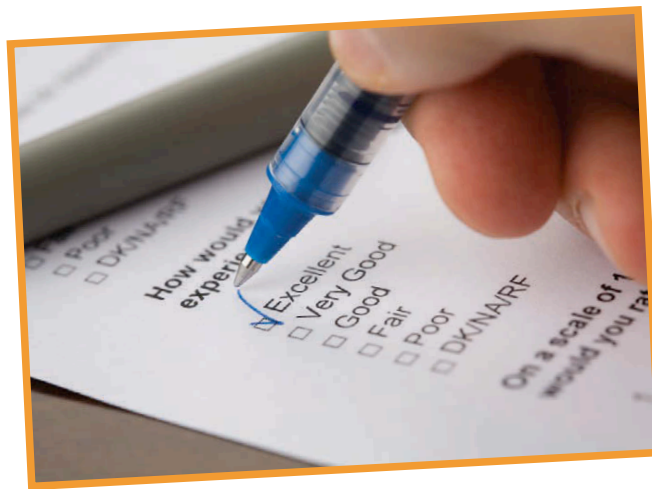
A sample marking scheme for the above briefs is provided (pp. 193–4). It can be used by teachers or peers to assess in-house cookery exams.

FOOD LITERACY SKILLS BRIEF (CBA 2)

Part A: A template for the food literacy brief has been included (pp. 195–8). The headings in the brief are derived from the features of quality, as given by the NCCA, but are subject to change over the next few years as the JC develops. This is used on its own to complete the Food Literacy Skills Brief.

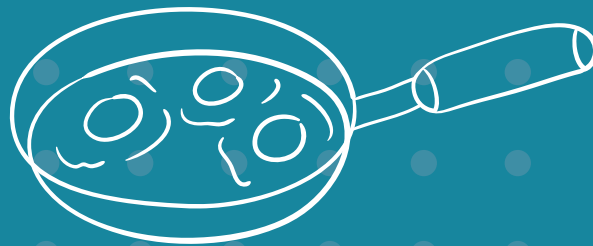
Part B: A template for the Practical Skills Exam has also been included (pp. 199–200). The features of quality for this exam have not been decided at the time of publishing, so these headings are subject to change.

Both of these templates can be used together to complete in-house cooking exams in the classroom setting.



UNIT 1

Breakfast Time



1. HEALTHY BREAKFAST GRANOLA

**2. PANCAKES WITH SIMPLE
BLUEBERRY AND BANANA SAUCE**

**3. SILKY SMOOTH SCRAMBLED
EGGS AND BACON**

1 Healthy Breakfast Granola



Learning Intentions

- ✧ Use a variety of preparation and cooking techniques to make this dish.
- ✧ Choose healthy extras to add to the basic recipe.
- ✧ Apply appropriate hygiene and safety rules when making this dish.
- ✧ Evaluate the sensory attributes of this dish and its contribution to a healthy diet.



Serves: 4–6



30–35 mins

Perfect dish for all class lengths.

Ingredients

200 g porridge oats

25 g coconut oil

25 g honey/golden syrup/
maple syrup


OPTIONAL INGREDIENTS:

Discuss with your partner and choose 2–3 ingredients from this list to add to the colour/flavour/texture of the granola: 25 g seeds (e.g. sunflower/pumpkin seeds), 25 g dried fruits (e.g. apricots/sultanas/raisins), 50 g nuts (e.g. pecan/brazil/cashew).

Equipment

Chopping board(s) (colour-coded), sharp knife, weighing scales, measuring spoons, mixing bowl, wooden spoon, baking tray, oven gloves, cutlery, two large plates (for cutlery).

Method

1. HANDS, APRON, EQUIPMENT and SET UP UNIT.
2. Preheat the oven to 180°C/gas mark 4.
3. Weigh and measure all ingredients.
4. Prepare your optional ingredients according to the instructions of your teacher. Add these to the mixing bowl.
5. Add the porridge oats to the mixing bowl and mix all ingredients thoroughly.
6. Melt the coconut oil and honey/syrup over a low heat.
7. Pour the melted mixture over the oat mixture and stir thoroughly.
8. Pour onto a baking tray. Place the tray in the oven for 20 mins. Stir once halfway through and cook until golden brown.
9. Remove the granola from the oven using oven gloves, and allow it to cool. 
10. Store the granola in an airtight container.

TOP TIP

Granola can be served in many interesting ways for breakfast or for lunch. Try chopped fruit and yogurt topped with granola and drizzled with honey.

Evaluation

Date of Practical: _____



Q1. Personal Reflection: Did I ...?

Set up my unit correctly?

Weigh and measure accurately?

Preheat the oven to correct temperature?

Choose healthy optional ingredients?

Safely use the hob and oven?

Stir all ingredients thoroughly?

Cook the granola until it was golden brown?

Serve the dish attractively?

Keep a tidy and organised unit throughout?

Cook and clean within the time available?

Q2. Evaluate your dish using the following headings:

COLOUR

FLAVOUR

TEXTURE

CRITICAL FRIEND

Q3. Based on your evaluation of the colour, flavour and texture and the comments of your critical friend, identify any changes you would make to your granola.

Q4. Identify where you applied specific hygiene and safety rules in the preparation and cooking of this dish.

HYGIENE

SAFETY

Q5. Optional activity: The recommended sugar intake in Ireland per day is 24 g for an adult and 12 g for a child. A recent National Adult Nutritional Survey found that, on average, Irish adults are eating 5 per cent more sugar than is recommended. Write a note on the negative effects of sugar in the diet.

Q6. Optional activity: We always hear that breakfast is 'the most important meal of the day'. Let's investigate.

- (a) Take five minutes to investigate what your classmates eat for breakfast. Write your findings in the box below.

- (b) Now, in the table below, rank the three most popular breakfast foods. Research the sugar content of these choices per 100 g serving. State whether the breakfast choices are high or low in sugar.

Food item	Sugar content (per 100 g)	High/Low in sugar?
1.		
2.		
3.		

Practical Skills Exam – Sample Briefs for In-House Exams

1. Define the term 'snack'. Investigate balanced snacks suitable for a college student. Choose one suitable, healthy snack. Prepare, cook and serve the snack of your choice for this student.

You must show chopping skills and the use of the hob in the making of your dish.

Evaluate the sensory attributes of this dish and its contribution to a healthy diet.

2. School canteens can often have a range of convenience foods that have little or no nutritional value. Making a packed lunch can be more nutritionally valuable in the diet.

Design and make a balanced packed meal suitable for a school-going teenager.

Calculate the cost of your lunch.

Evaluate the sensory attributes of this lunch.

3. The fruit and vegetable group is positioned at the bottom of the food pyramid, as these foods are a valuable contributor to a balanced diet. Investigate the nutritional and dietetic contribution of fruit in the diet.

Using a variety of fresh fruit, prepare, cook and serve a sweet dish of your choice.

Evaluate the sensory attributes of this dish.

4. Homemade baking has traditionally been at the core of every family occasion. Choose your favourite family occasion and investigate a range of baked goods that can be baked as part of this occasion.

Make, bake and ice a cake or cupcake suitable for your chosen special occasion.

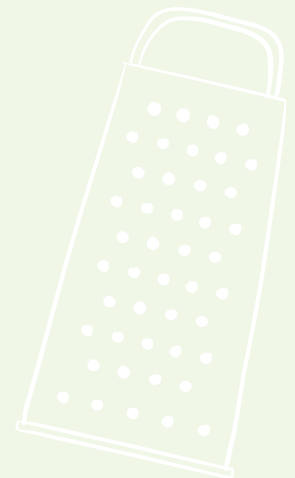
Evaluate the sensory attributes of this dish and complete a cost comparison of your baked good and a commercial baked good.

5. A wide range of freshly baked goods are available in our supermarkets. List six baked goods that can be purchased in the supermarket and their costs.

Make, bake and serve a batch of scones.

Evaluate the sensory attributes of the dish and complete a cost comparison of your scones and commercial scones.

6. There are many methods of making breads and cakes. Name and describe two methods of making breads and cakes. For each method, list dishes that can be made using these methods.



Prepare, bake and serve a baked good using one of the above-named methods of making breads and cakes.

Complete a comparative evaluation of your baked good and a similar commercial product.

7. Pastry chefs around the world make sweet and savoury dishes using a variety of homemade pastry. Name three types of pastry and list two sweet and two savoury dishes that can be made using each type of pastry.

Prepare a batch of pastry. Cook and serve a sweet or savoury dish using this pastry.

Complete a sensory evaluation of this dish.

8. A coeliac can struggle to find a suitable baked product to eat at a special occasion. List four baked products that can be adapted to be suitable for a coeliac.

Prepare, bake and serve a baked good suitable for a coeliac to eat at a special occasion.

Cost this dish.

Complete a sensory evaluation of this dish.

9. Investigate the nutritional requirements of a person following one of these special diets:

- Lacto-vegetarian/vegan
- Coeliac
- Diabetic
- Anaemic teenager
- Obese adult
- A pregnant woman
- An adult with high blood pressure
- An elderly person suffering with osteoporosis
- Someone suffering from constipation

Plan a balanced two-course menu suitable for your chosen special diet.

Prepare, cook and serve the main course.

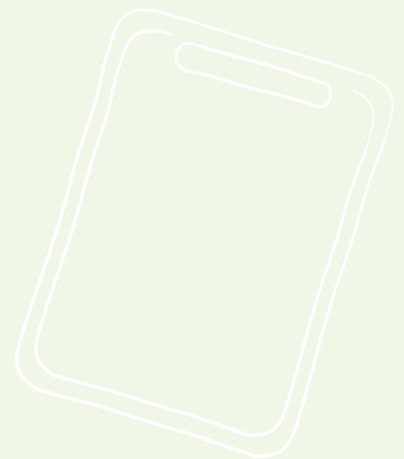
Evaluate the sensory attributes of your dish. Cost the main course dish.

10. Preparing balanced meals on a limited budget is relevant for many families nowadays. List four balanced main course dishes that can be made on a limited budget.

Prepare, cook and serve a balanced main course from your list.

Cost this main course dish.

Evaluate the sensory attributes of your dish.



11. Prevention of food waste is central to food sustainability and the effective management of household resources. Investigate some food ingredients that are commonly wasted in our households.

Using your existing culinary skills, prepare, cook and serve a dish that includes one or more of these commonly wasted ingredients.

Evaluate the sensory attributes of your dish.

12. Using leftovers to make a new dish is a valuable skill, especially as we become more conscientious about food wastage. List four dishes that can be made or adapted to use leftover ingredients. Suggest how these leftovers are included in the dish.

Prepare, cook and serve a dish from this list.

Cost the dish.

Evaluate the sensory attributes of the dish.

13. Takeaway foods are frequently consumed by Irish people. List four takeaway dishes that can be made at home. Describe the changes you made to ensure they meet Healthy Eating Guidelines.

Prepare, cook and serve a dish from this list.

Complete a comparative evaluation of this dish and the takeaway dish.

14. Batch cooking is common in busy households. Meals are cooked and frozen over the weekend to save time during the week. List main-course dishes that are suitable for freezing.

Prepare and cook a main meal suitable for freezing. Package and label this meal for freezing.

Evaluate the sensory attributes of this dish and its contribution to the diet.

15. Farmers' markets offer us an opportunity to purchase and consume high-quality food products made at home or by a small enterprise. List food items that are available at a farmers' market. Cost two of the food items and compare the costs to similar products available in a supermarket.

Choose an item you would produce to sell at a farmers' market.

Prepare, cook and serve this item.

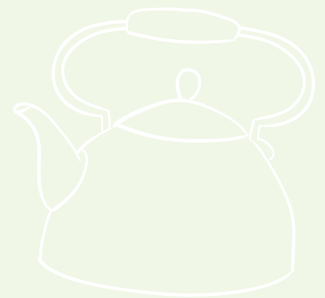
Cost this item.

Evaluate the sensory attributes of this item.

16. Ireland is a multi-cultural society. This has influenced the foods we eat on a daily basis. List two countries that have influenced our culinary choices and name two popular main-course dishes deriving from these countries.

Prepare, cook and serve one main-course dish from your list.

Evaluate the sensory attributes of your main course dish and its contribution to a healthy diet.



Working with the Features of Quality

FOOD LITERACY SKILLS BRIEF

FEATURE OF QUALITY	SUCCESS CRITERIA	CHECK
Solution to the brief	Statement of Brief	
	Have I included all instructions of the brief?	<input type="checkbox"/>
	Have I re-written the essential instructions in my own words?	<input type="checkbox"/>
	Key Requirements of the Brief	
	Have I identified and explained three factors essential to the success of my brief?	<input type="checkbox"/>
	Are these factors specific to the needs of my brief?	<input type="checkbox"/>
	Possible Solutions	
	Have I at least two solutions for each component of the brief?	<input type="checkbox"/>
	Are the solutions fully named/described?	<input type="checkbox"/>
	Are the solutions suitable to the brief?	<input type="checkbox"/>
	If I have to write a menu, have I written it in the correct menu format?	<input type="checkbox"/>
	My Chosen Solution and Reasons for Choice	
	Have I a dish/meal chosen for each component of the brief?	<input type="checkbox"/>
	Is the solution suitable to the needs of the brief?	<input type="checkbox"/>
Have I written at least two reasons for choosing these dishes/ meals?	<input type="checkbox"/>	
Are the reasons justified in the context of the needs of the brief?	<input type="checkbox"/>	
Research and analysis	Research to Support my Brief	
	Have I researched all aspects of my brief?	<input type="checkbox"/>
	Have I used a variety of sources for my research?	<input type="checkbox"/>
	Are my sources reliable?	<input type="checkbox"/>
	Sources of Information	
	Have I fully named the sources of my information? When using the internet as a source, have I written the full URL address in my portfolio?	<input type="checkbox"/> <input type="checkbox"/>
Student reflection	Have I received feedback from my teacher?	<input type="checkbox"/>
	Have I received feedback from a peer?	<input type="checkbox"/>
	Have I used this feedback to make changes (if any) to my final solution?	<input type="checkbox"/>
	Have I justified these changes (if any) in my portfolio?	<input type="checkbox"/>
	Have I justified the decision not to make any changes in my portfolio?	<input type="checkbox"/>



Marking Scheme for In-House Exams

CRITERIA	WHAT TO LOOK FOR	MARK ALLOCATION
Written brief <ul style="list-style-type: none"> ○ Solution to the brief ○ Research and analysis ○ Student reflection 	Statement of the brief Key requirement of the brief Possible solutions Chosen solution and reasons for choice Research supporting my brief ○ Sources of information Two forms of feedback ○ Use of this feedback in my brief	15 10 5
Planning and preparation <ul style="list-style-type: none"> ○ Written preparation ○ Personal and workplace preparation 	Details of ingredients, costings, equipment, preparation tasks, work plan Appropriate appearance of the student Organised workspace	6 4
Cooking skills	Correct preparation skills, e.g. slicing, dicing, mixing, kneading, etc. Student must show plenty of skills to merit marks	20
Cooking principles	Use of cooking methods in a correct manner, e.g. frying, simmering, etc. Correct time and temperature throughout	10
Resource management and sustainability	Economic use of water, food and time	10
Hygiene and safety	Hygienic work practices Safe use of equipment Washing-up completed correctly	10
Appearance	Appetising and attractive appearance Garnished Use of creative skills	10

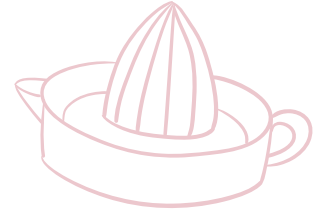
<p>Sensory characteristics</p>	<p>Flavour – palatable end product</p> <p>Texture – consistency/texture appropriate to the ingredients used</p> <p>Adequately cooked</p>	<p>10</p>
<p>Evaluation</p>	<p>Critical appraisal of the dish (colour, flavour, texture)</p> <p>Suitable modifications</p> <p>Reference to how adequately the student met the brief</p> <p>Evaluation of the key requirements of the brief</p> <p>Reference to resource management</p>	<p>20</p>

Use the following template as a guide to help to assign marks:

- 0–3: BELOW EXPECTATIONS
- 4–5: IN LINE WITH EXPECTATIONS
- 6–8: ABOVE EXPECTATIONS
- 9–10: EXCEPTIONAL



Food Literacy Skills Brief (CBA 2)



PART A – FOOD LITERACY BRIEF (SAMPLE LAYOUT)

My brief:

1. RESEARCHING, ANALYSING and INITIAL PLANNING



Statement of brief:

Key requirements of the brief:

1. _____
2. _____
3. _____

Research to support my brief:

Possible solutions:



Sources of information:

1. _____

2. _____

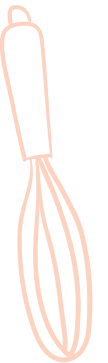
3. _____

My chosen solution:

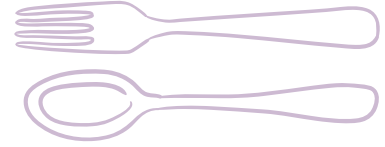
Reasons for my choice(s):

1. _____

2. _____



2. STUDENT REFLECTION



Feedback from my teacher:

Feedback from a classmate:

From your feedback, name two aspects of your Food Literacy Skills Brief that are of a high standard:

- 1. _____

- 2. _____

From your feedback, name two aspects of your Food Literacy Skills Brief that need some further work:

- 1. _____

- 2. _____

List any changes you would make to your Food Literacy Skills Brief and give reasons why these changes should be made. If you do not need/wish to make changes, please give reasons why this is the case.

Change needed? Yes No

(If Yes) State change(s) you should make:

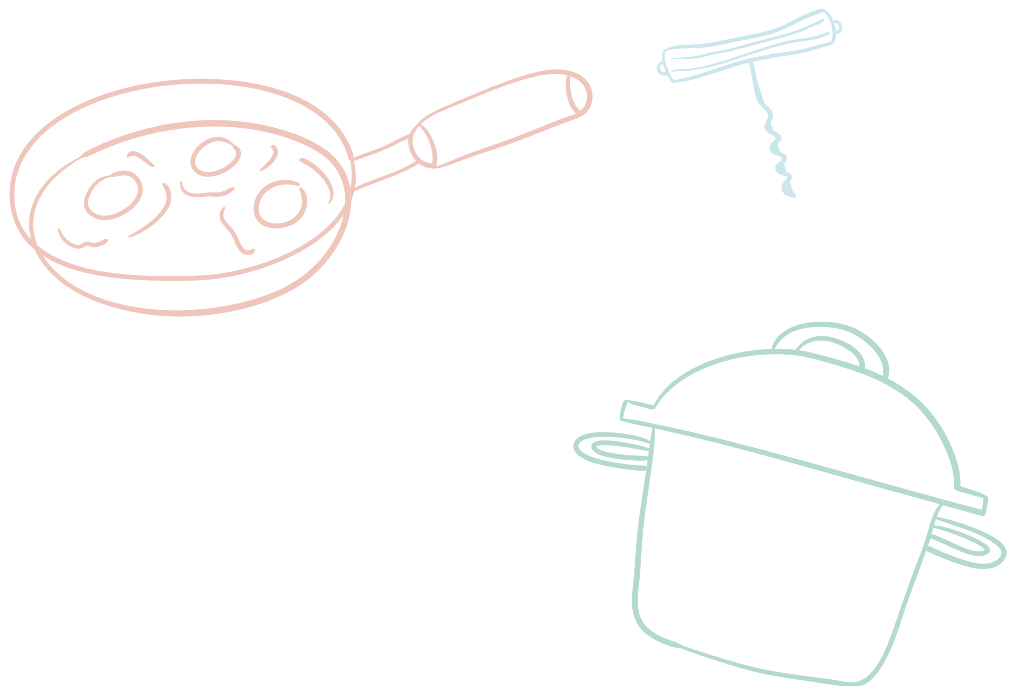
Reasons for change/Reasons for no change being necessary:

1.

2.

3.

4.



PART B – PRACTICAL SKILLS EXAM (SAMPLE LAYOUT)

Name of dish:

Ingredients I need:

Equipment I need:

Serving dish:

Preparation time:

What to do during preparation:

1.

2.

3.

4.

5.

6.

7.

Now You're Cooking! Recipe and Evaluation Handbook facilitates comprehensive preparation for the Junior Cycle Home Economics food literacy brief (CBA 2) and practical food skills examination. Providing an accurate record of cookery practicals and evaluations completed by each student, it focuses on the skills needed to move from theory into practice.

- Over fifty recipes that transfer from the classroom to everyday life
- **Important information** on kitchen equipment, technology in the kitchen, and hygiene and safety
- Guidance for students on **evaluating dishes**, supported by an extensive glossary of terms
- **Learning intentions** are clearly referenced at the start of each recipe
- **Recipes** include the serving number, preparation time and class timing advice
- **Success criteria** for every recipe
- The authors' working knowledge of **one-hour practical classes** ensures all recipes included are suitable for double classes and adaptable to the one-hour practical classes
- **Top Tips** throughout provide information to understand recipes and adapt them
- Suggested activities **link different topics together**, e.g. special dietary considerations and recipe modification
- A good mix of individual/pair/group activities and questions **tie in with the eight key skills**, e.g. students manage themselves and their learning through the use of checklists/success criteria
- Encourages students to **evaluate their dish** and consider changes they would make in preparation for the reflective practices of CBA 2 and the evaluation section in the practical skills exam
- **Comprehensive section on CBA 2** – costing a recipe, comparing products, features of quality and samples briefs with marking scheme for in-house exams



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