

COOKERY (69)

Aims:

1. To acquire the knowledge of the terms, facts, concepts and principles required for cooking.
2. To develop an understanding of the basic methods of cooking.
3. To acquire skills related to:
 - providing balanced food for the members of the family.
 - preparing menus and cooking food for the family.

CLASS IX

There will be one paper of two hours duration carrying 100 marks and Internal Assessment of 100 marks.

*The paper will be divided into **two** Sections, A and B.*

***Section A** will consist of compulsory short answer questions covering the entire syllabus.*

***Section B** will consist of questions that will require detailed answers. There will be a choice of questions. Candidates will be required to answer **four** questions from this section.*

PART 1: THEORY - 100 marks

1. The Nutritive Value of Foods

- (i) Carbohydrates: the chemical structure; the classification; the functions; nutritive value of carbohydrate foods like rice and wheat; cooking and the changes that occur while cooking rice, wheat and cereal foods.
- (ii) Proteins: the chemical structure; the biological name; the classification; the functions; the nutritive value of protein foods - milk and milk products, meat, fish, egg, legumes and pulses; cooking of the food and the changes while cooking.

(iii) Fats and lipids: the chemical structure; the classification; the function; properties like smoke-point, hydrogenation, rancidity; functions of fat; use of fat in cooking.

(iv) The value of vitamins and minerals in foods.

2. Basic methods of Cookery and Principles involved:

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|---------------|---------------|
| (i) Boiling | (ii) Steaming |
| (iii) Stewing | (iv) Baking |
| (v) Frying | (vi) Grilling |

3. Methods of preparing and cooking food to preserve nutritive properties and to improve flavour.

4. Physical changes in food during cooking.

PART 2: INTERNAL ASSESSMENT

To be assessed internally by the school - 100 Marks

Please note the guidelines for internal assessment as given for Class X.

CLASS X

There will be one paper of **two** hours duration carrying 100 marks and Internal Assessment of 100 marks.

The paper will be divided into **two** Sections, A and B.

Section A (compulsory) will consist of short answer questions covering the entire syllabus.

Section B will consist of questions that will require detailed answers. There will be a choice of questions. Candidates will be required to answer **four** questions from this section.

PART 1: THEORY - 100 marks

1. Choice and cost of seasonal foods. The merits and intelligent use of convenience foods, such as, tinned, packaged, frozen or processed foods.
2. Meal planning: the objective of meal planning; nutritionally balanced diet (age, sex, type of work, health); climatic conditions; five food groups; the matching of meal with food budget; shopping for food in a super market, retail shop, street market - the advantages and disadvantages of each. Psychological aspects of meal planning, likes and dislikes, food fads, state of mind; traditional and cultural influences on meal planning; availability of food - seasonal variation in the diet; planning meals for pre-school children, school going children, adolescents, aged; packed meals - importance of convenience foods; planning meals for unexpected visitors, festivals.
3. Therapeutic diet: obesity; planning meals for the sick, invalids and convalescents.
4. Kitchen planning: advantages of working in a well planned kitchen; work centres of a kitchen; types of kitchens; kitchen platform; lighting, ventilation, floor, walls, storage and necessary fixtures; safety in kitchen, planning and care of food stores.
5. Kitchen hygiene: food hygiene; cleanliness of kitchen; disposal of kitchen waste.
6. Food preservation: causes of food spoilage; advantages of preservation; short-term preservation; long-term preservation like canning, deep freezing, dehydration; chemical preservation; the preserving of fruit and vegetables; storing of garden produce.

7. Kitchen equipment: equipment for food preparation; cooking utensils, cutting devices, stirring equipment, pressure pans, non-stick cookware, plastic ware.

N. B. The economical use of food, equipment, fuel and labour should be stressed throughout and candidates should be made aware of any new process and equipment to keep up-to-date as the course proceeds.

PART 2: INTERNAL ASSESSMENT

To be assessed internally by the school - 100 Marks

Practical Work in Cookery

Candidates will be required to do practical work in one or more aspects of cookery. The teacher is free to assess the practical work either on the basis of continuous assessment or on the basis of periodical tests.

The minimum number of assignments for each academic year

Class IX - Five practical oriented assignments as prescribed by the teacher.

Class X - Five practical oriented assignments as prescribed by the teacher.

Suggested Assignments

1. The merits, use and care of various types of kitchen equipment and utensils.
2. Cooking processes: boiling, frying, steaming, baking, grilling, and stewing.
3. Planning and preparation of meals for different types of people on different occasions.
4. Mixing and baking bread, cakes, patties, etc.
5. Practice in the preparation of salads, pickles, juices, puddings, sweets, biscuits, etc.
6. Mixing and making chapatis, nans, etc.
7. Practice in preparation of squash, jam, etc.
8. Nutritive and healthy cooking.

Final Test

In addition to the practical work, the candidates will be tested in the planning and preparation of a meal by the External Examiner.

EVALUATION

The assignments/project work are to be evaluated by the subject teacher and by an External Examiner. The External Examiner may be a teacher nominated by the Principal, who could be from the faculty, **but not teaching the subject in the section/class**. For example, a Home Science teacher of Class VIII may be deputed to be an External Examiner for Class X projects.

The Internal Examiner and the External Examiner will assess the assignments independently.

Award of Marks

Subject Teacher (Internal Examiner): 50 marks

External Examiner : 50 marks

The total marks obtained out of 100 are to be sent to the Council by the Principal of the school.

The Head of the school will be responsible for the entry of marks on the mark sheets provided by the Council.

INTERNAL ASSESSMENT IN COOKERY - GUIDELINES FOR MARKING WITH GRADES

Criteria	Planning Efficiency	Working to time plan	Manipulation	Quality produced	Appearance/ Arrangement
Grade I (4 marks)	Follows the question set and systematically organises the work process.	Is successful in handling parts of the question set and fits them within required time.	Excellent display of manipulative skills - can deal with a laboratory situation efficiently.	With a special insight into the question, the quality developed is of a high standard.	A fine aesthetic sense and artistic ability has been conveyed in the complete arrangement.
Grade II (3 marks)	Follows the question set except that the step-by-step work shows slow operational skill.	Is successful in handling parts of the question, but the smooth work appears to slow down.	Good control of manipulative skills, has been able to deal with each situation with ease.	The insight into the requirements of the question has been achieved and the quality is good.	The display of colour and equipment used gives an impression of sound organisation.
Grade III (2 marks)	Follows the question. Order of work process shows lack of co-ordination.	Is successful in handling the question, however the time link seems to break in some area.	Has been successful with the manipulative skills in parts then gradually slows down.	The quality has been developed well in part but the overall effect lacks some achievement.	The arrangement appears complete but some special details are missing.
Grade IV (1 mark)	Follows a part of the question, work sequence appears disorganised.	Is able to work only a part of the question within the time stated.	Begins with a control of the skills and is unable to sustain the effort.	Only a few areas have been well developed, which affect the total result produced.	Part of the arrangement is represented but the total appearance lacks finish and composition.
Grade V (0 marks)	Has not been able to interpret the question into proper laboratory organisation.	Time and work sequence is most disorganised.	Is unable to control and manipulate the required skills.	No standard of quality has been achieved due to poor understanding.	There has been no achievement in either the appearance or arrangement.