

Chirinos, M. P. (2017). Cooking and human evolution. In M. Bertolaso, & N. Di Stefano, *The hand: Perception, cognition, action* (1st ed., Vol. 38, pp. 147-161). Springer Cham. doi:10.1007/978-3-319-66881-9

This article discussed the importance of cooking towards human evolution. It highlighted that cooking was done long before *Homo sapiens* walked the Earth. The author cited Richard Wrangham, who first proposed the “cooking hypothesis” where cooking was postulated to be what evolved us into humans, along with others to overview the hypothesis. She applauded Wrangham’s insight on how we ate being more important than what we ate, citing morphological differences like smaller jaws and shorter digestive tracts of humans compared to other primates, and reasoning that the extra nutrients unlocked, and time saved by cooking allowed us to hunt and build a societal structure. However, she also criticised the distinction between hominisation and humanisation, arguing that they are, in fact, the same phenomenon.

This article provided an excellent overview of the cooking hypothesis, showing where it prevailed but also where it fell short. The author successfully compiled many papers into an easily digestible summary detailing the debate following the hypothesis’ debut.

This source can provide factual support and assist us in explaining the cooking hypothesis in the video’s introduction. We can use the evidence mentioned as jumping points to further extend the narrative towards the main focus of our programme.

(200 words)

Reed, D. R., & McDaniel, A. H. (2006, June 15). The human sweet tooth. *BMC Oral Health*, 6(Suppl 1), S17. doi:10.1186/1472-6831-6-S1-S17

This article discussed humans' affinity for sweet foods. The author named the high caloric values of sugars as one of the major reasons we evolved receptors for sweetness, reasoning that it is an evolutionary advantage to prefer sweet foods while drawing a comparison between that and the dislike towards bitterness, which is often found in toxins. The study highlighted the preference towards sweetness in infants and younger children, suggesting that the human sweet tooth is innate, but the preference decreases as we age. However, it also showed that there are significant differences in how people perceive sweetness, including genetic and cultural factors, despite the pleasant response towards it being virtually unanimous.

utilize a more formal  
expression

This article broadly gave reasons for the preference for sweetness in terms of both biological and evolutionary reasons. It successfully explained why humans love sweetness and, by extension, desserts.

This source can act as support when we explain why desserts are so popular and liked in the video introduction, and the caveats it raised regarding the differences in perception can act as a jumping point for the discussion in our video of regional differences in the view of desserts around the world, like Asians' preference for milder-tasting desserts.

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(199 words)

**Annotated Bibliography (30%): Assessment Form****Student Name & SID:** CHAN, Cheuk Ka Ka 1155174356

Assessment Criteria	Needs Improvement C-/D+/D	Developing B-/C+ (64-71)	Competent B+/B- (72-79)	Exemplary A/A- (80 -100)	Comments
<b>Annotated Bibliography (Individual Mark 20%)</b>					
<b>Content (30%)</b> <ul style="list-style-type: none"> <li>Selected source is relevant and appropriate to the topic and assignment</li> <li>Annotation demonstrates a clear understanding of the texts and the authors' intended meaning</li> <li>Contains an appropriate level of detail and adequate information from the original source</li> <li>Communicates the texts' relevance to the food programme, highlighting which information may be incorporated into the programme, and how</li> </ul>					✓ 24.85
<b>Summarising and Paraphrasing skills (30%)</b> <ul style="list-style-type: none"> <li>Provides a sophisticated, comprehensive and engaging summary of information</li> <li>Employs effective paraphrasing and summarising skills with language distinguishable from the original yet with meaning unchanged</li> </ul>					25.8

<ul style="list-style-type: none"> <li>Utilises accurate and appropriate reporting language</li> <li>Contains limited and accurate use of direct quotations</li> </ul>					
<b>Language and Coherence (30%)</b> <ul style="list-style-type: none"> <li>Exhibits control and complexity of grammar and syntax</li> <li>Uses a range of sophisticated, topic-specific vocabulary accurately</li> <li>Presents information in a logical and sequential order</li> <li>Employs appropriate and accurate cohesive devices to illustrate relationships between ideas</li> <li>Is clear, concise and coherent</li> </ul>				✓	24
<b>Documentation of Sources (10%)</b> <ul style="list-style-type: none"> <li>Presents complete, correct and properly formatted bibliographic information</li> </ul>				✓	8.6
<b>Annotated Bibliography</b>	<b>Total Score (100 marks)</b>		<b>/Grade</b>		

A -

83.25