



## History

- Romans
- Anglo Saxons
- Norman and medieval times
- Sixteenth to eighteenth centuries
- Nineteenth century
- Twentieth century.

## Trends

- Consumption of **staple** ingredients has changed from wheat, potatoes to include more pasta/rice
- Increase in shops selling **specialist ingredients**.
- More travel/interest/immigration causes change to our **multicultural society** that we live in, prompting food manufacturers to produce a wide range of **ready prepared ingredients** which help us access different countries' traditional dishes by: selling frozen, and cook-chill ready meals, dried ingredients ready to use (e.g. pasta and noodles), jars of ready made sauces.
- To get back to basics with using **seasonal, local** ingredients

## Summary points:

- British food is influenced by many different countries.
- We have access to a wide variety of ingredients from around the world.
- Staple foods of a country often influence the foods eaten
- A person's religion and the celebrations of that religion may influence food choices
- Different methods of cooking and different equipment are used by different cultures and culinary traditions.

## Climate and location

- Surrounded by **seawater**
- Traditional fish dishes/fishing **heritage**
- **Seasonal foods supported by climate** e.g. asparagus in spring, strawberries in summer



## Being British

- Eating patterns – eat three meals a day
- Stewing, boiling, baking, roasting, grilling, frying, steaming, poaching, and griddling are all traditional cooking methods

## Traditional Ingredients

- Based on availability of our land to grow and rear food e.g. wheat and other cereals for bread and potatoes as **staple** foods and range of vegetables and fruit
- **Regional** dishes – e.g. Lincolnshire Sausage, Grimsby Fish and Chips, Yorkshire Puddings (each with their own story)
- Traditional **UK produce** e.g. Cheeses from all over the country; Cheddar (56% of all cheese sold), Lincolnshire Poacher, Stilton etc.
- Range of animals reared: cows, sheep, pigs, poultry, game for meat and also by products: eggs, dairy etc.

## Religion

- The celebrations linked to a religion or culture can also influence food traditions e.g. Turkey at Christmas, Pancakes on Shrove Tuesday



# FOOD PREPARATION AND NUTRITION: International cuisines



## Key Questions:

- What do they grow and what animals do they rear?
- Do they have any special cooking methods? Eg Italy= pasta making
- Is it all traditional cuisine from that place or has a population shift meant a cuisine is very multicultural and mixed?
- What are their signature/ famous dishes?
- How do people access and eat food? Eg China eat with chopsticks
- What are traditional ingredients for that place?



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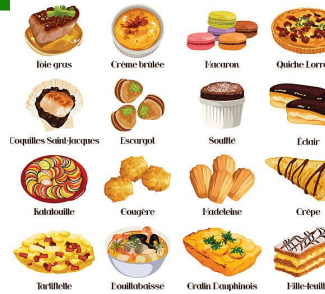
## Factors that affect a cuisine of a country of culture:

- Weather and climate
- History of a place (war/ historical events/ invasion)
- Geography– Population movement– immigration moves food from one place to another.
- Topography– the land of a country available to grown and farm animals.
- Location– is it land locked or does it have a coast? Where is it located in the world?

## INDIAN CUISINE FOOD SET



## French cuisine



## MIDDLE EASTERN cuisine



## CHINESE CUISINE



## GCSE Food Preparation & Nutrition *Wheat- Bread*

Bread is staple food in the UK. There are many varieties of bread; wholemeal, granary, white, spelt, soda and rye. They can be shaped in a variety of ways. Bread dough can be enriched with ingredients such as dried fruit, sugar, milk, butter and eggs to produce baked items like buns and pastries. Bread is a relatively low cost food, extremely versatile and relatively easy to make yourself.

### Food Science

**Sifting the flour:** the sifting process introduces air which acts as a raising agent and helps the bread to rise in the oven.

**Adding warm liquid** Water hydrates the flour. At 37°C the liquid provides the optimum temperature for the yeast to ferment and produce the raising agent CO<sub>2</sub>. Moisture is needed for a soft dough. Sugars are produced by this fermentation which the yeast consumes. As it does so it creates alcohol and carbon dioxide gas as a waste products.

**Mixing and Kneading Dough** during the mixing and kneading, two of the proteins present in the flour (gliadin and glutenin) become hydrated and when the dough is kneaded an elastic protein complex called gluten is formed. This gluten gives bread its structure and prevents it collapsing.

**Proving Dough** during this step some of the starch present in flour is broken down and is fermented by the yeast. CO<sub>2</sub> gas is produced which causes the gluten network to expand and therefore makes the dough rise; the quality of the gluten is important if its too weak bubbles can burst causing lack of volume, if it's too strong the dough won't stretch enough.

**'Knocking back'** proved dough, the dough is 'knocked back' to remove the large CO<sub>2</sub> bubbles produced by the yeast. This ensures a more even texture and a better rise. Large bubbles of gas would make large holes in the finished bread.

**Baking,** the bread dough rises as the CO<sub>2</sub> produced by fermentation of yeast expands with heat. Yeast activity increases at first, but as the temperature of the dough rises it slows down until eventually the heat will kill the yeast. The water is absorbed by the starch granules in the flour, the starch grains swell and gelatinise this supports the firm structure of the loaf. A gluten network forms a sort of skeleton which traps the CO<sub>2</sub> gas. During baking the gluten strands are stretched as the CO<sub>2</sub> gas expands, this together with the coagulation of the gluten protein results in the finished bread structure.

### Functions of Bread ingredients



**Yeast: Raising agent:** Is a living micro organism. When it's the ideal conditions for growth, it respire and produces carbon dioxide. Ideal conditions for growth are: Warmth, moisture, food and time.



**Liquid: Moisture:** it helps to create the right conditions for the yeast to grow. It also hydrates the flour, helping with gluten formation.



**Salt: Structure:** helps with gluten formation  
**Taste:** a small amount improves the flavour of the bread.

**Too much:** will prevent the yeast from fermenting



**Flour: Bulk:** it gives bulk to the bread.  
**Taste:** Different types of flour affect the flavour. Absorbs moisture flour can absorb a lot of water to make a dough  
**Strong flour** has a higher protein content so will produce a good quality loaf without it collapsing  
**Nutrients** provides starchy carbohydrates, protein and is fortified with vitamins and minerals.

### Nutritional Value of Bread:

Bread is a good source of starchy carbohydrate, protein, B vitamins, calcium and iron. Bread which is made with wholemeal flour is also a good source of dietary fibre.

### Other ingredients in bread making

**Fat:** fat allows the other ingredients to slide over each other so the bread can rise.

**Shortening** – fat coats the particles of flour and stops it absorbing water, so only a small amount should be used.

**Taste:** Enhances the flavour.

**Shelf Life:** fat improves the texture of the bread, keeping it moist and preventing it from going stale quickly.

### Other ingredients in bread making

**Sugar:** Food for the yeast: sugar provides food energy for the yeast so that they can respire and grow.

**Browning:** sugar turns to caramel when it's cooked and makes the crust brown.

**Taste:** Sugar adds sweetness to the bread.

**Ascorbic Acid:** Added mainly in the commercial manufacture of bread, it speeds up time it takes to make the bread.

### Additional learning and challenge activities

- What does the term 'enriched dough' mean?
- List the key stages for traditional bread making Describe the difference between making bread using the bulk fermentation and the Chorleywood process.
- List the four ideal conditions needed for yeast to respire and produce carbon dioxide.
- Name the gas produced by the fermentation of yeast.
- Why is the formation of the protein gluten important in bread making?
- What does h term 'knocking back' mean and why is it necessary?



## GCSE Food Preparation & Nutrition Cereals - Wheat



Cereals describe edible grasses that are harvested for their grain. The **endosperm**, the **germ** and the **bran** have importance in cooking, nutrition and food science. The most popular cereals are wheat, rice, maize (corn) oats and barley. Other cereals such as rye millet, buckwheat, quinoa, sorghum and amaranth are growing in popularity.

### Food Science

Wheat flour contains 2 proteins called **gliadin and glutenin**. When moisture such as water or milk is added to the flour **protein gluten** is formed. Strong flour such as bread flour contains a higher percentage of protein than softer flours.

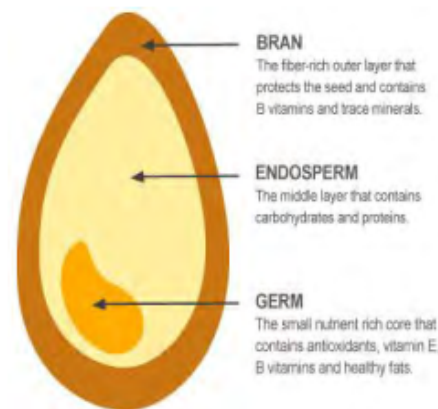
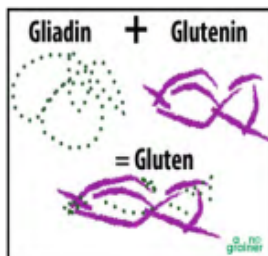
Some food products require more gluten development for **strength and structure** such as in the making of bread, also in puff, flaky and choux pastry. Softer flour should be used in cakes, batters and muffins where gluten development is to be avoided, as strong flours will result in an undesirable tougher and chewy texture.

### Effect of heat:

**Coagulation**, in the case of a dough or cake mix heat will cause the protein present in the flour to coagulate

**Gelatinisation**: when starch is mixed with water it forms a suspension and with heat, the starch granules absorb moisture and swell. This thickens the mixture, resulting in a GEL .

**Dextrinisation**: When starch is exposed to dry heat the colour will change to brown. Dextrin causes the characteristic brown crust of baked products and toast.



- **Key points:** **Starch** is found in the endosperm
- Wholegrain cereals have a higher nutritional value than processed cereals
- Wholegrain cereal is grain left in its natural state.
- The endosperm from wheat provides starch and protein.
- Dietary fibre is found in wheat bran.
- Milling wheat grain into flour is an example of **primary processing**.
- **Secondary processing** of wheat is the making of food products using the flour such as biscuits, sauce, pasta and cakes.
- By law, the nutrients calcium, iron and the B vitamins (niacin and thiamin) must be added to flour, this is known as **fortification**.
- **Wholemeal flour** is made from the whole wheat grain, nothing is removed.
- **White flour** has most of the bran and wheat germ removed.
- Wheat provides energy in the form of starch
- Wheat bran provides dietary fibre and is a source of B vitamins.
- The more you knead dough or beat a mix with wheat flour the more **gluten** will be formed. Ok for bread, not for shortcrust pastry, cakes or shortbread biscuits.
- **Extraction rate:** How much of the original wheat grain is in the flour. 100% means that it is all the grain.
- **NSP:** (non starch polysaccharide) indigestible carbohydrates found in plant food, often called dietary fibre.
- **Phytic acid:** A form of phosphorus which limits absorption of calcium and iron in the body. Wheat stores the mineral phytic acid, it's present in the bran of the grain. The acid will bind with both calcium and iron to form phytates and this then limits the absorption of these minerals in the body.
- **Staple Foods:** Staple foods are usually starchy foods that grow well and can be stored for consumption throughout the year.

### Types of flour produced from wheat:

\* Wholegrain \*Brown \*White \*Granary \*Stoneground \*Organic

### Nutritional Value of Wheat:

Wheat is a good source of starchy carbohydrate, found in the endosperm. It is also a good source of protein and provides a range of vitamins and minerals. If the wheat still has the bran it will provide dietary fibre in the form of (NSP). B vitamins are found in the bran layers. Flour sold in the UK is fortified with calcium, iron and B vitamins.

### Processed wheat grain products:

**Wheat Bran:** Added to biscuits, cakes, muffins to increase dietary fibre.

**Puffed wheat:** Flaked, puffed and extruded wheat is used to manufacture breakfast cereals.

**Semolina:** Mainly used for making pasta.

**Couscous:** made from semolina grains

**Burghul:** Also known as bulgur or cracked wheat, key ingredient in tabouli and kibbeh, can be used in soups, burgers and casseroles.

### Additional learning and challenge activities

- Ensure you are able to explain the difference between primary and secondary processing
- What does the term 'extraction' rate of flour mean?
- Can you explain the nutritional differences between a food product made with wholemeal flour and one made with white flour?
- You need to know the key nutrients provided in cereals.
- Make sure you can explain how the nutritional value can be affected when cereal is processed.
- Can you discuss the health benefits of a diet containing whole grain cereals?

## GCSE Food Preparation & Nutrition

### Pasta

Pasta is a staple food of Italy and together with bread, rice and potatoes, it forms part of the staple food range in the UK. Pasta is usually bought fresh or dried and is available in a variety of shapes, flavours and colours. It can be filled or unfilled and can be served with a variety of sauces. Pasta is a **convenience food** and it is quick to cook, it requires little skill and is cost effective.

Pasta is made from durum wheat; durum wheat has a higher protein content than other wheat varieties. It produces a grainy, yellow coloured semolina on milling. Durum wheat makes good quality pasta because it requires less water to make the dough, making it easier to dry the pasta. Gluten free pasta is available and you can make your own by adding xanthan gum into gluten free flour.

#### Key terms

**Convenience food** – where some or all the preparation has been done in advance.

**Durum wheat** – high protein wheat used to make pasta.

**Laminating** – rolling out pasta into thin sheets.

**Dies** – machinery attachments used to make special pasta shapes that cannot be made by hand.

**Extruded** – pasta is forced through a die to achieve a special pasta shape, eg spaghetti and macaroni.

#### Food Science

**Xanthan gum** can be used in a gluten free pasta recipe to help give the pasta it's elasticity so it can be rolled through the pasta machine and give it its stability. Xanthan gum is a polysaccharide with a wide variety of uses, including as a common food additive. It is a powerful thickening agent, and also has uses as a stabilizer to prevent ingredients from separating.

Rice flour and potato flour can be used for **gluten free** recipes **Dehydrating** pasta is possible rather than air drying to ensure complete moisture removal to preserve the pasta.

Various ingredients can be added for colour which add to the pasta's **nutritional content**.

**Al dente**: 'To the tooth' – usually used to describe when pasta is perfectly cooked, with a little 'bite' in the middle.

**Starch**, should be removed from the pasta by cooking in boiling salted water, this prevents the pasta from being too sticky.

#### Colouring Pasta:

Spinach: Verdi – Green

Tomato puree: Pomodori - Red

Beetroot: Barbabietola rossa – Purple

Squid ink: Nero - Black

Why is some pasta unsuitable for coeliacs? 🤔

#### Nutritional Value of Pasta:

Pasta is a good source of starchy carbohydrate, protein and B vitamins. Whole wheat pasta also provides dietary fibre. Pasta is not suitable for a coeliac as it contains wheat flour.



#### Storage

- Dried pasta can be stored in a cool, dry cupboard and has a long shelf life. Fresh pasta should be kept chilled. Packing should be clearly labelled with details of 'best before' or 'use by' dates and storage instructions.

#### Additional learning and challenge activities

- Investigate how to make gluten free pasta
- How could xanthan gum help create a gluten free pasta dough?
- Create a page investigating the various types of pasta, their names and what they look like.



## GCSE FOOD PREPARATION AND NUTRITION: Cereal commodity group

### Cereals

**Barley** is the second most widely grown crop in the UK after wheat. The most common product is **pearl barley**. It is also used in beer making. It can be used in **sweet & savoury** dishes and also bulks out soups & casseroles. Barley is a good source of **starchy carbohydrate, iron & vitamin B3**.



**Oats** are a good source of **starchy carbohydrate, protein and fat**. They are high in **fibre**. Pure oats do not contain gluten, however a lot of supermarket oats are not pure.

Oats are grown in **cold climates**, such as Scotland. They are **rolled** rather than crushed and are partially cooked during this process. Oats can be **processed** further to make them cook more quickly.



**Maize (corn)** has a similar nutrient content to other cereals and is a good source of starchy carbohydrate. Yellow varieties of corn also contain **carotene**, which is converted to **Vitamin A** in the body.



Many cereals are processed into **breakfast cereals**. The most common cereals are wheat, maize, oats and rice. They are processed in different ways, such as puffed shredded, flaked or rolled. They are often mixed with other ingredients, such as nuts, dried fruit and honey to improve their flavour, texture and nutritional value. Some cereals have sugar added to them, which makes them less healthy.



**Rye** is mainly grown in Northern Europe. It is **hardy** and likes cold, wet climates. Rye bread has a close, **dense** texture and is often combined with wheat flour so it is not too dense and sticky. Rye flour has a **longer** shelf life than wheat flour due to its **higher gliadin protein** content. It can also be used to make alcoholic drinks, such as whiskey & beer. It is a good source of starchy carbohydrate, fibre, minerals and vitamin B1 (**thiamin**).

### Other grains:

**Sorghum**; cereal grain grown in Asia & Africa. Milled into a soft, fine flour to make flat breads and has a nutty taste.

**Quinoa**; pronounced 'keen- wah', is often called a superfood. It is a good source of protein- providing all the essential amino acids and is a HBV protein. It is gluten free, cholesterol free and also wholegrain so has plenty of fibre too. There are red, black and white quinoa and they are cooked similar to rice/ barley.

**Arrowroot**; comes from the maranta plant and is used to thicken sauces. Can also be used as a glaze for fruits in the form of a smooth, clear gel.

**Sago**; comes from sago palm and is used for milky puddings.

**Tapioca**; comes from a tuber called cassava and is also used for milky puddings as well as a thickener in soups & stews.



### Key words

- **Humid**: damp, warm environment. Not a good environment for cereals to be stored in; they need to be cool & dry.
- **Best before date**: When cereals should be consumed by.
- **Maize**: sometimes called **corn**. Staple food grown in South America, Asia & Africa.
- **Masa harina**: finely ground corn flour treated with slaked lime; main ingredient in corn tortillas.
- **Beta- glucan**: found in oats; lowers blood cholesterol.
- **Coeliac disease**: an auto immune condition where a person has an adverse reaction to gluten.

### Additional learning and challenge activities

- Do a poll to find out which breakfast cereals your class mates eat; which are the most popular? Why do you think this is? Discuss the advantages & disadvantages of the most popular cereals; are they healthy?
- Research the name of the deficiency disease caused by lack of niacin (vitamin B3) where maize (corn) is used as a staple food.
- Can you explain the difference between soluble and insoluble fibre?
- Get a map of the world and colour code where each crop is grown/ produced.
- Research into the most likely contaminants that can affect the quality of the cereal crops and how they can be prevented.
- Create a dish using one of the cereals listed on this page!

## Rice

Rice is the most widely consumed staple food for a large part of the world's human population, especially in Asia. Rice grows well in hot and humid conditions in flooded fields called paddies. Rice is processed in a similar way to wheat. It is cost effective and versatile, it has a long shelf life as it's a dried food. Storage should be in a cool dry area (usually in a kitchen cupboard).

### Growing and processing:

Many different types of rice are grown and used in cooking. In order to grow rice the land is firstly ploughed to 'till' or dig up, mix and level the soil. In most Asian countries the ancestral methods for cultivating and harvesting are still practised. The fields are often ploughed using water buffalo. Rice seedlings are planted by hand in the fields which have been flooded by rain or river water.

### Key terms

Brown rice contains bran. White rice has the bran removed. Cooked long grain rice should be fluffy and individual grains will be visible.

Cooked short grain rice will be stickier and starchier. Rice can be made into many different products including wine, vinegar, milk and noodles.

Beri Beri a muscle wasting disease occurring in places where white rice is a staple food. The diet is deficient in thiamine (vitamin B1)

### Types of Rice

#### Long grain:

Brown long grain rice (whole grain rice) – nutty flavour, nutritionally complete, higher vitamin, fibre and mineral content. Chewy texture and takes longer to cook.

White long grain rice – cooks quickly and is white in colour

Basmati rice – fragrant flavour, can be white or brown. The preferred rice for Indian cuisine.

Jasmine Rice (Thai fragrant rice) – Aromatic like Thai food, soft and sticky texture when cooked.

Wild rice – An aquatic wild grass. Takes a long time to cook, nutty flavour, nice texture and dark in colour. Usually sold as a mixture of rice.

#### Short Grain Rice:

Arborio Rice – an Italian variety which is used to make risotto

Sticky Rice – when cooked properly this rice is very sticky, used in various Asian cuisine.

Sushi Rice – higher ratio of the starch amylopectin compared to the starch amylose. This makes this rice much stickier when cooked.

### Secondary Processing of rice:

This is when rice is processed into other products such as:

Rice bran, rice bran oil, rice milk, rice vinegar, rice flour, rice wine, rice cakes, rice noodles, rice starch, rice tea and rice wine.

Why is rice associated with food poisoning? What are rice spores?

### Nutritional Value of Rice

Rice is about 90% carbohydrate, 8% protein and 2% fat. It is a good source of iron and B vitamins. It is low in fibre.

Brown Rice is wholegrain. It is about 85% carbohydrate, 8% protein and 7% fat. And contains as much as four times the amount of fibre and more minerals than white rice. It is a good source of B vitamins.



### Additional learning and challenge activities

- Give 5 examples of products obtained from secondary processing of rice.
- For each one suggest one way that it can be used in cooking.
- Ensure you know the various rice varieties and dishes that can be made using these types of rice.
- What is the difference between white and brown rice?



## GCSE Food Preparation & Nutrition *Fruit and Vegetables*

Potatoes: A staple food in the UK. The part of the potato we eat is called the Tuber. They come in a variety of colours but we are most familiar with the red and white varieties. The most common potatoes we eat in the UK are Maris Piper, King Edwards and Desiree. Sweet potatoes are also popular and are a common alternative to traditional potatoes.

Different varieties of potatoes have different textures. Some can be floury, sticky and waxy or granular. This is due to the potato cell changing during cooking. All potatoes have the same structure. The outer layer is the skin, the flesh is the area under the skin. The pith is the watery core. They can be cooked in a variety of ways including, boiling, roasting, baking and frying. Good source of vitamin C, complex carbohydrates (starch) and a small amount of B vitamins. They also contain water.

### Storage of potatoes

Stored in cool, dry and dark places  
Such as hessian bags, racks or paper bags  
Left in the light they will turn green - the green part is toxic  
Not in plastic bags as they will sweat and rot  
Storing in the fridge can affect the taste and cause discolouration

We are encouraged to eat a wide variety. Eaten as part of a main meal or a snack. Can be eaten raw. Cooking destroys some of the nutritional value. The eatwell guide suggests a third of our diet is made up of fruits and vegetables. They are a good source of carbohydrates, fibre vitamins and minerals and are low fat.

Vegetables are categorised according to the part of the plant they represent. They can be grown above or below the ground.

| Group            | Examples                       | Above or below |
|------------------|--------------------------------|----------------|
| Roots            | Beetroot, Carrots, swede       | Below          |
| Bulbs            | Onions, leeks, spring onions   | Below          |
| Tubers           | Potatoes, sweet potatoes, yams | Below          |
| Stems            | Asparagus, celery              | Above          |
| Leaves           | Cabbage, brussel sprouts       | Above          |
| Flowers          | Cauliflower, broccoli          | Above          |
| Fruits and seeds | Peas, courgettes, aubergine    | Above          |
| Fungi            | mushrooms                      | Above          |

### Vegetable Structure

The structure of vegetables is a collection of cells made of cellulose. The type of vegetable and its age can mean that the structure varies. Vegetable cells contain high amounts of water and this keeps the vegetable form (e.g. cucumber 70% water). If they start to lose water the cells lose their firmness and they become limp and flabby.

### Vegetable Storage

Salad and some green vegetables can be stored in the fridge to keep them fresh. Most other vegetables should be stored in cool, dry, well ventilated areas. Most vegetables should be eaten as soon as they are purchased to avoid nutrient and flavour losses.

Ripened fruits are more attractive to eat. They will change in colour, texture and taste (sweeter) when they ripen.

### Fruit

There is a vast array of fruits available to eat in the UK. These may be home grown or imported. Many fruits are seasonal (the times of the year when the food is at its peak, in terms of harvest, flavour or cost)

There are four main groups of fruit. Some fruits (bananas, pineapple, mango) do not fit into any of the categories and tend to be sold as exotic or tropical fruits.

| Group         | Examples                                | Storage                                       |
|---------------|---|---|
| Citrus        | Oranges, lemons, limes, grapefruits     | Cool, dry place                               |
| Hard          | Apples, pears                           | Room temperature, do not refrigerate          |
| Soft or Berry | Strawberries, raspberries, blackberries | fridge  |
| Stone         | Plums, cherries, peaches                | Fridge. Room temperature for faster ripening. |

GCSE Food Preparation & Nutrition  
**Milk, Cheese and Yoghurt**

**MILK**

Cow's milk is the dominant milk drank in the uk. Alternative include goats milk and soya milk.

Milk contains bacteria - it must be heated to destroy the bacteria - to make it safe to drink. This makes it last longer too. Milk can be pasteurised. HTST - High temperature short time. Heated to 72 degrees for 15 seconds. Then cooled rapidly and bottled. UHT - ultra heat treatment - heated for 1 second to 132 degrees. Makes milk sterile (no bacteria). Rapidly cooled and packaged. Lasts longer than pasteurised milk.

| Type              | Details   |
|-------------------|---|
| Whole             | 3.9 % full fat. Blue cap. Recommended for children                          |
| Semi-skimmed      | 1.7% fat. Half fat. Green cap   |
| skimmed           | 0.1-0.3% fat. Red cap   |
| Evaporated        | Concentrated, sterilised and canned. Reduced liquid content - thicker       |
| Condensed         | As condensed but with sugar added - helps to preserve the milk              |
| Dried milk powder | Water removed to dry. Water added then can be used and stored as fresh milk |
| Alternative       | Dairy free - soya, almond, oat and rice                                     |

Complete food - provides many nutrients - the only food needed for babies (all mammals) for the first few weeks of life.

Protein - HBV  
Fat - Saturated  
Carbohydrate - simple - lactose - sugar in milk  
Minerals - calcium, phosphorus, potassium and iron  
Vitamins - A, D and B some C  
Water - high volume content.

Storage  
Perishable - refrigerated and away from strong smelling foods.

Cheese can be described as solid or semi-solid (soft cheese) milk. Can be referred to as fermented dairy food.

**CHEESE**

| Type              | Examples                                 |
|-------------------|--|
| Hard pressed      | Cheddar, leicester                       |
| Soft (or ripened) | Camembert, brie, goats                   |
| unrippeded        | Cottage cheese, cream cheese, mascarpone |
| Blue veined       | Stilton, danish blue                     |
| processed         | cheese slices and spreads                |

Protein - HBV  
Fat - Saturated. High content depending on milk used  
Minerals - calcium, phosphorus, sodium  
Vitamins - A, D and B some C

**Uses:** flavour, colour, texture and increased nutritional value

**Storage**  
Refrigerate between 0-5 degrees. Soft cheese use within a few days. Hard cheese last longer. Airtight box - prevents drying out

**YOGHURT**

Protein - HBV  
Fat - Saturated.  
High content depending on milk used  
Minerals - calcium, phosphorus, sodium  
Vitamins - A, D and B some C

The bacteria convert the lactose (milk sugar) to lactic acid, which thickens the milk and gives it the tangy taste characteristic of yogurt. The yogurt is then cooled and can be flavoured with fruit, sugar, other sweeteners or flavourings. Stabilizers, such as gelatin, may also be added

Yoghurt is made from different types of milk. Some yoghurts contain other ingredients to flavour them such as sugar and fruit.  
Set yoghurt - firm texture - set in pot it is served in  
Love yoghurt - fermented with live culture bacteria - still living  
greek (strained) yoghurt - cows or ewes milk- thick and high in fat.

**Storage**  
Refrigerate between 0-5 degrees. Eat within use by date.

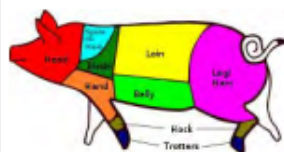


## MEAT

There are 3 animals we generally eat in the uK - pigs, sheep and cows.

Meat is made up of protein, water and fat.  
Fat in meat is either visible (seen around the edge) or invisible (in the connective tissue)

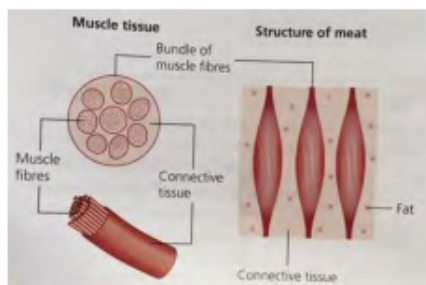
|                                    |   |
|------------------------------------|---|
| <b>Beef, veal</b>                  | <b>Steaks</b> - sirloin, fillet, rump<br><b>Joints</b> - topside, brisket, silverside<br><b>Cuts</b> - skirt, chuck, minced |
| <b>Lamb, mutton</b>                | <b>Steaks</b> - shoulder, fillet,<br><b>Joints</b> - leg, saddle, neck<br><b>Cuts</b> - chump, loin., noisettes, minced     |
| <b>Pork, bacon, gammon and ham</b> | <b>Steaks</b> - shoulder, loin<br><b>Joints</b> - spare rib, leg, shoulder, loin<br><b>Cuts</b> - belly, chops              |



Protein - HBV  
Fat - Saturated  
Minerals - iron  
Vitamins - (fat soluble) A, D and B  
Water - high volume content.

**Cooked for:** kill bacteria, flavour, to make tender, to make more appealing, to make nutrients more digestible

**Storage**  
Meat is a high risk food, it must be cooked and stored correctly to avoid food poisoning. Raw meat should be refrigerated, cooked meat covered and refrigerated



**Raw meat = muscle + connective tissue + fat.**

The muscles are bundles of fibre which are surround and held together with connective tissue. These muscle fibres can be different lengths depending on the part of the animal they are from. part of the animal that does a lot of work such as the leg have longer fibres and can be tougher. Cooking is used to make the meat tender. The fibres contain water and mineral salts.

**Digestible** - some foods are broken down more easily by the body (by the action of enzymes) than others. Meat needs to be cooked to make it more digestible. They are broken down into macronutrients and micronutrients and absorbed through the wall of the intestines.

## FISH

Fish is made up of protein, water, minerals and fat.

| Type       | Examples                   |
|------------|----------------------------|
| White fish | Sole, halibut, trout, tuna |
| oily       | Mackerel, salmon, trout    |
| shellfish  | Crabs, lobster, prawns     |

**Fish Flesh = muscle + connective tissue.**  
**Fish muscle has short fibres and the connective tissue is very thin, this means that fish can be cooked quickly and still be tender and moist.**  
**Cuts** - whole, fillet, goujons, steaks

High in Protein - HBV  
Low in Fat, good source of fatty acids  
Minerals - calcium if bones are eaten - sardines  
Vitamins - A, D  
Shellfish can be high in cholesterol

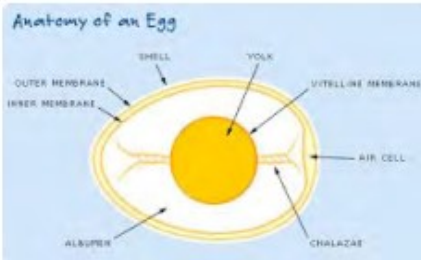
### Storage

**Spoil quickly - eat same day or quickly after - can be unsafe to eat after longer**  
Refrigerate between 0-5 degrees.

## EGGS

Eggs are produced by hens, ducks, quails and geese. The most popular are hen (chicken) eggs.

Eggs can be brought in 4 different sizes; small, medium, large and extra large.



**Structure:**  
10% shell, 30% yolk, 60% white

**Storage**  
Away from strong smelling foods as they are porous (contains tiny holes) and will absorb strong odours. Consume by use-by date.

## Egg Nutrition



**Cooked by:**  
boiling,  
frying,  
poaching,  
scrambling

### Yolk

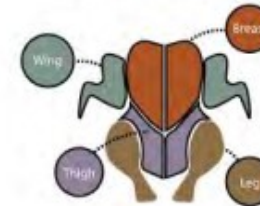
**Fat** 4.5 g  
**Sat. Fat** 1.6 g  
**Cholesterol** 184 mg  
Carbohydrates 0.5 g  
Protein 2.5 g

### White

Fat 0 g  
Sat. Fat 0 g  
Cholesterol 0 mg  
Carbohydrates 0 g  
**Protein** 4 g

**Protein** - HBV white and yolk  
**Fat** - Saturated in the yolk  
**Minerals** - iron  
**Vitamins** - (fat soluble) A, D and E in yolk. B in the egg white.  
**Water** - in white and yolk.

|                           | BEST ←  |   |   |   | → WORST  |
|---------------------------|---|---|---|---|--|
| Label                     | Pasture Raised  | Certified Organic   | Free Range                                    | Cage Free                                     | Conventional   |
| Living Space              | Natural fields or pasture, most space for natural behaviors | Aviaries/barns without cages, space varies, buy local when possible | Aviaries/barns without cages but very crowded | Aviaries/barns without cages but very crowded | Grouped in small cages with little room to move                  |
| Outdoor Access            | Live outside with access to barn                            | Required but not regulated  | Limited and not regulated                     | None  | None   |
| Diet & Feed               | Natural foraging, feed varies from farm to farm             | Organic vegetarian, pesticide-free and non-GMO                      | Typical chicken feed                          | Typical chicken feed                          | Grain-based, fortified, basic needs met in cheapest way possible |
| Hormones & Antibiotics    | Less common, less necessary                                 | None  | Common practice                               | Common practice                               | Common practice  |
| Nutritional Value of Eggs | Most nutritious   | More nutritious than conventional                                   | Similar to conventional                       | Similar to conventional                       | Least nutritious   |



## POULTRY

Chicken is the most popular poultry used in the UK. There is also duck, turkey, goose, guinea fowl and pigeon.

|                |  |
|----------------|--|
| Chicken        | Most popular, large bird, sold whole or jointed into legs, wings, breast and legs. |
| Turkey         | Similar to chicken but larger. Associated with Christmas                           |
| Duck and goose | Richer tasting birds, fatty in comparison  |

**Poultry = muscle + connective tissue.**

**Breast is softer than the legs that can be tough (hardest working part of the bird) older birds are tougher than younger birds which tend to be tender. Nutritional value varies according to the age of the bird, how it is reared and the parts eaten.**

High in Protein - HBV  
Lower in Fat than meat, saturated  
Minerals - calcium if bones are eaten - sardines  
Vitamins - good source of B, some A and D

### Storage

High risk food, it must be cooked and stored correctly to avoid food poisoning. Should be refrigerated, thawed and cooked thoroughly to kill bacteria.



## Soya and Tofu

Soya comes from the soya bean pod. Part of the legume family. Beans, peas and lentils are also part of this family.

Soya can be processed into many different forms - milk, sauce, paste, flour tempeh. It can be bought dried, canned or fresh in the form of desserts, yoghurts and margarines.

Contains Fibre, HBV protein and magnesium.

Tofu can be called bean curd. Made from fresh soya milk, that has been curdled and pressed into a block and then cooled.

It is made in the same way as traditional cheese.

Bland tasting so needs to be favoured.

Contains HBV protein, iron, calcium and other minerals. Some B vitamins.

They are both bought in sealed containers and should be stored in the fridge.

## Beans

Beans are legumes, normally referred to as pulses. Pulses are edible seeds that grow in a pod.

Most popular bean is the baked bean - a haricot bean in tomato sauce. Beans are added to dishes for bulk, flavour or to nadd to the nutritional value.

High in protein and fibre , some carbohydrates, calcium and B vitamins.

|        |                          |
|--------|--------------------------|
| bean   | storage                  |
| fresh  | fridge                   |
| frozen | freezer                  |
| dried  | Airtight, cool dry place |
| canned | cool dry place           |

## Nuts

- Some nuts are edible kernels from which the fruit wall has been removed. Some are seeds and some are pulses.
- Nuts are used in savoury and sweet dishes
- Nuts can cause allergic reactions
- Nuts can be bought in many forms , shelled, ground, chopped, whole
- Nuts have high energy values due to the high fat content
- They provide LBV protein
- They contain B vitamins
- They provide fibre
- Need to be stored in airtight containers or will turn rancid due to the high levels of oil
- Kept away from moisture and strong odours
- Consume before use by date.



## Seeds

- Include poppy, pumpkin and sunflower
- Used as a healthy snack
- Used as topping on food
- Roasted or toasted to add texture and flavour
- Ground to add flavour
- Used to manufacture oil
- Provide protein
- Provide essential fatty acids
- Provide iron and zinc
- Vitamins B and E
- Need to be stored in air tight containers in a cool dry place.



GCSE Food Preparation & Nutrition  
**Butters, Oils, Sugars and Syrup**

**Butters**

**Butter** is the dairy product made from churning milk or cream. The churning process separates the butterfat (the solids) from the buttermilk (the liquid). The **butter** we most often buy is made from cow's milk, although other varieties — made from the milk of sheep, goat, yak, or buffalo — are also available. Butter comes in salted and unsalted varieties.

**Uses:**

Melting - pouring over vegetables  
Spreading - crackers and sandwiches to avoid moisture  
Creaming - making cakes  
Shallowing frying - eggs  
Shortening - rubbing in to make pastry

**Nutrients:**

High in fat  
Vitamins A and D  
Sodium - salt  
**Storage:**  
Kept in fridge  
Away from strong odours  
Fully covered or can go rancid if left open to the air.

**Oils**

Oils are liquid at room temperature. They are lighter than solid fat such as butter and easier to digest.

Vegetable oils are natural oils found in seeds, nuts and fruit. Examples include sunflower oil, sesame oil, rapeseed oil and olive oil. Oils are used for frying, basting, marinating and dressings. The main nutrient found in oils is fat, this is an unsaturated fat and considered healthier than saturated fats. Oils should be stored in cool, dry places.

**Margarine**

Margarine was introduced as an inexpensive alternative to butter. It was made from vegetable oils and is **fortified with vitamins A and D**. Margarine is sold in solid block or as a soft margarine in a tub.

**Uses:**

Block margarine is used for baking. Soft margarine is used for baking and frying and for spreading when making sandwiches. Some soft margarines have a very low fat content so no suitable for making cakes, pastries and biscuits. High in fat. Provide vitamins A and D, water and minerals such as sodium (salt).

**Sugars**

- Comes from sugar cane (a tall grass grown in hot climates) or sugar beet (a root crop similar to parsnip grown in climates with warm and cold seasons)
- Pure carbohydrate - give quick release energy. Provides empty calories as does not provide other nutrients
- Primary function in cooking is to provide sweetness. Can provide colour and crunch to some dishes

| Type       | Description   | Uses                                 |
|------------|---|--------------------------------------|
| granulated | White, coarse, small crystals   | Sweetening- drinks, cereals,         |
| caster     | White, made from ground granulated sugar, finer crystals                      | Cake making - victoria sandwich cake |
| icing      | White, made from ground granulated sugar, fine powder                         | Decorating - cakes, making icing     |
| demerara   | Pale brown, made from raw sugar, larger coarse crystals than granulated sugar | Adding crunch - flapjacks            |
| Soft brown | Small sugar crystals containing molasses, a dark syrup.                       | Flavour in cakes - christmas cake    |

**Syrups**

Golden syrup is the most familiar  
Bought in various forms - jar - can- squeezey bottle. Very sweet.  
Black treacle is also a syrup, much darker in colour and thicker with a stronger flavour  
Black treacle is used for making christmas cake, gingerbread and some curry sauces.  
Best stored in cool, dry places and used within three months of opening



**Golden syrup** or light treacle is a thick, amber-coloured form of inverted sugar syrup made in the process of refining sugar cane or sugar beet juice into sugar, or by treatment of a sugar solution with acid. It is essentially white sugar/sucrose in a different form. This has been inverted, meaning that the sucrose has been broken down into two simpler sugars, fructose and glucose. The fructose content gives a heightened perception of sweetness so that, 25% less golden syrup can be used than granulated white sugar.

A British tablespoon of golden syrup contains about 60 calories, whereas a British tablespoon of white sugar is about 50 calories. By volume, golden syrup has more calories: by weight sugar has more calories. Golden syrup and white sugar have a very similar glycaemic value, meaning that the body processes both at about the same rate.



## Macronutrients

Macronutrients are needed in large amounts to make the body function properly.

### Protein:

These are made up of **essential amino-acids** and **non-essential amino-acids**. (Our bodies can make non-essential amino acids, but we need to get essential amino acids from our food).

#### Source

- HBV – these have all the essential amino acids
- Meat, fish, dairy, eggs (animal sources)
  - Tofu
- LBV – these are missing at least one essential amino acid
- Seeds, nuts, beans, pulses, cereals, Quorn (plant sources)

#### Function

Growth  
Repair  
maintenance



#### Dietary Reference Values

| Age   | Amount |
|-------|--------|
| 1-3   | 15g    |
| 4-6   | 20g    |
| 7-10  | 28g    |
| 11-14 | 42g    |
| 15-18 | 55g    |
| 19-50 | 55g    |
| 50+   | 53g    |

#### Not enough

Kwashiorkor  
Oedema  
Anaemia  
Slow growth in children

#### Too much

Excess protein can be converted to energy. If unused turns to fat.

#### Complementary actions

Combining 2 or more LBV proteins helps get a balance of essential amino acids. e.g. beans on toast.

### Fats, oils and lipids:

Too much fat is bad for you, but so is not enough.

#### Source

#### Saturated Fats

(From Animal sources. They are also called unhealthy fats. They are generally solid at room temperature)  
Sausages / Bacon / Lard / Dairy

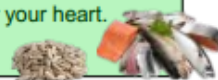


#### Unsaturated Fats

(These are healthier. They are often liquid at room temperature.)  
Monounsaturated fats – olive oil / avocados  
Polyunsaturated fats – sunflower oil / seeds



**Omega-3.** These are Polyunsaturated and called "healthy" fats as your body needs them but can't make them. They are good for your heart.  
– Oily fish / Nuts / Seeds



#### Function

Energy  
Warmth  
Protection of organs  
Source of fat soluble vitamins  
Hormone production

#### Dietary Reference Values

| DRI       | Men | Women |
|-----------|-----|-------|
| Total fat | 95g | 70g   |
| Sat fat   | 30g | 20g   |

#### Too much

Obesity  
Heart disease  
Type 2 diabetes  
Stroke  
Cancer

#### Not enough

Vitamin deficiency (fat soluble)  
Unprotected organs

### Carbohydrates

There are 2 kinds, simple or complex.



#### Source

- Simple - these are sugars (monosaccharides, disaccharides)  
Cakes, jam, soft drinks
- Complex - these are starches (polysaccharides)  
Bread, potatoes

#### Function

##### Simple

Quick burst of energy

##### Complex

Longer lasting energy

#### Free sugars

These give you no nutritional benefit other than energy.



#### Dietary advice

- Reduce the amount of sugar that we eat, no more than 5% of our diet.
- Complex Carbohydrates should make up half of the energy we eat.
- Wholegrain cereals are a good source of fibre

#### Not enough

Can make blood sugar level drop

- hunger,
- dizziness,
- Tiredness
- Lack of energy

Our body will use protein for energy (leads to loss of muscle)

#### Too much

- Excess is turned into fat
- Can cause obesity
- Too much sugar leads to dental problems
- Can lead to type 2 diabetes

## Micronutrients

Micronutrients are needed in **small amounts** to make the body function properly.

### Vitamins

They all have different functions, but generally

- Help the body release energy
- Prevent some diseases
- Keep the body healthy
- Repair cells

#### Fat soluble vitamins: vitamin A, and vitamin D

- Don't need to be eaten every day as the body can store them in the liver and fatty tissues.
- Too many in our diet can cause us harm

#### Water soluble vitamins: vitamin C

- Not stored in the body so need to be eaten
- To maximise the intake and prevent loss, steam instead of boil the food, or use the water in gravy
- Excess vitamins are eliminated in the urine

|               | Source                                     | Function                                  | Deficiency               |
|---------------|--|---|--------------------------|
| B1 Thiamin    | Bread / Pasta / rice / peas / eggs / liver | Energy release                            | Tiredness                |
| B2 Riboflavin | Milk / eggs / leafy greens                 | Energy release / repair                   | Tiredness / dry skin     |
| B3 Niacin     | Wheat / nuts / meat / fish                 | Energy release / skin                     | Tiredness                |
| B9 Folic Acid | Liver / peas / leafy greens                | Growth / healthy babies / red blood cells | Anaemia / tiredness      |
| B12 Cobalamin | Milk / eggs / meat / fish                  | Red blood cells                           | Tiredness / nerve damage |
| C             | Citrus / tomatoes / green veg              | Immune system / absorbs iron              |                          |

### Minerals

Minerals help chemical reactions in our body.

|           | Source                        | Function                       | Deficiency                           |
|-----------|-------------------------------|--------------------------------|--------------------------------------|
| Calcium   | Dairy, green leafy veg, bread | Strong bones                   | Weak bones, rickets and osteoporosis |
| Iron      | Meat, green leafy veg         | Red blood cells                | Anaemia                              |
| Potassium | Fruit and veg                 | Heart health                   | Bad for your heart                   |
| Magnesium | Green leafy veg               | Release energy and bone health | Nausea                               |

### Water

Keeps us hydrated.

#### Source

Drinks, fruit and vegetables, soup.

#### Function

- Normal physical and cognitive functions,
- Normal regulation of the body's temperature.
- Gets rid of waste substances in the body.

#### Deficiency

- Even mild dehydration can lead to headaches, irritability and loss of concentration.
- Groups at risk include children, old people and active people.

### Trace Elements

Trace elements help chemical reactions in our body.

|          | Source            | Function            | Deficiency                     |
|----------|-------------------|---------------------|--------------------------------|
| Fluoride | Fish, toothpaste  | Strengthens teeth   | Weak teeth                     |
| Iodine   | Seafood and dairy | Hormone development | Complications in unborn babies |

### Fibre

Fibre is also known as "roughage" or "non-soluble polysaccharides (NSP)".

#### Insoluble fibre

##### Source

Wholegrain, whole wheat and wholemeal cereals

##### Function

- Insoluble fibre goes through the body and collects rubbish and waste before pushing it out as poo.
- This acts like a sponge by expanding to hold water and waste
- Helps keep poo soft
- Prevents constipation

#### Deficiency

Constipation, bowel cancer

#### Soluble Fibre

##### Source

Peas, beans, lentils, apples and citrus fruit

##### Function

- Lowers cholesterol, helping reduce the risk of heart disease.
- Helps to control the level of blood sugar by slowing down the release of food from the stomach (good for diabetics)

#### RDA

30g per day



# GCSE FOOD PREPARATION AND NUTRITION: The Eatwell guide and healthy eating guidelines

We use the eatwell guide to get a balance of healthier and more sustainable food. It shows how much we should eat from each group.



**4. Eat less saturated fat and sugar**

Too much fat is bad for you and causes dietary health problems (heart disease, obesity, stroke)

How?

- Cut visible fat from the meat
- Choose lean cuts of meat
- Offer low fat spreads

Too much sugar caused type 2 diabetes, heart disease, obesity and dental problems (heart)

How?

- Use sugar substitutes for puddings, cakes and biscuits
- Offer fresh fruit alternatives
- Use less processed foods – especially sauces

**5. Eat less salt**

Eat no more than 5g a day.

Too much salt causes high blood pressure, strokes and dehydration

It is highly addictive!

How?

- Cook dishes using fresh ingredients
- Don't add salt at the table
- Don't add salt to the cooking water

**2. Eat lots of fruit and veg**

We should eat at least five a day.

How?

Choose from fresh, frozen, tinned, dried or juiced.

Add vegetables to meals

Add vegetables or fruit to cakes and desserts

**3. Eat more fish**

Fish is a good source of protein, contains vitamins, minerals and omega 3.

How?

Aim for at least two portions of fish a week

**1. Base your meals on starchy food**

Most of the food on your plate should consist of starchy foods

These supply important energy and give important minerals and dietary fibre.

Whole grain and whole wheat versions are best

How?

Have a side of starchy food like potato, rice, pasta or bread.

We also follow the 8 government healthy eating guidelines:

**6. Get active**

If you eat more energy than your body needs, it is turned into fat. If you don't eat enough energy your body cannot function properly.

Being overweight can lead to heart disease, high blood pressure or diabetes.

Being underweight also affects your health and leads to bulimia or anorexia.

How?

- Only eat as much food as you need
- Exercise for 30 minutes a few times a week.

**8. Eat breakfast**

Breakfast is the most important meal of the day as it gives energy for the day..

It should be made up of complex carbohydrates for a slow release of energy and stop us snacking.

**7. Drink plenty of water**

Our bodies are 2/3s water. It is vital to drink enough water to stay hydrated.

Even mild dehydration can lead to headaches, irritability and loss of concentration.

How?

- Drink loads of water
- Fruit, soup and other drinks also count

## Life Stages

### Toddlers

Eatwell guide doesn't apply  
High calcium  
Small meals  
Variety of different foods

### Young Children

- Protein for growth and development
- Given small, attractive portions of food
- Introduce to new foods gradually
- Avoid fatty and sugary food
- Calcium and Vit. D for bones and teeth

### Teenagers

- Should be given protein for growth and development
- Risk of obesity and poor skin - Eat 5-a-day to help
- Good supply of iron (esp. for girls during period)
- Avoid fatty or sugary food
- Try to develop good habits

### Early and middle Adulthood

Follow eatwell guide  
Men need more calories  
Women need more iron  
Calcium and vitamin for strong bones



### Elderly

- Should be given protein to repair worn out body cells
- Need a good supply of calcium and vitamin D for healthy bones
- Good supply of iron to keep the body healthy
- Need more fat in the winter to stay warm
- Fresh fruit and vegetables for vitamins and minerals
- May struggle to cut (arthritis) or chew food (false teeth) and digestive problems.

## Special Dietary Needs

Allergy: an adverse reaction by the body to certain substances

Intolerance: condition that makes people avoid certain food because of the effects on their body

Allergic reaction: the way someone responds to certain food.  
- For example: a rash/swelling/anaphylactic shock

|                                    |  |
|------------------------------------|--|
| Type 2 Diabetes                    | Starchy food/high in sugar   |
| Low fat diet                       | Foods naturally high in fat<br>Foods cooked in a lot of fat                          |
| Low salt diet                      | Processed food<br>Smoked meat<br>Chinese food with MSG                               |
| Nut allergy                        | Avoid nuts, blended cooking oil, margarine with nut oils and often seeds             |
| Lactose intolerance                | Avoid milk, cheese, yogurt, processed food   |
| Gluten intolerance (coeliac)       | Avoid Wheat, wholemeal, bran, pasta, rye, beer.                                      |
| Iron deficiency anaemia            | High iron food – red meat, dark green leafy vegetables                               |
| Calcium deficiency                 | High calcium food – dairy<br>High Vit. D food – tuna, salmon                         |
| Dental Caries                      | Limit sugary food  |
| Cardiovascular disease and obesity | Correct portion size<br>Reduce Saturated fats<br>Fruit and veg to replace fatty food |

## Specific Lifestyle Choices

### Religious/cultural

#### Muslims

- do not eat pork
- Meat must be halal
- No alcohol or shellfish



#### Hindus

- Do not eat beef (a cow is considered sacred)
- Many are vegan, although some do eat meat

#### Jews

- No pork or shellfish
- No milk and meat together
- Meat must be kosher



### Vegetarians - Ethical or moral choices

- Dishes with vegetables generally healthy
- Need protein from other sources
- Risk of iron, B1, B9 and B12 deficiency
- Protein from Quorn/tofu

|                      | Eat                                   | Avoid            |
|----------------------|---------------------------------------|------------------|
| Pescatarian          | Fish/animal products (eggs and dairy) | Meat             |
| Lacto-ovo vegetarian | Animal products (eggs and dairy)      | Meat, fish       |
| Lacto-vegetarian     | Dairy                                 | Meat, eggs, fish |
| Vegan                |                                       | Animal products  |

## Physical Activity

People may have high energy needs if they are physically active, such as sports people or people who are on their feet a lot.



# GCSE FOOD PREPARATION AND NUTRITION: Food safety

## Bacteria

### What are bacteria?

A micro organism that multiply in certain conditions.

**Where can bacteria be found?**  
Everywhere!

### Are all bacteria bad?

No- some are good and essential for normal bodily function.

### How can you reduce the risk of bacteria?

- Storing food separately
- Storing and cooking foods at the correct temperatures

### Can we kill bacteria by putting them in the fridge?

No- but keeping food chilled at the correct temperatures will slow bacterial growth.

## What do bacteria need to multiply?



Water: bacteria need moisture to



Food: provides the energy for bacteria to grow, multiply and produce toxins



Temperature: bacteria grows when warm



Time: if food is exposed to these things for a long time they will quickly multiply

## Storing Food

Temperature is really important to keep food safe. The following temperatures should be used:

|               | °C  |
|---------------|---|
| Refrigeration |   |
| Freezing      | Freezing of food at -18°C or below will stop bacteria multiplying.          |
| Cooking       | Temperatures of 72 °C or above kills almost all types of bacteria.          |
| Danger Zone   | The temperature range where bacteria is most likely to reproduce: 8°C-63°C. |

## The 4 C's

**Cleaning** - wash your hands properly

**Cooking** - make sure you cook food properly or you could make someone very ill

**Chilling** - keep it chilly silly

**Cross contamination** - keep raw meat and cooked food apart

## What is cross contamination?

Cross contamination is spreading bacteria from one place to another.

## What are the four C's to help prevent spreading bacteria?

- Clean
- Cook
- Chilling
- Cross contamination

## Why do we use different coloured chopping boards when preparing food?

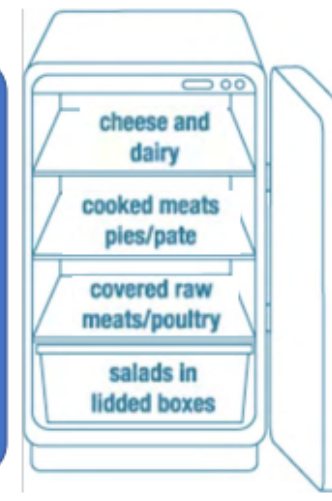
To prevent the spreading of bacteria (to avoid cross contamination).

## Cross Contamination

### COLOUR CODED CUTTING BOARDS



To prevent cross contamination (the spreading of bacteria), foods must be stored separately. Follow the rules of food storage within a fridge:



# Keep food out of the Danger Zone



- 75°C Cooked food should reach a core temperature of 75°C
- 75°C Reheat cooked food to at least 75°C
- 63°C Hot food should be kept at a core temp. of at least 63°C

## Danger Zone (Between 8°C and 63°C)

Bacteria can multiply by dividing into two every 10 to 20 minutes.  
(1 bacteria can grow into 2 million after 7 hours)

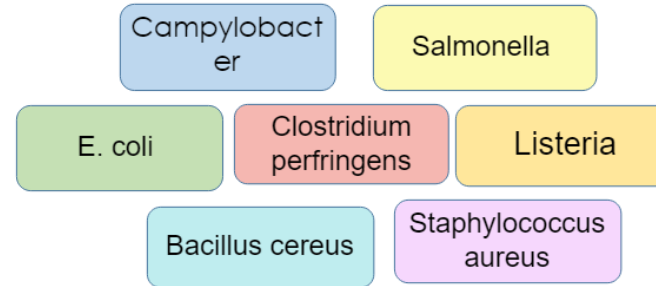
- 5°C Refrigerate food at 5°C or less
- \* Defrost food in a chiller
- 90 mins Cooling of food should take no longer than 90 minutes
- 18°C to -22°C Frozen food should be kept between -18°C and -22°C

# GCSE FOOD PREPARATION AND NUTRITION: Bacteria and food poisoning

## Microorganisms in food



**Molds    Bacteria    Parasites    Yeast    Viruses**



|                      |  |
|----------------------|--|
| Foods it is found in | Poultry , raw meat, unpasteurised milk products, water |
| Symptoms             | Headache, abdominal pain, bloody diarrhoea             |
| Onset                | 2-5 days after infection                               |
| Duration             | Up to 10 days  |
| Effects on body      | Weakness and dehydration                               |
| Special points       | Only needs a few bacteria to cause illness             |

### FOOD POISONING SIGNS AND SYMPTOMS

- NAUSEA**: An icon of a man vomiting. Description: Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.
- HEADACHE**: An icon of a man holding his head. Description: Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.
- DIARRHEA**: An icon of a toilet. Description: Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.
- FEVER**: An icon of a man with a fever. Description: Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.
- ABDOMINAL CRAMPS**: An icon of a man holding his stomach. Description: Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.
- DIZZINESS**: An icon of a man with stars around his head. Description: Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.






# GCSE FOOD PREPARATION AND NUTRITION: Cooking methods

## GCSE Food Preparation and Nutrition

### Sources of contamination:

Food can get contaminated in a number of ways.

| Name  | Natural contamination            | Additional contamination                        | Prevention   |
|---|----------------------------------|---|--|
|  <b>Biological</b> | Food poisoning bacteria          | Bacteria from another source                    | Store food properly<br>Cook food properly<br>No cross contamination<br>Clean hands                         |
|  <b>Chem</b>       | Chemical - poison, or pesticides | From cleaning chemicals,                        | Store your cleaning chemicals away from food<br>Always label chemicals<br>Always wash fruit and vegetables |
|  <b>Physical</b>   | Bones                            | Foreign objects (hair, plasters, flies, screws) | Tie your hair up<br>Remove jewellery<br>Wear blue plasters   |

### Signs of Spoilage

Discolouration - Change in colour

Change in texture - Slimy, wrinkly, lumpy, hard

Visible mould

Smell - Sour, bitter or sharp

Change in flavour - Sour, rancid, acidic

### Positive use of Microorganisms:

1. Mould is added to blue cheese
2. Yeast is used to make bread
3. Bacteria is used to make yoghurt

### Food Preservation:

Food need to be preserved in a way that reduces the bacterial growth, moulds or spoilage.

Controlling temperature  
Removing moisture/air  
Changing pH  
High cooking temperature

### Why Bother?

Prevents food poisoning  
Reduces food waste  
Saves money  
Helps planet

### Methods of cooking food

| Method                   | How  | Example                       | Advantage  | Disadvantage                                     |
|--------------------------|--|-------------------------------|--|--|
| <b>Moist heat method</b> |  |                               |  |  |
| Boiling                  | Starchy food boiled vigorously                             | Potatoes                      | Healthy (no extra fat)                                   | Water soluble vitamins lost                      |
| Poaching                 | Food gently cooked in a small amount of liquid             | Meat, fish or eggs            | Healthy (no extra fat)                                   | Water soluble vitamins lost                      |
| Steaming                 | Food cooked in the steam of boiling water                  | Vegetables, fish              | Healthy (no extra fat)<br>Water soluble vitamins kept    | Takes a long time                                |
| <b>Dry Heat Method</b>   |  |                               |  |  |
| Baking                   | Dry, hot air of oven                                       | Cakes, bread                  | Good colour and texture,<br>Many products cooked at once | Specific times and temperatures needed           |
| Roasting                 | Dry, hot air of oven. Food is basted to stop it drying out | Joints of meat, vegetables    | Flavour and texture, multiple products at the same time  | Takes a long time, food can dry out              |
| Grilling                 | Small pieces of food cooked by radiant heat                | Sausages, bacon               | Healthy (fat drips out of meat)                          | Needs supervision, easy to under/overcook        |
| <b>Frying Method</b>     |  |                               |  |  |
| Shallow frying           | Small items cooked with a little fat                       | Chicken, vegetables, sausages | Quick method, minimal fat added                          | Not very healthy, needs constant supervision     |
| Deep Frying              | Food submerged in hot oil                                  | Chips, chicken, fish          | Golden colour and crunchy texture<br>Quick and versatile | Very unhealthy<br>Needs supervision<br>dangerous |
| Stir frying              | Food kept moving in small                                  | Thin strips of meat,          | Quick, limited vitamin loss                              | Lots of prep needed, constant                    |

### Methods of Preservation:

1. Freezing: Freeze foods to slow growth/make organisms dormant. e.g. meat
2. Chilling: Keeping food in the fridge or a chiller cabinet slows down growth of microorganisms. e.g. meat
3. Jam Making provides a sugary medium which inhibits growth of bacteria and mould e.g. strawberries
4. Pickling: alters the pH levels inhibiting growth of bacteria and moulds e.g. onions
5. Salting: the salt draws moisture from the food which therefore prevents/inhibits growth of bacteria and moulds e.g. fish
6. Canning: food contents are processed and sealed in an airtight container. e.g. fruit

**Why food is cooked:**

1. To make it safe to eat
2. To improve the shelf life
3. To develop flavour
4. To improve texture
5. To give variety

**Methods of heat transfer**

**Convection** - when the environment (air, water or oil) is heated up.

- e.g. - baking a cake
- boiling an egg

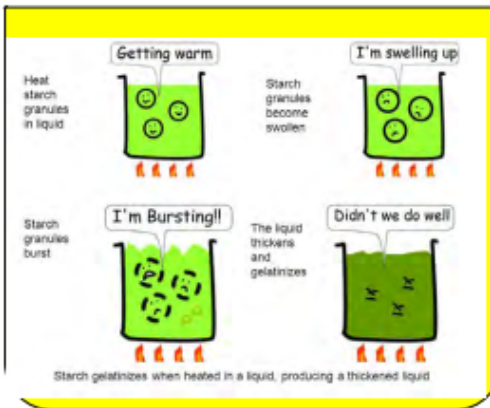
**Conduction** - when heat is transferred directly.

- e.g. - frying an egg

**Radiation** - when heat radiates

- e.g. - toast

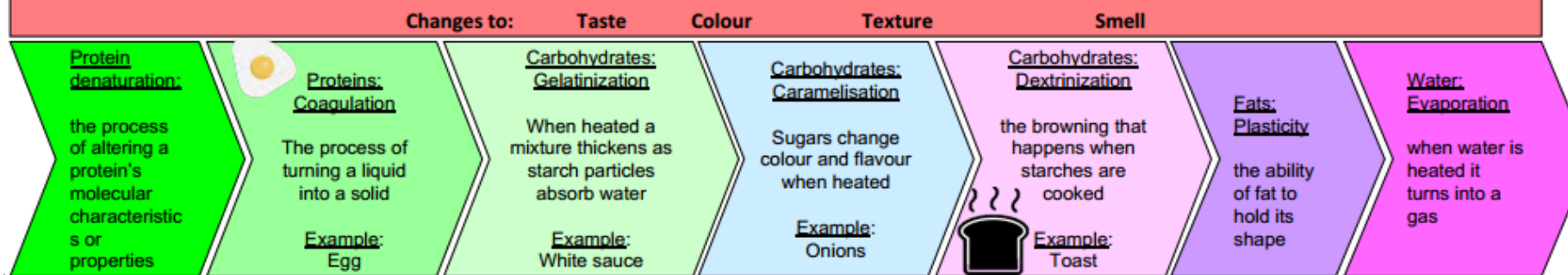
**Gelatinization**



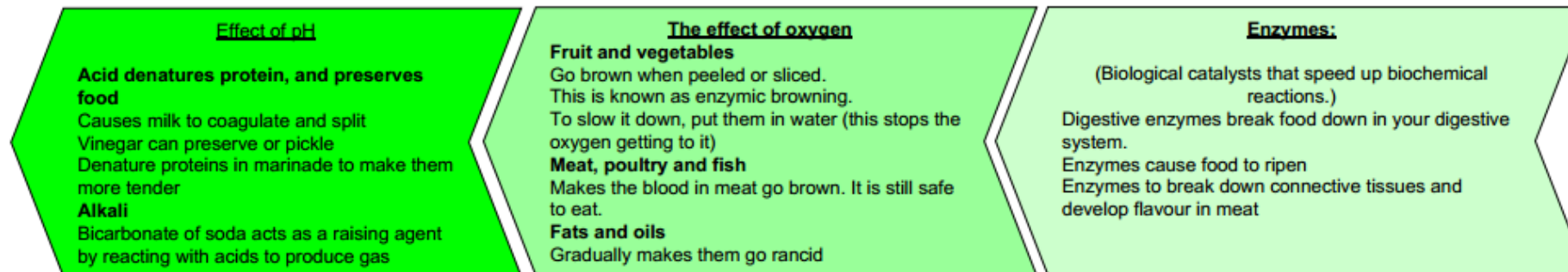
**Why do things go wrong?**

| Problem                  | Result  |
|--------------------------|---|
| Too much flour           | Stodgy, dry and stiff                         |
| Too little flour         | Lacks bulk, volume and too soft or runny      |
| Too much fat             | Greasy and rubbery or crunchy                 |
| Too little fat           | Dry, lack of flavour                          |
| Too much sugar           | Too brown and sweet, crisp, brittle           |
| Too little sugar         | Affects flavour, dry, no volume               |
| Too much egg             | Eggy flavour, like an omelette, dense texture |
| Too little egg           | Poor coagulation                              |
| Too much liquid          | Wrong consistency                             |
| Too little liquid        | Dry mixtures                                  |
| Too much raising agent   | Cracked cake surface, cake spilling           |
| Too little raising agent | Unrisen, dense texture                        |

**What happens when food is cooked:**



**Effect of pH, Oxygen and Enzymes of Food:**





# GCSE FOOD PREPARATION AND NUTRITION: The environment and food

## Seasonal Foods



### What is seasonal food?

Food grows at different times of year in England. The time that food is ripe for eating is known as its season. Food grows in different countries at different times, so if food is not in season in England, it can be transported from another country.

### Why is eating seasonal food whenever you can a good idea?

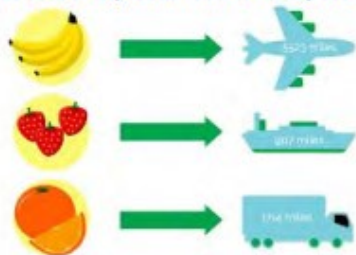
- Seasonal foods are fresher.
- Seasonal foods taste better, as they are full of flavour.
- Seasonal foods have less environmental impact because carbon footprints are reduced.
- Local foods supports the local community.

### What are Food Miles?

The distance food has travelled. Less food miles are better for the environment.

### How to reduce them:

Eat seasonal, local food where possible



### What is a Carbon Footprint?

The amount of energy you use during your lifetime.

### How to reduce it:

- Don't fill the kettle (only boil what you need)
- Reduce food waste
- Eat seasonal, local food where possible
- Reuse/Recycle food packaging

To generate electricity, power stations need to burn fossil fuels. This causes gases such as carbon dioxide to be released into the atmosphere.



Using recycled materials to manufacture new products uses less energy, which means less pollution from greenhouse gases and less global warming.

## Food Waste

### What is food waste?

Food waste is food that is discarded, lost or uneaten.

### What is the difference between best before, use by and sell by date?

- Best Before date: It means the product will taste best up until that date. It is still edible and okay to eat a little past the listed date, though you may notice a slight change in texture, flavour, or colour.
- Use by date: The date that food should be used by. After this it may be unsafe.
- Sell by date: a date marked on a perishable product indicating the recommended time by which it should be sold.



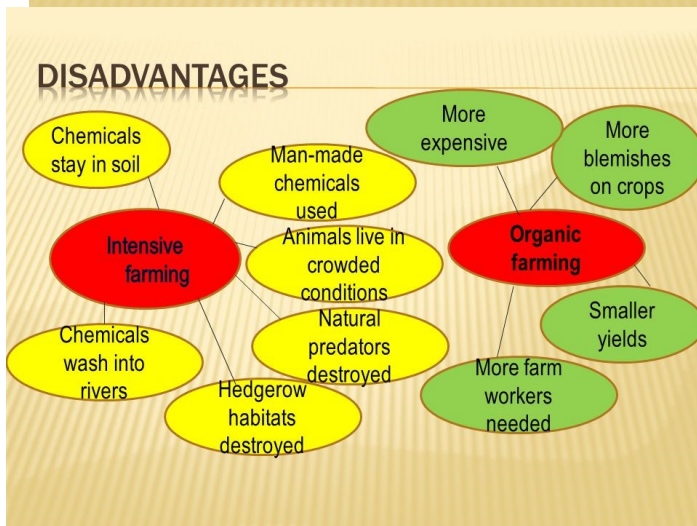
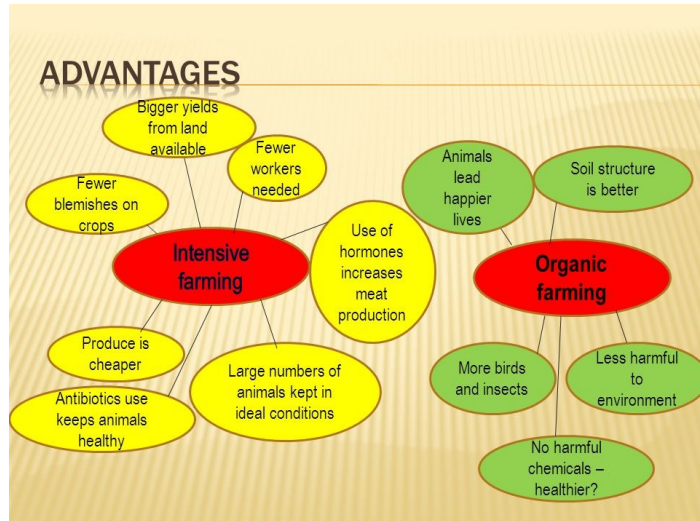
### Tips for reducing food waste





## GCSE FOOD PREPARATION AND NUTRITION: Farming methods:

### Intensive farming VS Organic



### What is organic farming?

**NO CROP SPRAYING**   **NO GROWTH HORMONES**

**NATURAL FOOD**

**Cultivating plants and rearing animals in natural ways**

**Natural Pest Control**  
**Crop Rotation**  
**Animal Welfare**  
**Natural Fertilizers**



**Intensive farming provides high crop yield at a low cost, but is susceptible to poor hygiene and diseases.**

GM is a technology that involves inserting DNA into the genome of an organism. To produce a GM plant, new DNA is transferred into plant cells. Usually, the cells are then grown in tissue culture where they develop into plants. The seeds produced by these plants will inherit the new DNA.



#### PROS:

- Less Pesticides used
- More Nutritious Foods
- Increased Food Supply
- Drought Tolerance
- Longer Shelf Life
- Disease Fighting Foods

#### CONS:

- More Pesticide Resistance
- Decreased Antibiotic Efficacy
- GENE Transfer Into The Wild
- No Studies on Long Term Effects
- Bio-Tech's Poor Track Record
- Increased Herbicide Use



## GCSE FOOD PREPARATION AND NUTRITION: Food additives and processing

### Food Processing

#### Primary Processing

Primary processing is the turning raw food materials to foods that can be eaten or to ingredients that are used to make food products.

##### Techniques

- Washing
- Milling
- Trimming
- Squeezing
- Peeling
- Butchery
- Shelling and chopping

##### Examples

- Pasteurising Milk
- Preparing Vegetables
- Milling Flour
- Cutting Chicken
- Cutting Steaks
- Removing husk from Rice



#### Secondary Processing

When you turn primary processed food into food products.

##### Techniques

- Mixing
- Heating
- Cooling
- Drying
- Fortifying

##### Examples

- Using flour to make bread
- Using milk to make butter or cheese
- Making meat and fish products
- Making complete ready to eat meals.
- Fortifying flour
- Using flour to make biscuits

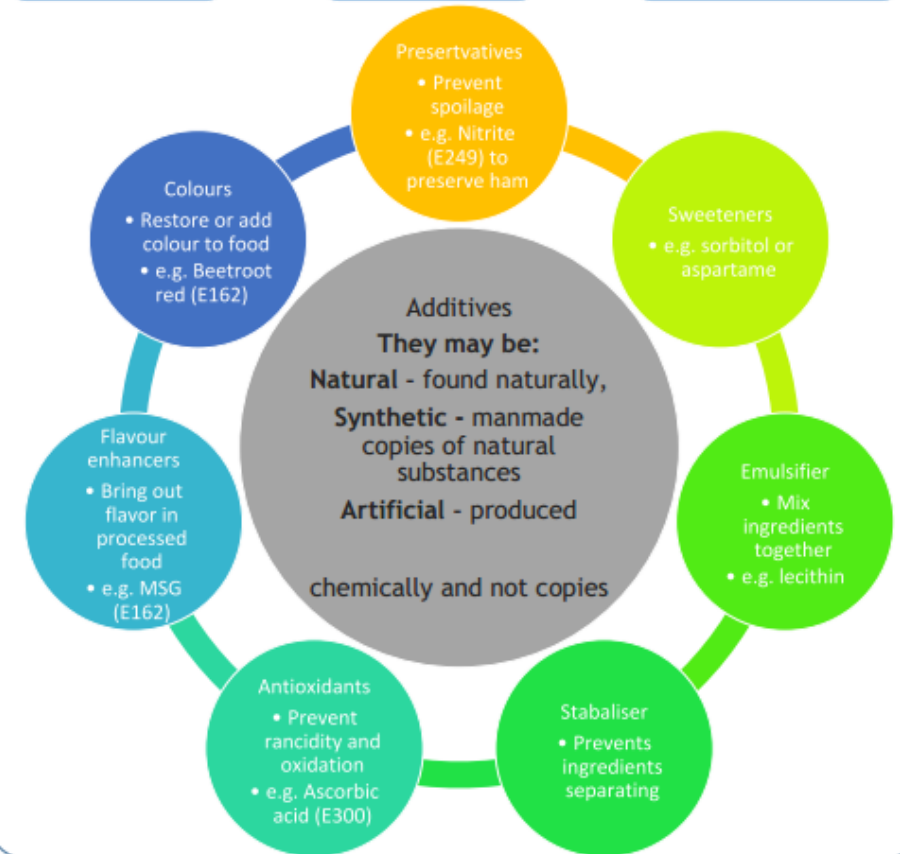


### Food Additives

Food additives are added to products for a specific function (to do a job)

Examples of these jobs are adding colour, flavour or texture, and preserving food.

They are tested to make sure they are safe, but can have side effects like hyperactivity and have been linked to cancer, depression and allergic reactions.



#### Advantages

##### Why Process Food?

- Makes it last longer
- Makes it look nicer
- Makes it easier to digest
- More convenient



- Nutrients can be added in secondary processing
- Makes it safer
- Makes it easier to use
- Makes it easier to market or brand



#### Disadvantages

- Nutrients are lost in primary processing
- Food additives can be dangerous
- Can be high in fat, salt and sugar

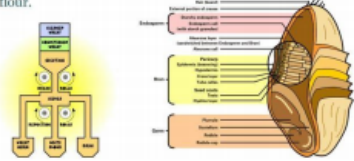


**WHEAT GRAIN into FLOUR**

Wheat grains are harvested in late summer, and then are processed into flour.

**GRAIN CRAIN Flour milling**

During milling, different parts of the wheat are used or removed at different stages to make different varieties of flour.



White flour has only 75% of the grain in; almost all of the bran and germ removed, it is mostly the starchy endosperm. Brown flour has about 85% of the grain left - some of the bran and endosperm are added back in. Wholemeal has 100% of the grain, so all of the bran and germ - this is the best type of flour fibre-wise & health-wise.

Stoneground flour is milled traditionally using large grinding stones, rather than the large metal rollers favoured by commercial millers.

**STRUCTURE OF WHEAT GRAIN**

The bran is the outer part of the grain & contains all the fibre.

The wheatgerm is the seed part of the grain and contains Vitamin E & some unsaturated oils. The endosperm is the white starchy part in the middle of the grain - this gives the energy for the seed to germinate.



**FLOUR into BREAD**

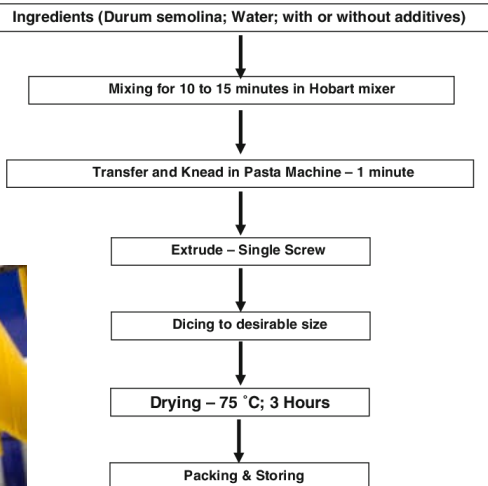
Basic bread contains only 4 ingredients: flour 100g, water 60-70g, salt 1g & yeast 2g. The basic process for making is:

1. Weigh & combine ingredients in correct proportions.
2. Mix to form a dough & then knead for 10 mins until smooth & elastic
3. Prove/Rise - leave to rise, covered, in a warm place until doubled in size
4. Knock back - knock any large air pockets out of the dough
5. Shape & 2nd Prove/Rise - once shaped leave to prove/rise for a 2nd time
6. Bake in a hot oven until crisp & hollow sounding

**ORGANIC vs NON-ORGANIC**

Organic means grown without chemicals (no chemical fertilisers, pesticides or weed killers are used).

**Flour to pasta**



**Milk**

Most milk we consume is pasteurised. This is a process where milk is heated to 75°C for 25 seconds then rapidly cooled to 5°C. This destroys most of the pathogenic bacteria. There are many different types of processed milks such as homogenised, sterilised, ultra heat treated, evaporated, condensed and dried. Each have different properties.

Many consumers choose plant based milks as an alternative to animal milks. This could be due to health benefits (reduced saturated fat content), vegetarian diets, ethical choices, intolerances or personal preferences.



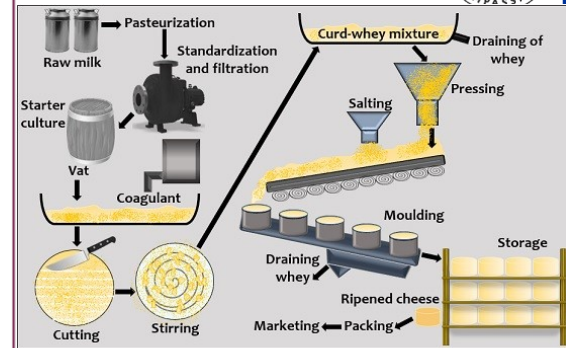
**Cheese**

**Making cheese** - A starter culture is added to fresh milk which ripens the milk allowing the lactose to be fermented into lactic acid. Rennet is then added which splits the milk into curds and whey. The curds are then pressed into moulds to remove any remaining whey where it is then left to mature for up to 24 months to turn into cheese. The longer it's left the stronger the cheese.

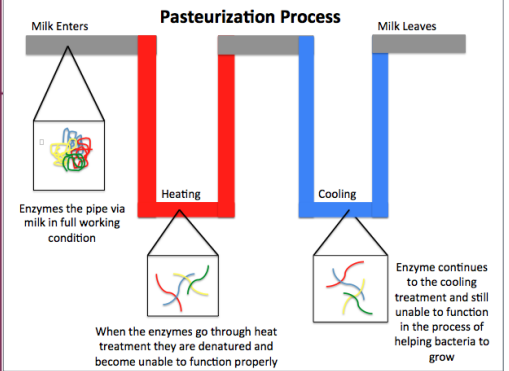
There are many different uses of cheese such as being eaten in its natural state on crackers, in sandwiches or salads. Added to a dish to add flavour and texture e.g. parmesan on spaghetti, mozzarella on pizza, stilton in soup.

**Yoghurt**

Yoghurt has similar nutritional values to milk and is an excellent source of HBV protein, calcium and Vitamins A, B and D. It is also contains good bacteria which aids digestion. Yoghurts can come in a range of textures, fat content and flavours. Yoghurt, like other dairy products should be stored in the fridge at 5°C. Yoghurt can be used as an ingredient in dishes to give a creamy texture, a healthy alternative to cream, an alternative to mayonnaise or simply consumed as a snack.



**FLOWCHART FOR THE PRODUCTION OF CHEESE**



**Key vocabulary**

|                      |  |
|----------------------|--|
| Pathogenic bacteria  | Bacteria that causes disease such as salmonella.   |
| Pasteurisation       | a process where milk is heated to 75°C for 25 seconds then rapidly cooled to 5°C. This destroys most of the pathogenic bacteria. |
| Rennet               | An enzyme used to separate the milk into curds and whey.   |
| Curds                | A soft white substance formed when milk sours, used as the basis for cheese.   |
| Whey                 | The watery part of milk that remains after the formation of curds.   |
| Primary processing   | The conversion of raw materials into food commodities e.g. milling of wheat into flour.  |
| Secondary Processing | Converting primary processed foods into other food products, e.g. flour to bread.  |
| Lactose intolerant   | When a person is unable to digest lactose, a sugar found in milk and some other dairy products.                                  |
| Food provenance      | Food provenance means where your food comes from, i.e. where it is grown, raised or reared.                                      |
| Emulsion             | A fine dispersion of minute droplets of one liquid into another.   |



# GCSE FOOD PREPARATION AND NUTRITION: The environment and food



### Sustainability of food

Food production is one of the greatest causes of environmental damage

We need to produce more food with less environmental impact

- Meat production increases air and water pollution
- Crops used for animal feed reduces bio-diversity
- Crop production uses lots of pesticides which harm insects
- Deforestation for crop growth damages the environment

Challenges include

- Increased demand,
- Stability in supplies,
- Use of antibiotics in meat farming

Solutions include

- Buying organic food
- Buying local food
- Eating less meat
- Growing your own
- Buying sustainable fish (MSC)
- Buying Fairtrade products

### Food security

- Having enough food
- Having the resources to get food
- Knowing how to use food for a healthy diet
- Having enough water and sanitation

### Causes

- Poverty
- Trade
- Conflict
- Disasters
- Population
- Health

Conserving an ecological balance by avoiding depletion of natural resources is known as **sustainable**.

**Reduce** means to cut down on the amount of waste being thrown out.

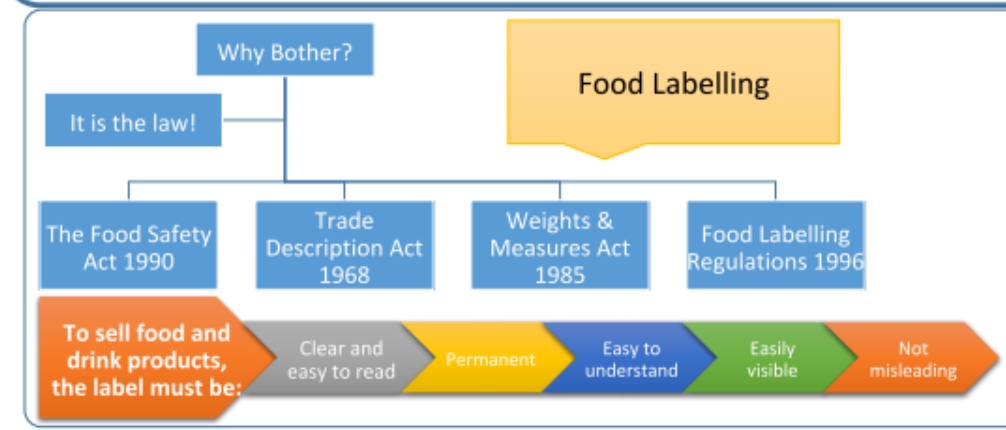
**Conservation** means to preserve (or make them last) for the future.

Something that is used over and over again, is called **reuse**.

To re-use an item and create something else with it, is known as **recycle**.

Something that is able to rot naturally is called **bio-degradable**.

**Energy** provides the fuel to cook on or the power we use both electricity and gas.



### Food labelling - what you must show

| On the front of the product:   | Anywhere else (side/back or front)  |
|--|---|
| The name of the food<br>A 'best before' or 'use by' date<br>Any necessary warnings<br>Quantity information | A list of ingredients<br>The name and address of the manufacturer<br>The batch number<br>Any special storage conditions<br>Instructions for use or cooking,<br>Barcode<br>Place of origin |

# GCSE FOOD PREPARATION AND NUTRITION: The environment and food



## - Packaging

| Properties of Packaging | Strong                   | Keeps food hot    | Portion control     | Hygienic                 | Light weight     |
|-------------------------|--------------------------|-------------------|---------------------|--------------------------|------------------|
| Will not leak           | Does not react with food | Can be written on | Provides protection | Environmentally friendly | Keeps food fresh |

| Example                        | Use                     | Reasons  |
|--------------------------------|-------------------------|--|
| Cardboard boxes                | Pizzas                  | Easy to print<br>Soak up grease<br>Protect pizza when carrying<br>Keep pizza hot |
| Polystyrene boxes              | Burgers, fish and chips | Strong<br>Light to carry<br>Do not react with food<br>Keep food warm (insulator) |
| Clear plastic boxes            | Sandwiches              | Easy to print<br>Light to carry<br>Keep fresh<br>Hygienic                        |
| Foil trays with cardboard lids | Indian/Chinese TA       | Keep hot<br>Easy to write on<br>Stack easily<br>lightweight                      |
| Plastic containers with lids   | Indian/Chinese TA       | Keep hot<br>Seals mean no leaks<br>Reuse<br>Do not react with food               |



Takeaway Packaging

Types of packaging

### Why Package Food?

- To protect the contents
- To hold the contents
- To keep food fresh
- To reduce food waste
- To make food easier to handle, transport and serve
- To improve hygiene
- To make it look more attractive
- To give information on contents, storage and use

### Reducing Food Packaging Waste

**Reduce**

- Avoid packaged products
- Take re-usable bags with you when shopping

**Reuse**

- Buy refill packs
- Glass milk bottles are returnable
- Use jars or tubs for storage at home

**Recycle**

- Paper, card, metal and some plastics
- Collected by the council, or you could take them to a recycling bank

**Sustainable packaging should**

- Be sourced manufactured, transported and recycled using renewable energy.
- Be designed to optimise materials & energy
- Be low toxic in it's manufacture, use and disposal
- Be able to meet market criteria for performance and cost.
- Be beneficial, safe and healthy for throughout it's lifecycle
- Maximise the use of renewable or recycled materials.
- Use local materials and resources where possible

| Packaging                           | Advantages   | Disadvantages   |
|-------------------------------------|--|---|
| Paper and Card                      | Easily printed<br>Can be recycled                                    | Strong when dry<br>Lightweight<br>Crushes easily<br>Weak when wet<br>Recycled paper and card cannot be used     |
| Glass                               | Easily printed<br>Can be recycled<br>Can be reused                   | Brittle (breaks easily)<br>Expensive  |
| MAP (Modified Atmosphere Packaging) | Gives food a stronger atmosphere (fresh meat, fresh fish and salads) | Once opened food deteriorates quickly   |
| Metal                               | Recyclable<br>Easily printed   | Strong<br>Rigid<br>Must be coated or it will react with food<br>Cannot microwave<br>Uses energy to produce them |
| Plastic or Polystyrene              | Strong<br>Flexible   | Easily printed<br>Does not react with food<br>Litter<br>Limited resource<br>Can be hard to recycle<br>Chemicals |



## GCSE FOOD PREPARATION AND NUTRITION: Sensory panels

**You need to be able to use sensory descriptors to correctly describe the sensory qualities (how food looks, tastes, feels and smells) for a range of foods and combinations.**

### Sensory Testing

Humans taste with their tongue and nose.  
Tongues have thousands of taste buds that detect 5 things

- Salt
- Sweet
- Sour
- Bitter
- Umami (savoury)



We use our taste buds together with olfactory receptors in the nose (which detect smells) to identify the flavour of foods.

**Sensory Testing needs to be fair and unbiased. Your test should allow you to find out other people's opinions of your food so you can improve it.**

1. Use enough tasters to gather a range of opinions
2. Consider a blind test - where tasters are not told what they are testing
3. Allow tasters to work alone si they are not influenced by others
4. Give tasters clear instructions of what you want them to do
5. Only buse small samples to avoid filling up your tasters!
6. Allow tasters to drink water in between each sample to wash away previous tastes
7. Tests should be carried out in clean, hygienic and quiet locations

**Results can then be analysed to allow you to improve your product.**

People use a combination of these senses to decide whether food is appetising.



| Sight   | Smell   | Taste   | Touch  |
|---|---|---|--|
| Food must look appealing; colourful, fresh, attractively presented. | Smell helps us to taste food. How it is cooked and flavoured will affect the aroma that it gives off. | Must be enjoyable. Cooking method, freshness of ingredients, herbs and seasing all affect overall taste | Texture can make a big difference. Crunchy not soggy veg, firm not soggy pasta, crunchy not soft biscuits. |

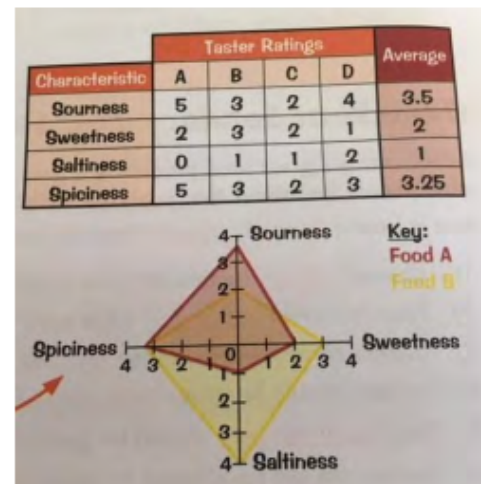
**Ranking Test**  
Foods are tasted and put in order from lowest to highest for a particular characteristic or quality e.g. sweetness. The scores are totaled at the end.

**Profiling Test**  
Tasters rate certain characteristics of food and the average rating of each is worked out to create a profile of the food. This can be displayed visually on a star diagram Star diagrams can be overlapped to compare two different foods.

**Paired Preference Test**  
Two slightly different food products e.g. biscuits (one made with margarine and the other with butter) are tasted and the taster choses their favourite.

**Triangle Test**  
This is a type of discrimination test. Three foods are tested where two are the same and one has a tweaked recipe. The taster has to identify which product differs from the others.

**Hedonic Rating Test**  
People rate a variety of foods using a scale e.g. 1-5, hate/love, or smiley face and sad face..



## GCSE FOOD PREPARATION AND NUTRITION: Factors for food choice

There are a great deal of factors that influence someone's food choices.

### Factors affecting food choice

- Physical Activity Level (PAL)
- Healthy eating
- Cost of food
- Income
- Culinary Skills
- Lifestyle
- Seasonality
- Availability
- Special Occasions
- Enjoyment
- Allergies
- Intolerances
- Animal welfare
- Working conditions (fair trade)
- Environmental impact
- Eating naturally

### Different Religions Have Different Views on Food

#### Hinduism

Many Hindus are vegetarian. Some vegetables are avoided as they are seen as harmful, including garlic, onions and mushrooms. Some Hindus do eat meat but it must be slaughtered using a quick painless method called Jhatka. Cows are considered sacred and cannot be eaten.



#### Christianity

No strict dietary rules  
During lent some Christians give up certain foods or drinks  
Specific food traditionally eaten during celebrations. Hot cross buns on good Friday, pancakes for Shrove Tuesday.

#### Sikhism

Baptised Sikhs are prohibited from eating ritually slaughtered meat (kosher and halal), may be vegetarian. Sikhism teaches against overindulging and only to eat what is needed.



#### Islam

Meat eaten by Muslims must be halal - the animal is slaughtered in a specific way whilst being blessed. Muslims cannot eat pork or product made from pigs such as gelatine. They cannot drink alcohol. During Ramadan Muslims fast between sunrise and sunset.



#### Buddhism

Buddhists believe all living things are sacred and most are vegetarian or vegan.  
Most do not drink alcohol. Some choose to fast from noon until the following sunrise.



#### Judaism

Follow Jewish dietary laws (kashrut). Food must be kosher - fit for consumption. Kosher animals have split hooves and chew the cud - cows and deer. Can eat fish with fins and scales but no shellfish. Slaughter of animals must be quick and painless. Cannot eat pig, rabbit, hare, camel and many other animals. Dairy and meat products cannot be cooked or mixed together.



#### Rastafarianism

Eaten pork is forbidden.  
Many eat a clean and natural diet called I-tal, mainly made up of vegetables.  
They can eat fish under 30cm. Many do not drink alcohol. They drink things made from naturally grown produce such as herbal tea or fruit juice.





# GCSE FOOD PREPARATION AND NUTRITION: Labelling foods

Food labels help people to make informed choices about what they eat. The information is controlled by different regulations.

## Compulsory Information

### Food Labelling Regulations

- Food Information for Consumer (FIC) updated in 2014 must be followed by all European Union countries (EU)
- From 2016 it was compulsory for nutritional information to be included on the label
- The food standards agency (FSA) is responsible in the UK for ensuring manufacturers follow the regulations
- In the UK food labels must not mislead, be easy to read and all allergies must be emphasised.

**Sucrose-Free Plain Milk Chocolate**

**Nutrition Facts**  
Serving Size: 1 Chocolate Bar (50g)

| Typical Nutritional Information  | Per 100g | Per 50g Serving |
|----------------------------------|----------|-----------------|
| Energy (kJ)                      | 1691     | 846             |
| Protein (g)                      | 9        | 4.5             |
| Glycaemic Carbohydrates (g)      | 7.5      | 3.75            |
| of which total sugars* (g)       | 6.8      | 3.4             |
| of which Polyols (g)             | 48       | 24              |
| of which Starch (g)              | 1        | 0               |
| Total Fat (g)                    | 16.56    | 8.28            |
| of which saturated fat (g)       | 11.5     | 5.8             |
| of which trans fat (g)           | 0        | 0               |
| of which monounsaturated fat (g) | 4.4      | 2.2             |
| of which polyunsaturated fat (g) | 0.7      | 0.3             |
| Cholesterol (mg)                 | 12       | 6               |
| Dietary Fibre# (g)               | 5        | 2.5             |
| Total Sodium (mg)                | 66       | 33              |

# AOAC 991.43 | \*Sugar from Cow's Milk (Lactose)

Each nutrient must be given per 100g of the food

Energy is given in kilojoules, and the rest in grams

Any pre packaged food labels MUST have this \*highlighted information on.

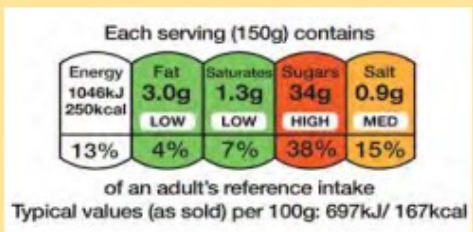


Any genetically modified ingredient need to also be shown.

## Non - Compulsory Information



- Manufacturers will often add information or claims about their products to make them more attractive to the consumer
- Traffic light labelling allows people to see how healthy the product is at a glance. These are useful but not required by law.



- Products can state whether they are suitable for certain groups, such as religious groups or dietary choice e.g. vegan
- Country of origin
- Serving suggestions.



Companies use marketing tools to try to get you to buy there food and drinks.

### Special offers

Very common in supermarkets and wherever food is sold.

Designed to **convince** you to buy the food - perhaps even more than you actually need

**Loyalty card schemes** - where you collect points for your shopping - record your food choices then they can send you matching offers.

**Point of sale marketing** - placing products near the till to tempt you as you queue to pay.



### Celebrity Brand Endorsements

Some companies are endorsed by **celebrity chefs** to **boost sales**, the chefs name can be used to **convince** you that it's a **high quality product**.

**Celebrities** from **TV or films** may also be used on advertising, their association again suggests a high quality product.

Food companies may **sponsor sports teams or individuals** e.g. **Lucozade** has had links with many sport stars past and present. They may pay to have their product **name displayed at sporting events** too so it is seen by a wide audience.



### Health Claims

Manufacturers may **promote particular health benefits**. Such claims make the product look **healthy** and may **boost sales**.

They may launch a **low sugar** or **low fat** version of a product e.g. **Coke Zero**.

**Gluten** or **lactose free** products target individuals with a specific **dietary need or choice**.



### Promotion of Ethical Values

**Fair Trade** products may cost more to produce but they can **charge more** and the product may appeal to a **wider audience**.

**Organic** food again can be sold at a **higher price** and can target a **specific audience**.

**Packaging** may be **environmentally friendly** - it may be **biodegradable** or **recyclable**.

Some products may be **labelled** as **natural** or **fresh** even if they contain artificial chemicals,





You need to be able to use sensory descriptors to correctly describe the sensory qualities (how food looks, tastes, feels and smells) for a range of foods and combinations.

## Knife Skills



### Meat, fish and alternatives

- fillet a chicken breast, portion a chicken
- remove fat and rind,
- 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
- cut into even size pieces (i.e. batons, julienne)

## Prepare fruits and Vegetables



- mash, shred, scissor snip, scoop, crush, grate, peel,
- segment, de-skin, de-seed,
- blanch, shape, pipe, blend,
- juice and prepare garnishes
- demonstrate the technical skills of controlling enzymic browning and spoilage and preventing food poisoning (wash and dry where appropriate)

## Tenderise and Marinate



Demonstrate how acids denature protein and marinades add flavour and moisture when preparing vegetables, meat, fish, and alternatives

## Prepare combine and shape



- Roll, wrap,
- skewer, mix,
- coat,
- layer meat, fish and alternatives,
- shape and bind wet mixtures (such as falafels, fish cakes or meatballs)
- demonstrate the technical skill of preventing cross contamination and handle high risk foods correctly

## Select and adjust a cooking Process



Select and adjust the cooking process and length of time to suit the ingredient, for example to match the cut of meat, fish and alternatives

You need to be able to use sensory descriptors to correctly describe the sensory qualities (how food looks, tastes, feels and smells) for a range of foods and combinations.

## Making Sauces

- Make a blended white sauce (starch gelatinisation) a roux and 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 myco-protein 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

## Water based methods using the hob

Demonstrate the following techniques:

- steaming
- boiling and simmering
- blanching
- poaching

## Dry heat and fat based methods using the hob

Demonstrate the following techniques:

- dry frying
- pan (shallow frying)
- stir frying

## Weigh and Measure

Demonstrate accurate measurement of liquids and solids

## Preparation of ingredients and equipment

Demonstrate the following techniques:

- grease/oil, line, flour, evenly and with attention to finished product



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### Using Raising agents

Demonstrate the following techniques:

- Use egg (Colloid foam) as a raising agent—create gas in air foam—whisking egg whites, whisked sponge
- Use Chemical Agents—self raising flour, baking powder, bicarbonate of soda
- Use Steam in a mixture (Choux Pastry, Batter)

### Set a mixture - removal of heat (gelation)

Demonstrate the following techniques:

- use starch to set a mixture on chilling for layered desserts such as custard or cheesecake

### Set a mixture - heating (coagulation)

Demonstrate the following techniques:

- use protein to set a mixture on heating such as denatured
- protein in eggs for quiche, choux pastry

### Using the oven

Demonstrate the following techniques:

- baking
- roasting
- casseroles and/or tagines
- braising

### Use of Equipment

Demonstrate the following techniques:

- use a blender, food processor, mixer, and microwave

### Using the grill

Be able to demonstrate the following  
Demonstrate the following techniques with a range of foods, such as vegetables, meat, fish or alternatives such as halloumi, seeds and nuts:

- char
- grill or toast

You need to be able to use sensory descriptors to correctly describe the sensory qualities (how food looks, tastes, feels and smells) for a range of foods and combinations.

## Shaping and finishing dough



Demonstrate the following techniques:

- roll out pastry, use a pasta machine, line a flan ring, create layers (palmiers), proving/resting
- glazing and finishing such as pipe choux pastry, bread
- rolls, pasta, flat breads, pinwheels, pizza, calzone

## Test for Readiness



Demonstrate the following techniques:

- use a temperature probe, knife/skewer, finger or 'poke' test, 'bite', visual colour check or sound to establish whether an ingredient or recipe is ready

## Judge and manipulate sensory Properties



Demonstrate the following techniques:

- how to taste and season during the cooking process
- Change the taste and aroma through the use of infusions, herbs and spices, paste, jus, reduction
- how to 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