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# UNIT 3 UPSKILLING RECIPES

HOW TO INCLUDE AS MANY TECHNIQUES AS POSSIBLE



Task 3	Evidence	Controls
<p><b>3 Prepare, cook and present three food outcomes and accompaniments, as appropriate, within a single 3 hour session.</b></p> <p>The order of work must be followed during this session.</p> <p><b>Photographic evidence of the completed food outcomes and accompaniments, as appropriate, is essential.</b></p> <p><i>It is an expectation that you will use the correct tools, safely and competently when carrying out a range of techniques.</i></p> <p><i>You will be expected to demonstrate essential food hygiene safety practices and procedures when preparing, cooking, presenting and storing food for this assessment.</i></p> <p>In relation to the chosen brief: prepare, cook and present, three food outcomes and accompaniments as appropriate. During the practical session, production of the food outcomes and accompaniments, as appropriate, you must demonstrate the following:</p> <ul style="list-style-type: none"> <li>• ability to follow your order of work and deploy contingencies as needed.</li> <li>• selection of and safe competent use of a range of correct kitchen equipment</li> <li>• suitable preparation techniques</li> <li>• suitable knife techniques</li> <li>• suitable cooking techniques</li> <li>• production of the three food outcomes and accompaniments, as appropriate</li> </ul>	<p>Photographic evidence of final outcomes Evidence of any tasting (optional) to support evaluation in Task 4.</p>	<p><b>Supervision:</b> Indirect</p> <p><b>Guidance:</b> Not permitted</p> <p><b>Resources:</b> Not permitted</p> <p><b>Collaboration:</b> Not permitted.</p> <p>Within the three hours session - controlled conditions must be adhered to.</p> <p>However, due to the practical nature of this assessment, learners are permitted to:</p> <ul style="list-style-type: none"> <li>Ask each other to pass equipment etc.</li> <li>Give feedback to each other on final food outcomes and accompaniments, as appropriate.</li> </ul>
<ul style="list-style-type: none"> <li>• evidence of tasting and seasoning</li> <li>• presentation of final three food outcomes and accompaniments, as appropriate, including garnishing, food styling and portion control.</li> </ul>		<p>order to help learners make informed comments for Task 4, however, changes to food outcome and accompaniments, as appropriate, based on feedback are NOT permitted.</p> <p>All practical outcomes must be the candidate's own work.</p> <p>Teachers are permitted to assist where a health and safety issue is identified. Details of assistance with health and safety issues must be recorded Observation Form (Appendix G).</p>
[45 marks]		
<p>You <b>must</b> spend approximately 3 hours completing these tasks.</p>		

Techniques  
– page 31  
Specification

This needs to  
be used in  
conjunction  
with the  
marking  
scheme from  
the SAM

## Appendix A – Preparation, knife and cooking techniques

Levels of complexity

\*\*\* Complex

\*\* Medium

\* Basic

Ready-made/prepared components used in the preparation and cooking of food outcomes are all classed as basic.

Preparation techniques:	Knife techniques:	Cooking techniques:
<ul style="list-style-type: none"> <li>• blending*</li> <li>• beating*</li> <li>• creaming**</li> <li>• crimping***</li> <li>• dehydrating**</li> <li>• folding**</li> <li>• grating*</li> <li>• hydrating*</li> <li>• juicing*</li> <li>• kneading**</li> <li>• laminating (pastry)***</li> <li>• marinating*</li> <li>• mashing*</li> <li>• measuring**</li> <li>• melting*</li> <li>• melting using bain-marie***</li> <li>• mixing**</li> <li>• piping***</li> <li>• proving*</li> <li>• puréeing**</li> <li>• rolling **</li> <li>• rub-in**</li> <li>• shaping***</li> <li>• shredding*</li> <li>• sieving*</li> <li>• skinning**</li> <li>• tenderising*</li> <li>• toasting(nuts/seeds) **</li> <li>• weighing**</li> <li>• whisking(aeration)***</li> <li>• zesting*</li> </ul>	<ul style="list-style-type: none"> <li>• bâton**</li> <li>• brunoise***</li> <li>• chiffonade**</li> <li>• chopping*</li> <li>• deboning***</li> <li>• deseeding**</li> <li>• dicing**</li> <li>• filleting***</li> <li>• julienne***</li> <li>• mincing***</li> <li>• peeling*</li> <li>• segmenting***</li> <li>• slicing**</li> <li>• spatchcock**</li> <li>• trimming*</li> </ul>	<ul style="list-style-type: none"> <li>• basting*</li> <li>• baking**</li> <li>• baking blind***</li> <li>• blanching**</li> <li>• boiling*</li> <li>• braising**</li> <li>• caramelising***</li> <li>• chilling*</li> <li>• cooling*</li> <li>• deep fat frying***</li> <li>• deglazing**</li> <li>• dehydrating*</li> <li>• emulsifying***</li> <li>• foaming ***</li> <li>• freezing*</li> <li>• frying**</li> <li>• griddling**</li> <li>• grilling*</li> <li>• pickling**</li> <li>• poaching***</li> <li>• reduction**</li> <li>• roasting**</li> <li>• sautéing**</li> <li>• setting**</li> <li>• skimming*</li> <li>• steaming**</li> <li>• stir-frying**</li> <li>• tempering***</li> <li>• toasting*</li> <li>• water-bath (sous-vide) **</li> </ul>

# Techniques in individual dishes

The mark scheme in the SAM is very clear that top band marks can only be awarded when there is evidence of complex techniques across the three outcomes as well as some medium and basic techniques.

**(d) suitable cooking techniques (see Appendix A)**

**[9 marks]**

**Band 3**

**Award 7-9 marks**

Demonstrates the use of at least one complex and at least one other (either basic, medium or complex) cooking technique for all three food outcomes.

- accurate use of timing (including contingency plans)
- accurate food hygiene and safety
- accurate use of sequencing.

**Band 2**

**Award 4-6 marks**

Demonstrates the use of at least one complex and at least one other (either basic, medium or complex) cooking technique for two food outcomes.

- mostly accurate use of timing (including contingency plans)
- mostly accurate food hygiene and safety
- mostly accurate use of sequencing.

This is for the cooking techniques.. You can see that the MS notes the need for a complex cooking technique in each of the three dishes plus at least one other.

You can create a simple practical review chart, combining an evaluation and a personal performance review. Your learners would become very familiar with the level of each technique

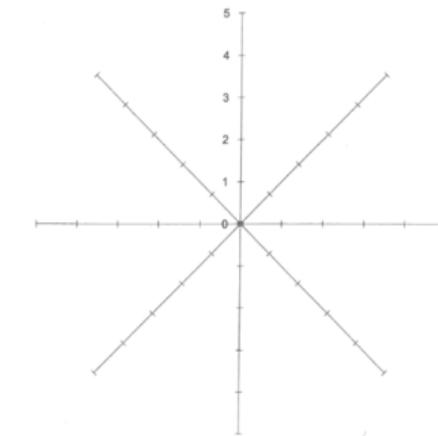
## G.C.S.E Food & Nutrition Practical Review

Personal Performance Review	
What did you make?	
Explain your performance (time/organisation/making)	
Strengths	
Weaknesses	
Possible improvements	

What client group would this dish suit?

What nutrients are in this dish?

Rate your dishes



### Preparation Techniques (Circle or highlight)

- \* blending, beating, grating, hydrating, juicing, marinating, mashing, melting, proving, shredding, sieving, tenderizing, zesting.
- \*\* creaming, dehydrating, folding, kneading, measuring, mixing, puréeing, rolling, rub-in, skinning, toasting(nuts/seeds), weighing.
- \*\*\* crimping, laminating, melting using bain-marie, piping, shaping, whisking(aeration)

### Knife Techniques (Circle or highlight)

- \* chopping, peeling, trimming
- \*\* bâton, chiffonade, deseeding, dicing, slicing, spatchcock
- \*\*\* brunoise, deboning, filleting, julienne, mincing, segmenting

### Cooking techniques (Circle or highlight)

- \* basting, boiling, chilling, cooling, dehydrating, freezing, grilling, skimming, toasting
- \*\* baking, blanching, braising, frying, griddling, pickling, reduction, roasting, sautéing, setting, steaming, stir frying, water bath(sous-vide)
- \*\*\* baking blind, caramelization, deep fat frying, emulsifying, foaming, poaching, tempering

# MARK SHEET – WJEC website

These are currently being developed and will be available on the open website. The format will be similar to those for the current legacy specification

# Upskilling recipes - pasta dishes



Many candidates choose a pasta dish. Dried or ready-made fresh pasta – Never! It's so simple to make your own. It can be done in seconds in a food processor and then use a pasta rolling machine. Jars of sauces are convenient – yes. But no techniques. Try and add a bread to the menu, especially an enriched dough, shaped. Think accompaniments and garnishes. “What would I get on my plate if I chose this in a restaurant?” It’s all about “beefing” up the number of techniques in each complete dish. Especially complex techniques. Mincing meat for a pasta dish is a complex knife technique.

- Try and make the pasta – use a food processor and pasta machine for rolling out
- Pasta like Ravioli need shaping and a filling prepared.
- Sauce making/blending/knife skills
- Bread making
- Salad garnish
- Make the Dressing

Fresh pasta:  
Weighing \*\*  
Measuring \*\*  
Laminating (pasta) \*\*\*  
Boiling \*

Shaping ravioli \*\*\*

Emulsifying a dressing \*\*\*

Fresh tomato sauce:  
Slicing \*\*  
Peeling \*  
Dicing \*\*  
Sauteing \*\*

Bread making:  
Measuring \*\*  
Weighing \*\*  
Kneading \*\*  
Mixing \*\*  
Proving \*  
Shaping \*\*\*

# Upskilling recipes – using chicken

Chicken is the meat of choice for many candidates. Not every candidate will have the ability to fillet a chicken breast from a whole chicken. There is an excellent skills section on the WJEC website with videos to help.



Katsu Chicken curry



Chicken Korma



Chicken kebab

Boning a chicken is a complex knife technique \*\*\*

For top band candidates, consider filleting/portioning a chicken



## Skills videos

Food and Nutrition

KS4 >

Films to support skill acquisition in preparation for Assessment 2: The Food Preparation Assessment.

skills Food Preparation

## Files

Knife skills



Filleting a fish



Slicing raw meat



Portioning a chicken



The bridge cut



Claw grip



Peeling



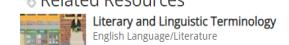
Dicing



Iulienne



## Related Resources



Literary and Linguistic Terminology

English Language/Literature



Design and Technology: Product Design

Design and Technology



What! No Stable?

Religious Studies



Developing conceptual awareness

at GCE History – support for Unit 1

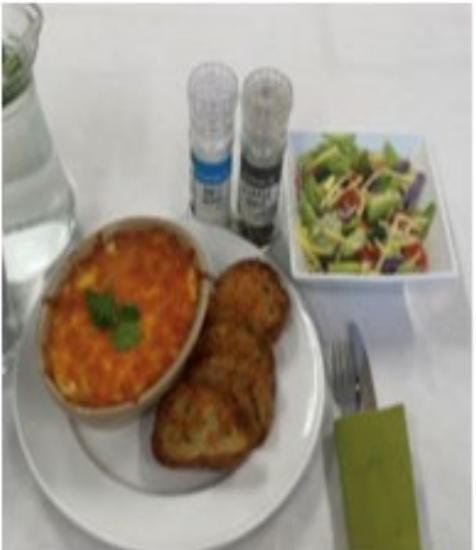
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# Always try and include a bread

The candidates have 3 hours to complete the Unit 3 task, more than enough time to make a bread dish as an accompaniment. This adds a number of techniques to the mark sheet.

Measuring \*\*  
Weighing \*\*  
Kneading \*\*  
Mixing \*\*  
Proving \*  
Shaping \*\*\*

Three hours is more than enough time to make bread, get it proved and shaped and baked. Cut down recipes that use 400g of flour, make half batches. It will be dovetailed into their time plan, adding techniques, and is an accompaniment for so many dishes. A simple burger is upskilled as soon as a brioche bun is made! Have you ever seen an Italian dish without cheesy garlic bread? Indian food – make flat bread, and when do you see soup without bread?



Homemade buns for burgers

Cheesy garlic bread for any Italian dish

Making flat breads

A bread roll with soup

## Think garnishes and accompaniments...



Curry and rice not sufficient. Samosas and flat bread added, with 3 chutneys

- Coulis
- Fruit or vegetables
- Herbs
- Chocolate work
- Sugar work

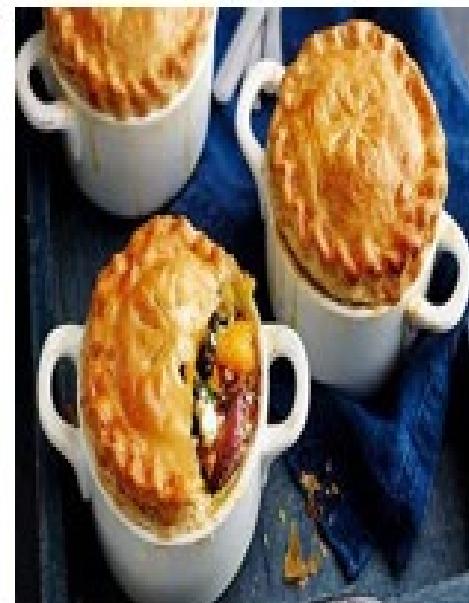
Presentation is 6 marks



Presentation is 6 marks. The only thing your moderator will see is the photos you send along with the mark sheets. So, make sure that the dishes or plates look their best. It's back to beg, steal and borrow. Not all candidates will have serving dishes or even a table-cloth in some cases. So, what can school do to help? Put a message on the staff bulletin. Within days you will be inundated with unwanted pasta machines and ice cream makers. Tablecloths and cutlery sets. Can the PTA help? Just look at these pictures. Your candidate wants to do curry and rice, so what about adding samosas and a flat bread with some home-made chutneys. Look at that pie, would two small pies or two cut slices not have looked better? With homemade custard of course.

## Smaller portions and individual dishes. Quicker in preparation and lowering cost.

This Unit can be expensive, but you need your learners to show as many techniques, dishes and accompaniments as they can. So, what about cutting down on recipe sizes. Avoid full "family" sized dishes. Smaller individual dishes not only look better, but cost less, take less time to prepare and can sometimes add to the complexity level.



- Local college
- Careers Wales
- Parents
- Local businesses

Get help. Careers Wales has a department that can find professionals to come into schools or you can take your learners out to their workplaces. Is there a local college with a catering department that you can either visit or arrange for someone to come out and do a lesson on plating and garnishing? What about parents? Surely someone is chef who can spare an hour to do a dem with your Year 10? Many learners may have a part time job in a local hospitality business, can that business help? This is also building links within your wider school community. Your SMT will love you for that!

## Get professional help



<https://careerswales.gov.wales/>



If you have queries regarding this resource or require any information about the qualification. Please contact the team.

## CONTACTS:

Contact our specialist Subject Officer and administrative support team with any queries.

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