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:
   - Selecting and preparing nutritive foods for the family.
   - Planning and providing balanced meals 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) Introduction to food and its role in providing adequate nutrition and in maintaining good health.

Explaining the relationship between food and health is an important consideration while preparing meals for the family. Basic knowledge on food, good nutrition and health will help create an awareness regarding the necessity for developing healthy food habits. Definition of these terms and their relationship between food and health should be dealt with in this topic.

(ii) Food and nutrients; basic food groups as suggested by ICMR

Listing the nutrients provided by food should be dealt with in this topic. Creating awareness about the nutrients and their food sources will lay a foundation to ensure they are well preserved and not lost while preparing meals.

(iii) Study of the following nutrients provided by food: Carbohydrates, Proteins, Fats and Lipids, Vitamins (A, C, D, E and K, Thiamine, Riboflavin and Niacin), Minerals (Calcium, Phosphorous, Iron and Iodine).
Chemical structure, classification, functions and food sources of these nutrients. Knowledge of deficiency disorders such as protein-calorie malnutrition, Kwashiorkor, night blindness, rickets, osteomalacia, scurvy, and pellagra.

Studying each aspect of the various nutrients present in food enables a scientific understanding of their significant role in maintaining good health. Such knowledge is important for the inculcation of right food habits, proper food management and avoiding food fads and eating disorders among young adults. Analysis of such food habits will help in dealing with problems associated with being undernourished, underweight or overweight.

2. Basic methods of Cookery and Principles involved

(i) Need for cooking and principles of cookery: basic terminology used in cooking

This topic gives an introduction to the importance of cooking food and the corresponding principles involved. Knowledge of the principles involved will give an understanding on how best to use the cooking methods so that the cooked food is digestible, palatable and presentable. Understanding the use of right terminologies at the various stages of cooking methods help in developing the right cooking skills.

(ii) Basic methods of cookery: boiling, steaming, cooking under pressure, stewing, baking, frying, grilling; advantages and disadvantages of these methods of cooking; precautions to be observed.

A brief description of these cooking methods, their advantages and disadvantages will help in creating awareness about the correct choice of a method for cooking a particular food item. Understanding the correct procedure is important for getting the ideal final product, preserving their nutritive value. The various methods of preparation of food and their suitability for various food items and the precautions to be taken to avoid over or under cooking are to be emphasised. The topic should also cover the need for safety in food handling procedures.

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

(i) Guidelines to be followed while cooking food: to preserve the nutritive values, make them available to the person consuming it and improve the flavour.

A brief account of the do's and don'ts during the process of handling and cooking food enables a learner to adopt correct eating habits. The relationship between the way the food is cooked, and its consumption is an important consideration and needs to be drawn out for creating right food habits.

(ii) Methods of enhancing food values: sprouting and germinating, malting, fortification, combination, fermentation, and par- boiling.

Explanation on how the nutritive values of food can be enhanced through various methods need to be generated specially during situations like food scarcity and non-seasonal unavailability. Also, it can help in providing the knowledge on the special needs of people whose requirements with respect to specific nutrient contents in their diets vary.

(iii) Use of spices, leavening agents, tendering agents, thickening agents: importance of garnishing and use of herbs.

Knowledge of these terms can aid in modifying food consistency, texture and flavour to improve food acceptability and absorption of nutrients.

4. Physical changes in food during cooking

(i) Food components and major constituents: carbohydrates, protein, fats and inorganic mineral components.

An understanding of the properties of the major food components and the changes that occur during the handling, processing and cooking processes is an important factor in making the right choice of a cooking method for each type of food. A brief discussion on these will enable a student to understand and carry out the appropriate cooking method to obtain an acceptable final product while preserving the nutritive contents.

(ii) Effect of cooking (heat) on cereal foods (rice and wheat), meat, egg, milk, pulses, sugar, fruits and vegetables; role of acids and enzymes.

Understanding the properties of these food items and the changes that occur during cooking process is necessary to adopt healthy cooking practices and the care to be taken to preserve their consistency, texture, colour (pigments), flavour and nutritive values. Role of acids and enzymes in modifying the texture, flavour and nutrient contents of food items need to be emphasised.

Note: Existing terms and conditions on the conduct of exams and internal assessments can remain as such.

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.

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.