

AQA GCSE

Food Preparation and Nutrition Booklet

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Lesson 1 - Task 1

Practical Challenge

Spread a little happiness during these times and plan a day's meals including breakfast, lunch, dinner and snacks for an elderly or vulnerable neighbour. Consider their needs and whether they require particular nutrients within their diet, do they have any special dietary requirements.

Lesson 2 - Task 1

Choose two of the following case studies below and explain the factors that influence their food choices, giving reasons for your answers

For each of the case studies below, explain the factors that will influence their food choices, giving reasons for your answers:

Case study 1
Jo is a student at university and is living in a flat where the kitchen is shared with seven other people. Jo has a cupboard, one shelf in a refrigerator and one shelf in a freezer in which to store foods. Jo has a low income and limited cooking skills. Jo is allergic to nuts.

Case study 2
Mia and Karl are in their early thirties and have two young school-aged children. They both work full time and the children go to a variety of clubs after school four evenings a week. The family have a lot of bills to pay, but want the family to eat well, so try to spend their money wisely on food.

Case study 3
Dan and Amy are both 21 years old. They both work full time and like to socialise and eat out with their friends a couple of evenings in the week and at weekends. Dan is a keen gymnast and Amy plays hockey for a local team. They both like to cook when they have time.

Case study 4
An elderly couple who are both 82 years of age, live in a small flat in a town. Their only income is their state pension. They are both independent and cook their own meals. They do their own shopping and travel by public transport to purchase their groceries.

Before you answer these: think about what factors will affect the people in the case study.

Example - Case Study 1

- Jo is a student
- Limited cooking skills
- Limited storage - how much food would she be able to store? would she cook more?
- Limited money - how will this affect her food choice? What type of shop would she shop in? Cook from scratch? Ready meals? answer why!!!
- Allergy to nuts - what will she look at on labels? How will it affect her food choices and why?

Lesson 3 - Task 1

Complete the 100 question food quiz – this covers all areas of knowledge for the exam so is a really good overview and should highlight any particular sections that you are weaker in. 100 questions may seem like a lot but they are all quick multiple choice and replicate the type of questions you will get at the start of your exam.

Lesson 4 - Task 1

Conducting Research

What is research?

Once a design brief has been analysed you will need to do some research to find out what you will need to know so that you can complete the task. As you collect the research it should help you make connections which will help in your initial design ideas.

There are different methods of research so it is important to select the methods that are appropriate for the task.

Research Methods

Research methods can be divided into two categories: **Primary and Secondary**

Primary Research: This is information that is gathered through interaction with other people. An example of this type of research is interviews or questionnaires.

Secondary Research: This is information you read from elsewhere, but not straight from the source. An example of this type of research is information taken from books or magazines or the internet.

Methods of Primary Research	Methods of Secondary Research
Questionnaires	Books
Product Testing	Internet
Visits	Magazines/Newspapers
Letters	Television/Radio

Questionnaires

When designing a questionnaire you need to have a clear idea of the information you wish to gather. Your task analysis can help you with this. You must then set out your questionnaire clearly so that people are happy to complete it for you. Some tips to follow are:

- Put a clear title at the top of the questionnaire.
- Give clear instructions so that respondents answer correctly. Do they have to tick a box, circle an answer or write a sentence?
- Think about the type of questions. How will you record the responses?

Types of Question

Open: A respondent can give any answer so you are likely to receive a wider variety of answers and some long answers. E.g. What is your favourite fruit?

Closed: This limits the response that can be given. It may be through a choice of possible answers or it may be that the respondent can only reply yes or no. E.g. Which fruit do you prefer Apple, Banana or Orange? or Do you like Apples?

The type of question is important. It's often easy to present the results of closed questions in the form of a graph or pie-chart. It can be harder to do this with open questions. However open questions sometimes give more information. It's therefore a good idea to use a mixture of both types of question.

Product Testing

Another good way to find out information is to test existing products that you feel may be similar to the product you are going to design. By doing this you can look at the ingredients used, what it looks like, what it tastes like and the portion size amongst other aspects.

A good way to do this so that the information can be compared to each other, is to produce a chart. See the example below:

Product	Size	Appearance	Taste	Texture	Weight
Chocolate Cake	8 portions	Round sponge cake. Covered in chocolate sauce	Sweet, rich	Soft, squishy, moist, crumbly	450g

Visits

Primary research is essential for any design project and visits are another way to conduct this type of research. You may decide to go to a shop, restaurant, café or other food retailer to get ideas of the type of produce already available. By visiting a shop you could observe the types of foods consumers are buying.

Letters

Many manufacturers are happy to answer questions about their products. As part of any research task you could write to manufacturers with a list of questions regarding their products and overall business. This may then help you when designing the product.

Books/Internet/Magazines/Newspapers/Television/Radio

All these methods are secondary research as somebody else has already gathered the information and hopefully presented it in a manner that is clear and concise. By reading this information you can further your understanding of a given topic.

Once you have read the information it is important that you are selective and only use the information that is specific to your project. Don't just copy and paste the information. Show that you have understood the information by putting it into your own words. Relate it to your project and show how it will help you achieve the task you have been set.

Complete the following activities to show your understanding of research:

Read the design brief below. Then complete the activities on A4 paper.

Design Brief: Plan, prepare, cook and present three dishes which promote the use of fresh fruit and vegetables. Dishes must be suitable for active adults.

1. Produce a questionnaire that could help you achieve the above task. Think about the types of question you will use. You need at least 10 questions. Once you have devised your questionnaire, explain how you expect each question to assist you in the task.
2. You need to find more research and decide to write a letter. Who could you write to? What sort of information could be useful to you? Once you have decided this you need to write your letter. When you have completed your letter write a short paragraph explaining your choices.
3. Read the article below. This would be classed as secondary research. Put it into your own words, selecting the material that is specific to your task. Say why it is useful.

Article from www.doctissiom.com

A salad, when served as a main meal, should have three basic elements: starchy foods, proteins and vegetables. Véronique Liégeois, dietician, nutritionist and author gives her advice for the perfect summer meal.

Mixed salad: a healthy, balanced meal

"A salad can be served as a main meal, as long as it contains the right ingredients," says Véronique Liégeois, a dietician and nutritionist. She goes on to add that, "The quantities of each food group are often wrong." In order to put together a good mixed salad, add 3 to 4 tbsp or 100-150g of cooked starchy foods like pasta, rice or potatoes.

If you leave such filling elements out, you'll get hungry again much faster after the meal. The second important element is protein: Véronique Liégeois adds, "You should include a portion of meat or fish, between 60 and 100g. Go for ham, tuna, eggs or chicken for example."

The sun is finally starting to shine and you are feeling like eating more fresh and light food. Mother Nature has got it all planned... With the arrival of spring, you can now enjoy a host of seasonal vegetables and fruits. Markets are bursting with local colour and flavour.

Lesson 5 - Task 1

Vegetarian and Vegan Diets

1. Find the definitions for the following:

Lacto- vegetarian:	
Octo-Lacto vegetarian:	
Pescatarian:	
Vegan:	

2. Unscramble the words below and match them to the reasons why some people follow these types of diets.

nvnromente	Tehalh	Locisa
nerspoal	Oielgirn	onoemcic

- Some people don't like the taste of meat _____
- Some religions don't allow their followers to eat meat _____
- Some people avoid it because meat can be high in fat _____
- Some people believe meat production is bad for pollution _____
- If friends or family are vegetarian, someone might follow _____
- Meat can be very expensive _____

3. Use the internet to find famous vegetarians and find out why they became vegetarian.

Celebrity	Reasons

4. There are a lot of foods vegetarians can eat instead of meat to get protein and iron into their diet e.g. nuts, lentils, beans. Remember; they also need to eat plenty of vitamin C to help their bodies absorb the iron as well. Below are two MEAT ALTERNATIVES meaning they can usually be used instead of meat in many recipes.



TOFU

This has been popular in vegetarian diets for years. It has little flavour BUT it takes on the flavours of the meal. It is made from SOYA and is usually sold in blocks. It is high in protein, iron and calcium.

Find 3 vegetarian meals you could try that use Tofu:



QUORN

Quorn is getting very popular and it is made from a type of protein found in soil fungus. There are so many new choices available in supermarkets; even non-vegetarians eat it! It is high in protein and low in fat.

Find at least 5 other Quorn products available in shops:

Lesson 6 - Task 1

Ingredients Research - Having knowledge and understanding of the different ingredients we eat is a very important part of staying healthy and being able to plan and cook interesting meals.

Your task is to pick three ingredients from the list below to research. You need to include at least six interesting facts for each ingredient, description of the ingredient, different types of the ingredient, nutrient information, how it is grown/ produced or made and some recipe ideas.

Ingredient choices:

BREAD	PASTA	RICE
CHICKEN	CHEESE	MILK
MEAT	FRUIT	VEGETABLES

Insert all your findings neatly in the table below:

Ingredient 1:
Ingredient 2:
Ingredient 3:

Lesson 7 - Task 1

Where does our food come from?

1. Choose six different foods from your home. Can you check the labels to find out where the food has come from? Name each food below, the country it comes from and using google, find out how many miles it travelled to get to your house!

Food	Findings
1.	
2.	
3.	
4.	
5.	
6.	

2. Using google and your OWN OPINION, please answer the following question in detail:

“Why do we get food from other countries? What are the advantages and disadvantages?”

Lesson 8 - Task 1

Packaging - Please look at a tin, packet or box of food and look carefully at the packaging/ labels.

1. Chosen item:
2. Write about at least five pieces of information it tells us

3. Explain why you think this information is on there