

CBA 2: FOOD LITERACY SKILLS

SAMPLE 4: SPECIAL DIETRY REQUIREMENTS

See [link](#) to Food literacy skills Assignment Briefs 2021

FEATURES OF QUALITY FOR CLASSROOM-BASED ASSESSMENT 2

See Junior Cycle Home Economics:
[Guidelines for the Classroom-Based Assessments](#)

Sample of work

CBA 2 - Food Literacy Skills Brief

Design Brief

3. Special dietary considerations

Catering for people with food allergies and food intolerances requires careful dietary planning.

Carry out research on a special diet relating to a food allergy or to a food intolerance.

Demonstrate your culinary and creative skills by preparing, cooking and serving a suitable starter and dessert for the special diet you have researched.

Complete a written evaluation and refer to: (i) the finished dishes, (ii) how you met the criteria set out in the brief and (iii) your overall performance in the food literacy skills examination.

Identify the Problem

1. Analyse the brief. Define the task. What are you asked to do?

Catering for people with food allergies and intolerances requires careful dietary planning. Therefore, I must carry out research on a special diet relating to a food allergy or food intolerance. Then I have to demonstrate my culinary and creative skills by preparing, cooking and serving a suitable starter and dessert for the special diet I have chosen to research. I am required to complete a written evaluation and include: (i) the finished dishes, (ii) how I met the criteria outlined in the brief and (iii) my overall performance in the food literacy skills examination.

2. Key factors. What factors should you consider when doing your investigation/brief? Name and explain 3 factors.

1.) Cost

I must consider the cost of the ingredients when doing my investigation/brief because I have a budget which I intend to stick to

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Identify the Problem

2. Key factors. What factors should you consider when doing your investigation/brief? Name and explain 3 factors. (Continued).

1.) by making good choices when purchasing and deciding on ingredients eg. choosing own brand products from Lidl/Aldi.

2.) Time

I have to ensure that my selected dishes are able to be cooked in one hour, thirty minutes as this is the amount of time that I will have in my practical exam. I can do this by choosing dishes that do not require chilling or a long cooking time eg. cheesecake, a tart (the pastry would require both extra chilling and cooking time), baked alaska or any starter that is slow cooked (eg. to tenderise tough cuts of meat).

3. Special diet (food allergy or intolerance)

When planning a menu for someone with a food allergy or intolerance I cannot include specific ingredients depending on the type of special diet that I choose, or else the dishes would not be suitable for them and they may become sick (or even in some cases, like an extreme nut allergy, result in death). Therefore, I must carry out adequate investigations to ensure that does not happen.

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CBA 2 - Food Literacy Skills BriefIdentify the ProblemTask 3 Research: Special Dietary Considerations

→ Define a food allergy and a food intolerance. Describe why people with an allergy or intolerance need to be careful when eating food.

Food allergy: when the immune system in the body reacts to a food.

Food intolerance: when the body's reaction to a food does not occur immediately.

People with an allergy or intolerance need to be careful when eating food because if they consume a food that they are allergic or intolerant to, their body will have a negative reaction to it and they may become sick.

→ List some common food allergies/intolerances

A nut allergy eg. peanuts, an allergy to eggs, coeliac disease (gluten intolerance), lactose intolerance.

→ Do some research on a specific food allergy or intolerance.

Explain the condition; how is the body affected, what are the symptoms?

Coeliac disease: coeliac disease is an auto-immune disease triggered by gluten. Gluten is present in barley, rye, oats and wheat. Eating foods containing gluten when one has coeliac disease results in damage to the gut with effects on nutritional status and general wellbeing. Symptoms include: bloating, diarrhoea, vomiting and weight loss.

It is important to plan your meals if you have coeliac disease and to ensure that you do not consume any foods that contain gluten or have been cross-contaminated with any gluten products

Foods to be avoided: Any foods that contain products eg. bread, cake, biscuits, pasta
Where someone with coeliac disease can go to find out more information:
Your GP or informative websites eg. 'hse.ie'.

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Identify the Problem

3. Collect information/research. What type of research did you do?

State where you have presented all the research you gathered.

I researched the definition of a food allergy and intolerance, some common examples with one described in detail - (coeliac disease), how the body is affected by the intolerance, symptoms, foods to be avoided and provided a trustworthy source for accurate information on this condition.

I have presented the research I gathered in my copy.

Name two sources of information and state the benefits of using it.

Source 1: Eat Plan Live (textbook) Authors: Maria Randles and Maria Kennelly

detail: The benefit of using this source is that it contains reliable, accurate information as it is a published textbook for Junior Cycle Home Economics.

Source 2: safefood.net

detail: The benefit of using this source is that it is easily accessible, a trusted source that is widely used and provides accurate information. To ensure that this source had correct information, (provided by the 'hse.ie' and 'celiac.org') I cross-checked the information on 'safefood.net' with these sources.

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Possible Solutions

4. Generate ideas. Based on your research identify solutions that fit the brief.

Possible solution one

Chicken salad
(lettuce, tomatoes, chicken,
avocado, cucumber, corn,
salad dressing)

* * *

Gluten-free

Apple Crumble

Possible solution two

Mixed vegetable soup
(onions, courgette, leek,
broccoli, cauliflower, kale,
butternut squash)

* * *

Gluten-free

Chocolate cake
with chocolate sauce
and strawberries

5. Having practiced both menus, write your personal reflection on the possible choices. Make a note of your own thoughts on the dish and any changes you might like to make. Comment on the suitability of the dishes for your brief.

Having practiced both menus, my personal reflection on menu one is that it is a balanced, nutritional meal. It is cost effective as I have most of the ingredients at home and I was able to prepare and cook this meal in an hour and a half so it would be suitable for my practical exam, however I was not able to finish all of the wash-up but I can work on that. My dishes are suitable for the brief as they don't contain any gluten products so someone with coeliac disease could eat them safely without becoming sick.

My personal reflection on menu two is that it is a nutritional menu that fits the brief as it's gluten-free and it tastes really good. As I am very used to preparing both of these dishes I was able to prepare, cook and wash-up after these dishes in an hour and a half which would suit for my practical exam. As we cook them regularly at home we had the majority of the ingredients and I was very efficient when making them, as I am well practiced

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Possible Solutions

5. (continued.) in the skills required. The suitability of these dishes for my brief are adequate. Both dishes are gluten-free because I replaced any products which usually contain gluten to their gluten-free alternatives, in order to ensure that someone with coeliac disease could eat them safely without becoming sick. By ensuring that both dishes are suitable for someone with coeliac disease I am confident that they meet the brief and would be suitable as the menu I choose for this CBA.

6. Present ideas to others for feedback.

Peers - My classmates said that they think both menus would be good for this CBA and my practical exam as they meet the brief and they know that I could complete both menus well because of the skills I have presented in class. They think that I should choose menu 1 as they think it would taste delicious and it is gluten-free.

Parents - I presented my CBA requirements and my two possible solutions for a starter and dessert for someone with coeliac disease to my parents. They said that both options are good and would be suitable for someone with coeliac disease. But they thought that menu 2 would be the better option as they know I can successfully cook both dishes to a high standard with ingredients we have at home and it tastes good.

Teacher - My teacher said that she thinks that choosing coeliac disease as the food intolerance that I am focusing on was a great idea as we studied it in class and we are very familiar with the foods that people with coeliac



Sample of work

disease cannot include in their diet. She said that my two choices of menu meet the brief perfectly. The chicken salad is a suitable starter as it does not contain any gluten and the gluten free crumble is a suitable dessert as gluten-free flour is used instead of plain flour in the recipe. The second menu is also suitable for a person with coeliac disease as the starter of vegetable soup does not require flour to thicken it as there are potatoes in the recipe and the gluten free chocolate cake is suitable as it is a flourless recipe.

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Final Solution

7.

~~8~~ MENU ~~8~~

Mixed vegetable soup
(vegetables included = courgette,
onion, kale, leek, broccoli,
cauliflower and butternut squash)

* * *

Gluten-free
Chocolate cake
served with homemade chocolate
sauce and fresh berries

8. Clearly explain why you chose this menu. Give three reasons for choice. Make sure to cover all aspects of the brief.

1.) As I am doing task 3: Special Dietary Considerations, I had to choose between basing my menu around a specific food allergy or food intolerance. I chose a gluten intolerance (coeliac disease) which means that my menu could not contain any gluten (present in barley, rye, oats and wheat) as a person with coeliac disease can not properly digest gluten and would feel sick if they did.

2.) My brief for task 3 required me to choose a suitable starter and dessert for someone with a food allergy or intolerance. I chose the food intolerance of gluten (coeliac disease). For the final menu I chose for this CBA my starter is a vegetable soup and the dessert is a gluten-free chocolate cake as these are suitable dishes to meet the brief and do not contain any gluten.

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Final Solution

8. (continued...) 3) In order to make these dishes (soup and chocolate cake) suitable for someone with coeliac disease I had to make sure that they either did not contain any gluten or replace any gluten products usually used with gluten-free alternatives. For instance, the soup did not need a thickening agent (flour) as it contains potatoes and I used gluten-free flour for the cake.

Reflection

9. Having completed the planning process, review feedback from your teacher and your peers and evaluate how the process went. What worked well for you?

It worked well for me that there were multiple deadlines for the CBA. My teacher split the CBA into manageable sections and gave a specific due date for each one. This worked really well for me.

What were your strengths?

My strengths in this CBA were that I already knew a lot about coeliac disease as some members of my family have it and I have cooked for them before. I also got to practice my dishes before I chose the final menu which I feel is beneficial.

What were your weaknesses?

Initially I found it hard to choose which allergy or intolerance to do as I had many ideas and I wanted to choose one that would suit my CBA best and this delayed me slightly.

What might you change / do differently if you were to do this CBA again?

If I were to do this CBA again I would choose a different intolerance that I didn't know as much about so that I could look at it with a fresh perspective and I could learn more about something new.

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Reflection

Summary of the feedback from my teacher: My teacher said that I completed the analysis of the brief well as I included all aspects of the brief. She said that I gave a nice amount of detail on each of my three key factors and it was clear to see that I put a lot of thought into it. She said that the sources I used for my research were reliable and was impressed that I had crosschecked the information to make sure it was accurate. She said that she was happy with my chosen menu as I met the brief and it was suitable for a person with coeliac disease which was my chosen food intolerance.

Summary of the feedback from my peers: My friends said that both of my possible menus were suitable but that they preferred menu one as it looked delicious and was gluten free so met the brief. They also said that I put a lot of thought into what menu to choose.

Reflection on the feedback I received: The parts of my CBA that went well were the analysis of the brief and key factors. I feel like I included lots of detail here as my teacher pointed out. I also looked at a lot of websites when I was doing my research and I think this benefited me as I knew that my information was right. I decided to go against what menu my friends chose as I preferred menu two and when I asked my parents they agreed and said that they knew I could confidently cook those dishes to a high standard.

Teacher feedback

- FOQ 1** The student's proposed solution to the brief is completed to a high standard. There is scope for improvement in the student's factors to consider. The student could have made a better link to the brief under 'cost'. This could have been done by making reference to the increased cost of Gluten Free ingredients. This would ensure that the factors given were more specific to the chosen brief.
- FOQ 2** The research is evidence based as the student has provided two credible sources of information. There is scope to provide more data and for more analysis to take place. The student mentioned under their areas of strength in the reflection that a family member has Coeliac Disease and so they could have utilised this to their advantage when completing their research. The student has noted the advantages of using each source and has shown great insight into credibility of sources by cross checking the information cited in the article. Though it is not necessary to practice both dishes at home as part of the CBA, the student used the time during distance to inform their decision.
- FOQ 3** The student reflection provides a comprehensive summary of the feedback received from the student's peers, parents and teacher. The student's proposed solution is reflective of the feedback received from the student's parents. This is outlined in the reflection piece at the end of the CBA.

Overall Judgement

Above expectations

