**Little Heath Sixth Form**

**(Subject)** Personal Learning Checklist

**Student Name: ……………………….…………………………………..………**

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| **Unit Name:**  *Resource Management* | **Unit Code:**  AS Unit G002: |
| *Minimum Target Grade:* | *Aspirational Target Grade:* |

*KEY:* ***Red =*** *with difficulty* ***Amber*** *= not sure* ***Green*** *= yes*

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| **GCSE Re-Cap (Skills and Knowledge)** | **Red** | **Amber** | **Green** |
| **Understand the nutritional properties of food** |  |  |  |
| * examine the nutritional properties of ingredients/• food products. An understanding of the nutritional characteristics of the main nutrients: proteins, fats, carbohydrates – sugars and starches, vitamins and minerals – Vitamins A, B, C and D, Calcium, Iron; |  |  |  |
| * have knowledge of nutritional advice. Interpret and • apply current nutritional/healthy eating guidelines, e.g. apply the recommendations of the ‘Eat well plate’, 5 a day, high fibre (NSP); |  |  |  |
| * be able to apply the nutritional advice when • analysing existing food products. Understand that diets with deficiencies or excesses of particular nutrients may lead to health related problems; |  |  |  |
| * investigate nutritional and dietary needs of • different target groups: including vegetarians, diabetics, coeliacs, calorie controlled, those with nut allergies and lactose intolerance; |  |  |  |
| **Understand the use of standard components in food processing** |  |  |  |
| * understand the advantages and disadvantages of • standard components in food production; |  |  |  |
| * explore the use of standard components: frozen/• chilled pastry, decorations (ready made icing, marzipan etc), pizza bases, ready-made fillings/sauces/cake mixes/bread mixes; |  |  |  |
| Demonstrate competence in a range of practical food skills/methods/processes to produce quality outcomes |  |  |  |
| * match materials and processes to produce • products with qualities that are finished/presented to a high standard; |  |  |  |
| * apply a range of processing techniques to • produce food products; |  |  |  |
| * present food products with the consideration of • the importance of: colour, texture, flavour, shape, temperature and time, users needs, finishing techniques; |  |  |  |
| * through the making of products and meals, • demonstrate a wide variety of cooking skills/processes including: |  |  |  |
| * fruit/vegetable preparation: peeling, slicing, grating, chopping; |  |  |  |
| * meat/fish/eggs/dairy products and alternative proteins (myco‑protein, tofu, TVP), through a range of appropriate cooking processes; |  |  |  |
| * cake/biscuit making: whisking, rubbing-in, melting, creaming; |  |  |  |
| * sauce making: roux, all-in-one, blended; |  |  |  |
| * pastry making: short crust, rough puff; * layering: cold desserts, cheesecake, trifle, tiramisu; |  |  |  |
| * bread making; |
| * finishing techniques: glazing, icings, coatings, garnishes, piping, caramelisation. |
| **Social, economic, cultural and environmental considerations** |  |  |  |
| * Consider packaging materials used within food • production and their impact on cost and the environment; |  |  |  |
| * Understand how multi-cultural factors have • influenced food production; |  |  |  |
| * Consider the use of scarce resources, transport • costs, sustainability, quality, religious and cultural preferences, genetically modified foods, organic and free range foods, Fairtrade, Farm Assured, on food production and the environment; |  |  |  |
| * Assess the implication of food issues in product • development, e.g. |  |  |  |
| **The impact and effect of using a range of different equipment to produce food items of quality and consistency** |  |  |  |
| * Demonstrate safe and hygienic use of a range • of hand, mechanical and electrical equipment to ensure quality, e.g. cutters for uniformity of biscuits, temperature probe, e.g. cooking of high risk foods, consistency of outcome, e.g. food processor for slicing vegetables reduce time and effort: e.g. hand blender for soup, dough hook for bread; |  |  |  |
| * Apply knowledge and understanding to select the • most appropriate equipment and healthier cooking methods for food outcomes: e.g. steamers for vegetables, microwave for retention of vitamins; |  |  |  |
| * Match equipment to desired outcomes within the • preparation of ingredients and the production of different mixtures such as cakes, pastries, breads, sauces, decorations, purees, etc; |  |  |  |
| **Storage of Food and Food Products** |  |  |  |
| * Understand the need for different types of • equipment and temperatures for the storage of food including chilling (0–5˚C), freezing (-18˚C), re-heating (72˚C) and ambient conditions (room temperature); |  |  |  |
| * Explain and understand the importance of critical • storage temperatures; |  |  |  |
| * Use and understand different ways of monitoring • temperature: e.g. the purpose and use of temperature probes, thermometers; |  |  |  |
| * Understand the reasons for changes which occur • in ingredients and foods during their preparation and storage, e.g. investigate the effects of chilling and freezing on different foods; |  |  |  |
| * Understand the need for and apply appropriate • hygiene and safety procedures: to ensure safe food handling techniques at all stages from raw material to product/outcome; |  |  |  |
| * Consider food safety and hygiene when • purchasing, storing, preparing, cooking and serving food: cross contamination, use by date, best before date, high risk food, cross contamination, danger zone; |  |  |  |
| * Understand the risks posed by physical, chemical • and biological contamination, e.g. symptoms of food poisoning; |  |  |  |
| * Have an awareness of the reasons why food may • be packaged in different forms to extend shelf life, including the use of new technologies such as nanotechnology; |  |  |  |

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| **Skills** | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| * develop and apply knowledge and understanding |  |  |  |  |
| * develop an awareness of the management of resources to meet an identified human need in a diverse and ever-changing society |  |  |  |  |
| * critically evaluate evidence to justify informed decisions |  |  |  |  |
| AO1 Knowledge and understanding |  |  |  |  |
| * Demonstrate knowledge and understanding of the specified content |  |  |  |  |
| AO2 Apply knowledge and understanding and analyse problems |  |  |  |  |
| * Demonstrate the ability to apply knowledge, understanding and skills in a variety of situations and |  |  |  |  |
| * to analyse problems, issues and situations using appropriate skills. |  |  |  |  |
| AO3 Organise, evaluate and justify |  |  |  |  |
| * Demonstrate the ability to gather, organise and select information, evaluate acquired knowledge and understanding and present and justify an argument. |  |  |  |  |
| **Knowledge/Specification** |  |  |  |  |
| * Resources |  |  |  |  |
| **Management of resources** |  |  |  |  |
| * the inter-relationship between time, money and energy (human and fuel energy); |  |  |  |  |
| * the factors that affect how time, money and energy are managed; |  |  |  |  |
| * The management of resources in response to social, economic, cultural and technological   change. |  |  |  |  |
| **Financial awareness** |  |  |  |  |
| * the source of income for individuals and households and an outline of the following – wages, salaries, pensions, allowances, welfare benefits and interest on investments; |  |  |  |  |
| * the interpretation of data related to income and expenditure patterns; |  |  |  |  |
| * the methods of payment for the purchase of goods and services to the home to include cash, direct debit, standing order, credit card, store card and credit agreements; |  |  |  |  |
| * financial planning for individuals and households. |  |  |  |  |
| * Food provision |  |  |  |  |
| * the patterns of eating by individuals and households in the United Kingdom; |  |  |  |  |
| * the choice of food/foods by individuals and households both inside and outside the home; |  |  |  |  |
| * the psychological, social, technological, economic and cultural issues that affect the patterns of eating and the choice of food; |  |  |  |  |
| * the purchase of food resources appropriate to individual and household needs; * the management of resources to provide meals for individuals and households in a range of contexts, eg single provision for the elderly |  |  |  |  |
| * The selection and purchase of food and household goods |  |  |  |  |
| **Consumer rights** |  |  |  |  |
| * the rights of the consumer when purchasing goods and services; |  |  |  |  |
| * the complaints procedures and routes available to the consumer. |  |  |  |  |
| **Purchasing** |  |  |  |  |
| * the advantages and disadvantages of the range of retail outlets, eg supermarkets, specialist shops, internet, markets, etc available to households for the purchase of food; |  |  |  |  |
| * the role of dietary guidelines in influencing food purchase and preparation methods; |  |  |  |  |
| * the management of food resources appropriate to individual and household need; |  |  |  |  |
| * sources of information available to the consumer when purchasing goods and services, eg media consumer reports, television programmes, internet, consumer exhibitions, consumer help-lines and advertising. |  |  |  |  |
| Retailing |  |  |  |  |
| * current marketing strategies used in the retail food industry including the methods used to attract and secure customer loyalty; |  |  |  |  |
| * the technological advances in the distribution and retailing of food. |  |  |  |  |
| * Food preparation and cooking equipment |  |  |  |  |
| * the advantages and disadvantages of a range of equipment used for the preparation and cooking of food; |  |  |  |  |
| * the effective use of food preparation and cooking equipment in the provision of meals for individuals and households in a variety of contexts; |  |  |  |  |
| * technological advances in the use and management of this equipment; |  |  |  |  |
| * the factors that influence the selection and purchase of household products to include cost, quality, fitness for purpose; |  |  |  |  |
| * equipment labelling to include CE mark, British Electro Technical Approvals Board label, BSI Kite marking and Eco labelling. |  |  |  |  |
| * Food safety and hygiene |  |  |  |  |
| **Food contamination** |  |  |  |  |
| * the micro-organisms responsible for food spoilage and food contamination to include salmonella, staphylococcus aureus, listeria, campylobacter, clostridium perfringens, clostridium botulinum, E coli; |  |  |  |  |
| * the conditions and factors necessary for their growth; |  |  |  |  |
| * the sources and methods of transmission of commonly occurring food poisoning bacteria. |  |  |  |  |
| Food handling |  |  |  |  |
| * the techniques for safe handling of food during storage, preparation and cooking; |  |  |  |  |
| * the incidence and patterns of food poisoning outbreaks in the United Kingdom. |  |  |  |  |
| Monitoring standards |  |  |  |  |
| * the implementation of the Food Safety Act 1990 and the work of the statutory agencies that monitor Food Hygiene Standards including Environmental Health Departments and the Food Standards Agency; |  |  |  |  |
| * the role of the environmental health department at local level in ensuring that food is fit for consumption the regulations and standards as laid down in |  |  |  |  |
| * the Food Hygiene (England) regulations 2006. |  |  |  |  |

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| **REVISION**  **Use the information on this checklist to make revision cards and notes** |

**Grade tracking:**

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| *Grade* | *Date* | *Grade* | *Date* | *Grade* | *Date* |
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| *Grade* | *Date* | *Grade* | *Date* | *Grade* | *Date* |
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*Note: You should discuss this checklist regularly with your subject teacher/mentor*