

2017 GCSE Food Technology Revision - Section A Design question:

How to get full marks (5/ 6 marks) for design ideas – N.B: last year needed only ONE design idea worth TEN marks!

- recognisable sketch that fits design criteria – explain HOW your design fits the design criteria (refer to the decorations you have chosen)
- write the product name,
- draw two DIFFERENT products,
- label in detail
- add measurements (what size is the product, is it a small decorated cake or a large decorated cake? Portion sizes etc - could put weight in grams on.
- Explain HOW your product is suitable for providing sensory appeal e.g. colour, aroma, texture, shape, variety of flavours, finishing techniques.
- Include finishing techniques and use a variety which complement each other and fulfil what the brief has asked.

Product A: Pineapple Upside Down Cake

4cm deep Victoria sponge cake
(creaming method)
150g unsalted butter, 150g Fair
trade golden caster sugar, 150g self
raising flour, 3 large locally sourced
free range eggs, 5ml vanilla extract

Glace cherries
Colour, texture, flavour

Sliced pineapples
Colour, texture, flavour

Serves 8



← 20cm →

Product B: Tart Tatin

Golden caramel (100g
caster sugar, 60g chilled
butter): colour, texture,
flavour

6 dessert (Braeburn)
apples, peeled, cored
and quartered: texture,
flavour, colour

300g all butter puff
pastry: colour, texture,
flavour Ratio 2/3 fat to
flour



← 20cm →

Design And Technology To Gcse Food Technology

**Belinda Campbell, Barbara
Clapton, Catherine Tipton**



Design And Technology To Gcse Food Technology:

GCSE Food Technology for OCR Jenny Ridgwell, Alison Winson, 2001 This book contains questions and activities to develop pupils skills as well as summarized key points and a section on coursework *Food Technology Through Diagrams* Hazel King, 1999 Using the successful through diagrams approach this book provides a wealth of information in a very clear concise form Introductory pages on the syllabuses coursework outline revision and exam skills are followed by sections on Food Product Design Development and Production and Food as a Material This is a section devoted to the skills needed for success in coursework which contributes 60% of the total marks at GCSE **Food Technology** Belinda Campbell, Barbara Clapton, Catherine Tipton, 2002 Follows the structure of the GCSE Design Technology for Edexcel specification and provides practice exam questions at Foundation and Higher level to help build confidence This title contains practical activities and tips so students can practise what they have learned *Food Technology* Barbara DiNicoli, Meryl Simpson, Val Fehners, 2009 OCR Design and Technology for GCSE Food Technology is endorsed by OCR for use with the OCR Design and Technology for GCSE Food Technology specifications Underpinning theoretical knowledge is described using clear language concise explanations and numerous full colour illustrations This knowledge is then referenced to each of the GCSE units to ensure that both practical and examined work demonstrates a thorough understanding of the topic Written by a team of experts this text encourages the innovation and creativity that are at the heart of the new OCR specifications As such the material has been created to help foster understanding and problem solving Illustrations photographs and exemplar student projects are generously placed throughout the carefully designed text to ensure students are fully engaged and motivated The structure of the text fully reflects the modular nature of the GCSE and its inherent flexibility *Food Technology for Key Stage 3* Hazel King, Tristram Shepard, 1999 Accompanying the pupils full colour textbook this pack enhances classroom effectiveness and helps raise standards of teaching and learning **AQA GCSE Design and Technology: Food Technology** Jenny Hotson, Jane Girt, Garry Littlewood, 2009 This is the only resource to have been developed with and exclusively endorsed by AQA With a real focus on tracking individual progress you can improve your students chance of exam success through a unique blend of print and electronic resources **Gcse Design and Technology for Aqa** Lesley Woods, 2009-06-01 This course for AQA GCSE Food Technology has been replaced by a new specification for first teaching from September 2009 **Food Technology to GCSE** Anita Tull, 1998 **Know it All, Find it Fast for Youth Librarians and Teachers** Christine Donnelly, 2012 A brand new version of the best selling enquiry desk reference text Know it All Find it Fast specifically designed for those working with children and young people in schools public libraries and at home Including an invaluable overview of the education system and the school curriculum as well as a comprehensive listing of useful resources by topic this A Z covers school subjects from science and maths to reading and literacy and more general themes such as children s health wellbeing and hobbies Each topic is broken down into useful sections that will help to guide your response

Typical questions outline common queries such as Have you got any information about volcanoes Considerations provides useful hints and tips i e Geography now encompasses not only physical and human geography but also environmental geography social geography geology and geopolitics Where to look lists relevant printed digital and online resources with useful annotations explaining their scope and strengths Readership This is the must have quick reference tool arming librarians and teachers with the knowledge to deal with any queries thrown at them from children and young people as well as their parents and caregivers It will also be a handy reference for parents and anyone working with children and young people in other organizations such as homework clubs and youth workers

Gcse Design and Technology for Edexcel: Food Technology Belinda Campbell, Barbara Clapton, 2001-08-29 This pack contains a student book and a teacher's resource file both of which support Foundation and Higher students and can be used with the full or short GCSE course for food technology

GCSE Design and Technology Celia Barker, Sue Kimmings, Charmian Phillips, 1997 Ideal for all GCSE Design and Technology specifications Divided into short units allowing complete flexibility for the teaching of Design and Technology courses

Food Technology ,2003

The Toxic Classroom Richard Steward, 2020-06-09 The Toxic Classroom offers a wide ranging look at education today and explores in detail the pressures children experience as a result of constant change digital technology and political interference Beginning with what it is like to be a child in the classroom the book goes on to provide a detailed analysis of the curriculum assessment and accountability school structures educating for global citizenship and the plethora of social issues schools are now expected to solve Written from the perspective of a successful headteacher with over 30 years teaching experience the book considers what needs to be done to put things right and outlines a more equitable and effective school system Each chapter outlines the steps schools can implement immediately and the longer term policy changes that are needed de toxify the classroom and facilitate a genuine love of learning Offering a challenging yet compelling argument for putting education back into the hands of teachers this book will be of great interest both to the general reader and to those working within education such as teachers and professionals who wish to improve the ways in which children learn and develop

Food Technology Jill Robinson, 2001 This text has been revised to cover 2001 GCSE specifications for the National Curriculum It has increased emphasis on CAD CAM ICT industrial practice and environmental issues

Gcse Design and Technology Project Nicola Deacon, 2007-11-30 The workbooks provide stimulus material and exercises aimed at developing students understanding of the topic areas covered in GCSE Design Technology whilst improving their skills in answering the types of questions they will encounter in the examination

GCSE Design & Technology Richard Parsons, 2003 Matched to the AQA specification this work covers the key theory content for GCSE It also features advice on project work

GCSE D and T Food Technology Judi Sunderland, 2009-03-20 With clear and concise revision notes that cover everything you ll need to know for the exam this effective GCSE Food Technology revision workbook supports active revision for students working at all levels Plenty of quick tests and practice questions test and reinforce

understanding of the key content Providing a student friendly uncluttered approach to GCSE revision this Food Technology revision workbook is suitable for all levels and contains succinct revision notes and practice questions that focus on the core content needed for the exams Included in this book clear and concise coverage of all the exam assessed content simple and engaging explanations quick tests and practice questions throughout to test and reinforce understanding key words and supporting glossary

Food and Cooking Skills Education Anita Tull, 2018-01-29 Food and Cooking Skills Education

FCSE is a complex mix of policy and practicality educational theory and pedagogy classroom and government policy This book shows how FCSE has been at the centre of a tussle between education and policy for decades It reviews how FCSE has grappled with various significant issues of concern that threaten to marginalise it and pose problems for educational practicalities as expectations are increased but resources are squeezed It assesses the debate about the significance and importance of acquiring practical food and cooking skills in a society where the purchase of ready made food has become commonplace and public knowledge of where our food comes from is noticeably lacking This has contributed to the escalating incidence of diet related diseases and the attendant cost to society and threatened environmental sustainability In turn governments have reacted by proposals to make practical cooking skills a statutory National Curriculum subject as part of the armoury for tackling such costs Based on detailed research conducted across England and Wales as well as comparisons with thirty five other countries or states the author makes recommendations for policy to manage this challenge facing contemporary society

The Essentials of G.C.S.E. Design and Technology Janet Inglis, 2003-09 **GCSE Design & Technology** , 2007

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