

ACTION BASED ACTIVITIES

TOPIC VN18 FOOD PREPARATION

THEME: EDUCATION & TRAINING



APPLICATION OF NUMBER

LEVELS 1 & 2

ISSUED SEPTEMBER 2006

INSTRUCTIONS

WHAT DO I DO?

Use this Theme Template to help you:

- plan an Action-based Activity on the theme of Education and Training
- carry out an investigation into the subject
- produce evidence needed for your portfolio

NOTE: Use this booklet WITH your Learner's Planner & Guide.

WHAT IS ASSESSED?

Education and Training is one of six themes you can choose for your Action-based Activity/portfolio work.

APPLICATION OF NUMBER

TOPIC VN18 FOOD PREPARATION

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If you are planning to start a project it is vital that you create a plan. This Template will take you step by step from getting started, to writing and checking your final pieces of work. Each step follows Part Two of your *Learner's Planner & Guide*, so read it alongside this Theme Template.



It's a good idea to follow this advice.



You must do this to get the qualification.



**STEP
A**



CHOOSING A TOPIC

One of the best ways to start thinking about a subject is to *mindmap*. You can find how to do this on Page 5 of the *Learner's Planner & Guide*.

TASK 1

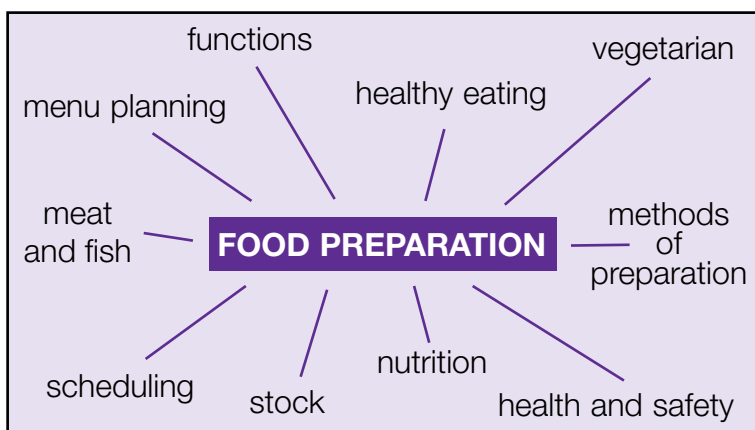
Allow about
20 minutes

On your own, or with a colleague, think about and talk about "Food preparation" and aspects of it you might like to study.

Work together to make a **mindmap** of the subject. You may want to think about:

- what makes a healthy diet
- preparing food on a budget
- food trends
- whether our diet today is as good as it was in our grandparents' day
- menu planning for special occasions

PORTFOLIO EVIDENCE – You could copy and add to the unfinished example below. This could then go into your portfolio as evidence that you have thought about your chosen subject.





Continued

TASK 2
Allow about 15 minutes

When you have made your mindmap, focus in on one or two ideas that:

- interest you
- will be easy to research and get information about (talk to your tutor if you are unsure)

Write these ideas down and then try to turn them into **QUESTIONS**. This will help when you write up your conclusions later. The examples in the box may help you do this.



Topic : Food preparation

Original Idea	Question
Healthy diet	What makes a healthy diet – what are the facts?
Catering for a function	What is a suitable menu, cost, time management?
Ordering and suppliers	How do I choose a supplier? Comparing costs and buying in bulk.
Best sellers	Which meals/drinks are most popular?

TASK 3
Allow about 10 minutes

In your portfolio, write down your chosen title/question.

Check with your tutor that it is okay. Remember, you can always change it later if necessary.

TASK 4
Allow about 30 minutes

PLAN – It’s a good idea next to draw up a plan of action. Make a table and on it write down what you intend to do and when you will do it by. Highlight key dates and deadlines (e.g. when you are carrying out a survey or presenting your findings).



**STEP
B**



CHOOSING & INTERPRETING INFORMATION

Interpreting information from suitable sources is an essential part of the qualification and you must be able to show that you have collected, read and extracted information from **DIFFERENT** sources.

There are lots of ways of finding information on food preparation such as:

- books and other resources in the library
- health, eating and food magazines and in newspapers
- using the Internet
- interviewing people about food preparation and cooking

TASK 5

Allow about
2-3 hours

Look for suitable documents to read. Remember:

- at **both Levels 1 and 2** you must use **TWO** different sources of information
- overall **at Level 1** at least one source must include a table, chart, graph or diagram
- **at Level 2** at least one source must include material containing a chart or a graph

You will need to make careful notes as you work. Put these in your portfolio (see also Pages 8 and 9 in the *Learner's Planner & Guide*)



Source: "Food Preparation and Cooking"

Date: April 2006

Author: A O'Reilly

Main points taken from the book:

1. choosing and maintaining equipment
2. Maintaining a safe and secure working environment
3. Maintaining and promoting hygiene in food storage, preparation and cooking

Additional evidence:

- recipes
- scale drawings
- websites



ASSESSMENT Your tutor will assess that:

- you have chosen the information you need
- you have obtained the information needed
- you have identified the best methods to get the results you need

Remember to label sources clearly.

**STEP
C**



CARRY OUT AND CHECK CALCULATIONS

Carrying out and checking calculations is an essential part of the qualification. At each level you are required to carry out calculations to do with:

	Level 1	Level 2
a. amounts/sizes	✓	✓
b. scales/proportion	✓	✓
c. handling statistics	✓	✓
d. using formulae		✓

It may be difficult to cover all the required calculations for this topic (See *Learner's Planner & Guide*, Page 10).

TASK 6

Allow about
1 hour

Carry out calculations. You will need to:

- pick out the data/information you think will be useful
- decide on the calculations you need to find the results you want
- show calculation methods clearly
- check calculations and correct any errors

At Level 2 calculations must involve two or more steps.

Talk this over with your tutor if you are at all unsure. A few ideas are given overleaf.

**CARRYING OUT AND CHECKING CALCULATIONS****Examples – Carrying out and checking calculations****At Level 1:**

- you must carry out calculations using data from a secondary source such as text books and trade journals containing tables, charts, diagrams or line graphs
- you might use information collected first hand as the basis of calculations (eg current sales)
 - a. costs of different menus, areas
 - b. proportion/ratio of ingredients, scaling up quantities
 - c. range or average calculations

At Level 2:

- you must carry out calculations using data from a secondary source such as text books and trade journals containing charts or line graphs
- you might use information collected first hand as the basis of calculations (eg current sales)
- your calculations will be more complex, perhaps comparing two sets of data from different locations or months
 - a. costs including percentage markup or discounted rates for bulk buys
 - b. pie chart
 - c. comparison of averages
 - d. conversion of temperatures, calories to kilojoules

**ASSESSMENT** Your tutor will assess:

- how well you carried out your calculations (including your working)
- that you checked your methods
- that you spotted and corrected any errors
- that your results make sense

**STEP
D**



TASK 7

Allow about
3 hours

INTERPRETING RESULTS & PRESENTING FINDINGS

Having collected, sorted, extracted data and carried out calculations based on them, you are now ready to interpret your findings.

1. Go through all the information you have collected and sort it out carefully. Keep only relevant information and make sure EVERYTHING is properly labelled.
2. Now sift through again and, on notepaper, write down your main findings and conclusions. Remember, your first question (Task 2)? Can you now answer your question?
3. How do the results of your calculations relate to the purpose of the Action-based Activity? (See Learner's Planner and Guide Page 12)
4. Think how you will present your findings.

Remember:

- at Level 1 you have to present your findings in **two** different ways using charts or diagrams
- at Level 2 you need to present your findings in **two** different ways using graphs, charts or diagrams
- comment on your graph, chart or diagram

TASK 8

Allow about
3 hours



At this stage you will be required to present your findings to a tutor or supervisor. Before you hand your work in, check that:

- you have covered all requirements intended
- each section has suitable headings/labelling
- diagrams, charts, maps etc are properly labelled
- pages are numbered
- there is a contents page

N.B. There is a checklist on Page 14 of the Learner's Planner and Guide



It is a good idea to produce a draft plan/outline of what you will include in your final presentation. An example is given on the next page.

STEP
D



INTERPRETING RESULTS & PRESENTING FINDINGS *continued*

EXAMPLE OF A DRAFT PRESENTATION PLAN

Topic: Which dishes should we offer?

1. I will present my work as a **report** (computer typed and to include graphs, tables etc) with the sections below.
2. **Introduction** – I will include what I wanted to find out and why the subject interests me.
3. **Method** – a short section saying how I set about collecting data/information e.g. interviewed people to find out about their preferences.
4. **Calculations and Interpretation** – I will include how I extracted information from the data collected; how I worked out (and compared at Level 2) averages from the data collected.
5. **Presentation** – I will use written information and diagrams – mainly graphs and charts.
6. **Appendices** – to include some photocopied data from the Internet and food magazines, copy of questionnaire used to interview people.

I must remember to number pages and add a Contents page.



ASSESSMENT Your tutor will assess your work as follows:

At Level 1 you will be assessed on:

- how you have interpreted the results of calculations
- suitable choice of chart or diagram with appropriate labels and correct use of units
- how you have explained what the chart or diagrams show

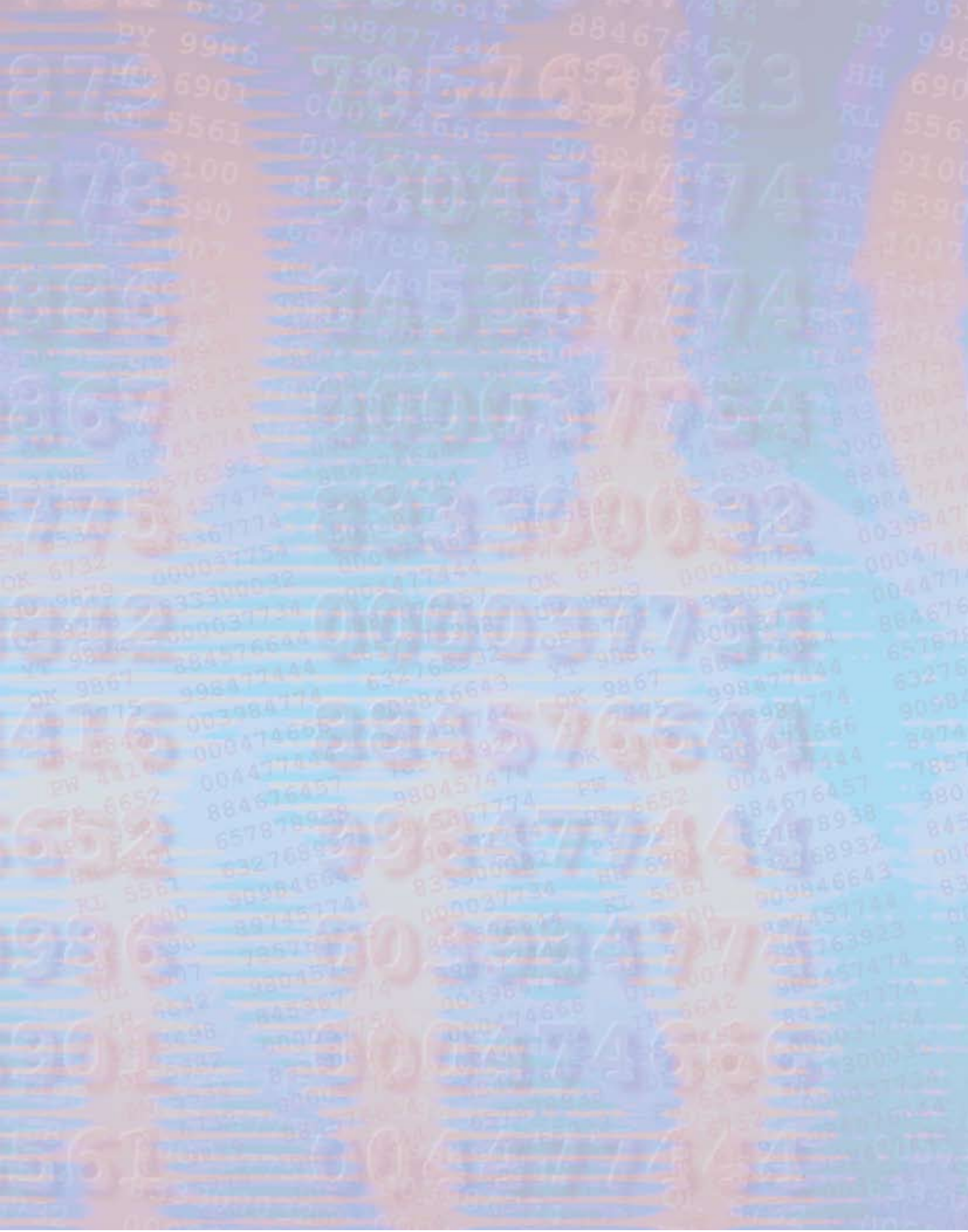
Additionally **at Level 2** you will be expected to:

- describe the methods you have used
- explain the results of calculations in terms of how they meet the purpose of your chosen Activity

**FOOD PREPARATION
MORE ACTION BASED ACTIVITY IDEAS**

CHECK WITH YOUR TUTOR OR SUPERVISOR BEFORE YOU START WORKING.

1. Plan and cost week's menus - to include details of suggested daily calorie intake.
2. Compare a "healthy" option of a product with the "standard" product e.g. weight watcher's tomato soup with ordinary tomato soup. Also compare prices and estimate value for money.
3. Carry out a survey to discover more about people's eating habits and the amount they spend. Analyse and display the data collected.
4. Survey supermarkets to find out about food labelling and draw up tables to show the comparative nutritional value of various food products.
5. Investigate the dietary value of a certain type of food in your diet e.g. fruit, fish, meat, bread. Compare the benefits from different types of the same product.
6. Investigate and compare your diet with typical diets of people in several other countries. Analyse and present your findings.
7. Calculate the cost of a healthy diet for a month and compare with an average diet. (An additional activity may be needed).
8. Investigate fast foods and how frequently people use fast food restaurants (include take-aways and TV meals). Find out the average amount people spend, does gender affect this? (An additional activity may be needed).



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