**YEAR 10 TEST**

(End of term 1)

**Food hygiene and safety**

1. List four personal hygiene rules to follow when you are preparing to cook in the school food technology room (4)



1. The school food room has white, yellow, red and green chopping

boards. Which colour board would you use for the following foods? (You may use each colour more than once) (6)

1. Ham
2. Onion
3. Cheese
4. Raw minced beef
5. Raw chicken
6. Cooked chicken
7. Which of the following would you use to wipe down your work bench after you have prepared some food? Circle the correct answer. (1)
8. a wet dish cloth and sanitiser b) a tea towel c) a paper towel
9. Where in the refrigerator should you store raw meat and why? (2)

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1. At what temperature should food be stored in the refrigerator? (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What temperature is a domestic freezer set at? (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. What are the following: Salmonella and Campylobacter? (1)

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**Care and use of equipment**

1. List four steps you go through when cleaning a blender so it is ready for the next class to use (4)



1. Why should you put a metal tray or tin that you have washed and dried with a tea towel back into a warm oven (1)

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1. What utensil or piece of equipment should you use to take ice-cream out of the ice-cream maker (1)

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1. Complete the following table using the words below(6)

|  |  |
| --- | --- |
| **EQUIPMENT** | **FUNCTION** |
|  | To drain water from pasta, potatoes and rice, or to wash fruit and vegetables |
|  | To stop lumps forming in sauces, or to add air to a mixture such as an omelette or egg white. |
|  | To scrape out all mixture from a bowl |
|  | To turn food over in a frying pan |
|  | To flatten biscuit mixture and pastry so it is thin |
|  | An easier way to peel vegetable; safer than using a knife. |

(rolling pin, whisk, spatula, vegetable peeler, fish slice, colander)

**Sensory analysis**

1. Describe **two** types of sensory analysis from the following list and explain what they are used for. You can also illustrate with a picture or diagram. (6)

|  |  |
| --- | --- |
| **Sensory test** | **Description and explanation of use** |
| Ranking test |  |
| Rating test |  |
| Triangle test |  |
| Star diagram |  |

1. We use our senses of sight, smell, taste and touch (sometimes hearing) to evaluate food. Place the words from the list below in their correct categories. (you can place some words in more than one category)

Burnt, hard, bland, spicy, sour, well risen, pale, tough, salty, lumpy, moist, rough, crisp, peaked, crunchy, soggy, moist, bitter, sweet, soft. (10)

**Appearance \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Colour \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Texture \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Flavour \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Understanding terminology**

1. Match the correct definition to the word by writing the letter of the definition underneath the word. The first one has been done for you (10)

|  |  |
| --- | --- |
| **1.FUNCTIONAL ATTRIBUTE**  b | **a) WORKING EXISTING MATERIALS IN WAYS THAT DO NOT CHANGE THEIR PROPERTIES AS THEIR COMPOSITION AND STRUCTURE IS NOT ALTERED** |
| **2.PHYSICAL ATTRIBUTE** | **b)WHAT AN OUTCOME OR PART OF AN OUTCOME DOES** |
| **3.TECHNOLOGICAL PRODUCTS** | **c)CLEAR MEASUREMENTS CAN BE GIVEN. THERE ARE RIGHT AND WRONG ANSWERS** |
| **4.MANIPULATING MATERIALS** | **d)HOW A MATERIAL BEHAVES E.G. MILK WILL POUR** |
| **5.TRANSFORMING MATERIALS** | **e)EVALUATION OF A PRODUCT USING PERSONAL OPINION** |
| **6.OBJECTIVE TESTING** | **f)CHANGING THE STRUCTURE OF AN EXISTING MATERIAL TO CHANGE SOME OF ITS PROPERTIES BUT THE COMPOSITION REMAINS THE SAME** |
| **7.SUBJECTIVE TESTING** | **g)DESCRIBES HOW THE OUTCOME LOOKS AND FEELS E.G. CREAMY, WHITE** |
| **8.SENSORY EVALUATION** | **h)BRINGING TWO OR MORE MATERIALS TOGETHER TO FORMULATE A NEW MATERIAL THAT HAS DIFFERENT PERFORMANCE PROPERTIES** |
| **9.PERFORMANCE PROPERTIES** | **i)MATERIAL OBJECTS THAT HAVE BEEN DESIGNED BY PEOPLE TO FULFIL AN INTENDED FUNCTION** |
| **10.FORMING** | **j)EVALUATING PRODUCTS USING YOUR SENSES** |

1. Choose the word that best describes what is happening in the following examples from the list below (6). You can use each word more than once.

* Whisking an egg white with an electric mixer until it reaches the soft peak stage
* Shaping brandy snaps and rolling a Swiss roll
* Melting chocolate
* Using flour, water, salt and yeast to make bread
* Pizza
* Using melted chocolate to make an Easter egg

(transformation, manipulation, forming, technological product)

1. Is the following test subjective or objective?

Using a thermometer to check the temperature of some water in a pot on the stove? (1)

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**Exploring ingredients**

1. Complete the following table which lists some ingredients that may be used to make ice-cream. You may use some of the words below to help you but you will need to come up with some words of your own as well (12).

|  |  |  |
| --- | --- | --- |
| **INGREDIENT** | **PHYSICAL CHARACTERISTICS** | **FUNCTIONAL CHARACTERISTICS** |
| Eggs |  |  |
| Sugar |  |  |
| Glucose |  |  |
| Milk |  |  |
| Cream |  |  |
| Vanilla pods |  |  |

Yellow, sweet, thicken, add protein, flavour, white, clear, granular.

1. Eggs have the following **functional properties**: coagulation, emulsification and foaming. Match these words to the following examples. The first one has been done for you (3).

* Eggs create a coating which protects a product from heat such as battered fish **COAGULATION**
* Eggs thicken liquids and make them into solids \_\_\_\_\_\_\_\_\_\_\_\_\_
* Eggs help some ingredients mix successfully such as oil and vinegar in mayonnaise \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Eggs can lighten mixtures \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What is the difference in the following ingredients (6)

* Butter and margarine

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* Standard flour and self-raising flour

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* Cream and yoghurt

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**Nutrition**

1. Are the following statements true or false? Write a T or F in the box (10)

* Eggs are a good source of protein
* Eggs are a good source of calcium
* Fish is a good source of protein
* Potatoes are high in iron
* Eggs are high in carbohydrate
* Sugar is high in vitamin C
* Lemons are high in vitamin C
* Protein helps you grow
* Butter is high in fat
* Carrots are high in Vitamin C

**Weighing and measuring**

1. What do the following abbreviations mean? (3)

* 1 T \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 1 t\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 150ml\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How many ml are in a cup? (1)

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1. How many ml are in a tablespoon? (1)

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1. How many ml are in a teaspoon? (1)

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