

**EVALUATING
ACADEMIC READINESS
FOR APPRENTICESHIP TRAINING**

**COMMUNICATIONS SKILLS
EVALUATION OF INFORMATION**

**AN ACADEMIC SKILLS MANUAL
for
The Food Preparation Trades**

This trade group includes the following trades:

Baker & Cook, and
Retail Meat Cutter

*Workplace Support Services Branch
Ontario Ministry of Education and Training*

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In preparing these Academic Skills Manuals, we have used passages, diagrams and questions similar to those an apprentice might find in a text, guide or trade manual. This trade related material is not intended to instruct you in your trade. It is used only to demonstrate how understanding an academic skill will help you find and use the information you need.

COMMUNICATIONS SKILLS

EVALUATION OF INFORMATION

*An academic skill required for the study of the
Food Preparation Trades*

INTRODUCTION

Evaluation of information means careful consideration of information in order to make a judgment about its purpose, meaning, or accuracy. We evaluate information to understand and solve a problem, to plan a job, or to choose a material, a tool or a method to do a job. As you learn your trade, and as you work, you will use this skill to make the best possible decisions about how to use information.

In order to make the best choices you need the best information. During training, and on the job, you will have many sources of information including textbooks, manuals, tables, diagrams as well as your teachers, supervisors and co-workers. You will decide if the information you have been given is accurate, or if it is just someone's opinion. And, you will decide how to use that information.

You also evaluate information to help you make decisions as you proceed. For example, you may need to determine the reasons that certain recipes or menus are successful, to identify problem areas in food preparation procedures, to determine causes of food spoilage, or the causes of machinery malfunctions, or to write your account of incident on accident report forms.

In this unit, we will examine evaluation of information under the following headings:

- ◆ Getting the right information
- ◆ Selecting relevant information
- ◆ Cause and effect
- ◆ Fact and opinion

PART 1

CHOOSING THE RIGHT INFORMATION

In order to work through a project in an organized and effective way, you need to assess or *evaluate* the steps required to reach your goal successfully. Start by thinking about and planning the entire project before you begin any work.

Example: You have a job to complete. Before you actually start disassembling a meat grinder or cleaning, you have to think about the whole project. You need to plan how you will proceed from the beginning of the job through to the end. Identifying safety or

problem areas is probably a good first step. Next, you have to organize information, tools, materials, and equipment. Once you have all of the information, make a list in your head or on paper of how to proceed with the job.

Approach your work systematically. The first step in a systematic approach is to *evaluate* your situation. Assess the job to identify safety or problem areas. Next, organize the information, tools, materials, and equipment. The goal is to think about and plan the project *before you actually begin*.

The Right Information

Once your purpose is clear, you can gather the right information from the right texts and manuals, manufacturers' guides and suppliers. Just choose the table or text that applies to the job.

Examples:

If you work in Ontario, you need Ontario's Health and Safety Codes.

If you work with metric measurements, follow the guides for the metric system – not the Imperial or U.S. system.

Making evaluated choices

When you have found information that seems relevant, you have to evaluate whether it is exactly what you need.

Example: Workplaces are supplied with safety equipment such as fire extinguishers. The choice of safety equipment is based on evaluating your working conditions and matching the equipment to the situation.

To determine the class or type of fire extinguisher needed on the work site, you need to know information such as:

- the square footage of the work area,
- the presence of heat, combustibles, flammable products, chemicals, liquids, gases, etc. and
- legal requirements such as up to date regulations and fire and safety codes for your jurisdiction (your city, county or province).

Next you need information on types or classes of fire extinguishers such as the following:

- size,
- discharge times,
- approximate range of extinguisher, and
- the types of extinguisher used for different types of fire.

Now you can evaluate the situation and make a decision as to which types of fire extinguishers are required. *The right choice is based on an evaluation of all the information gathered.*

General steps used in making sound decisions include:

1. evaluate the situation,
2. get up-to-date information,
3. make sure you understand the information, and,
4. use it to make your decision

Passage 1 is about making pastry. Several areas require you to make evaluations. We will look at these at the end of the passage. **Answer the questions that follow. Answers are at the end of this skills manual.**

Passage 1 Making Pastry

Cooks and bakers require both practice and knowledge to make tender, flaky pastry for both sweet and savoury dishes. Your first pastries may be tough or too dry so mastering the skill of making pastry is essential. Practice proper care with the techniques and handling of the pastry dough to ensure a skilled completion of the job. To get expert results use the following guidelines for making pastry:

1. Use only cold fats and ice cold liquids. Keeping them cold will prevent the fat from combining completely with the flour. Cold fats will stay separate from the flour in small pieces and will melt in the oven, leaving small pockets of air where they were. This gives the pastry its flaky quality.
2. Combine the flour and fat gently. When the mixture looks and feels like a coarse oatmeal stop. The mixture will feel like it has small lumps in it still but it will not feel soft or squishy.
3. Use only enough liquid to bring the pastry together..
4. Toss the flour and fat mixture very gently with the fingers to distribute the liquid through it. Form the pastry into a ball by gently pressing it together. The ball should hold together, but if you break off a piece you can see that it is not a solid mass but is slightly dry and flaky
 - *Be gentle:* over handling will develop the glutes in the flour that you want for bread but they make pastry tough and leathery.
5. Wrap and chill the pastry for 15 – 30 minutes before rolling and again before baking to protect the flakiness of the dough. Chilling will keep the fats from melting and resting will relax flour glutes so that you can more easily roll out the pastry.
6. Use a cool surface for handling and rolling pastry to protect the fat/flour mixture.

Making pastry is not difficult but it does require patience and practice. You will soon learn to recognize when the texture and moisture in pastry is correct, both from the way it looks and from the feel of it as you handle it.

Questions:

1. Even if you have read the instructions, your first pastry may be tough.

T F

2. Why is it important to master the handling of pastry dough?
 - a) to get the right colour on the finished product
 - b) to ensure the pastry can be easily rolled out
 - c) to get expert quality in the finished product

-
3. In regards to making good pastry, which is more important?
 - a) practice
 - b) knowledge
 - c) both practice and knowledge

 4. When you are learning to make pastry, it should be easier to make a large batch of pastry than a small one.

T F

Evaluation

This passage describes what makes a good pastry. It starts with a caution about the job well and describes the problems in making pastry. Finally it gives instructions for making it successfully.

The passage also suggests that *both knowledge and practice* are required to acquire a particular skill. While a passage can explain what to do and why (knowledge), it cannot give you the practice.

- You will have to acquire this by trying the correct techniques and then practicing them *in a variety of situations*.
- You will know when your pastry is successful by an evaluation of each pastry you make.

When you are learning your trade, you will look for instructions from texts and advice from instructors or experienced workers. You practice a skill, evaluate the results, and practice again, until you are satisfied with the result.

Learning one step at a time

Passage 1 reminds us that it is important to assess or evaluate our skill, experience and knowledge in any area. The quality of the end product, depends on the technician's skill, experience and knowledge about how a product behaves or how a tool is used.

Evaluation of your understanding as you learn and then practice new skills is important. You assess how well you know the theory of a skill and then assess your practice of the skill to ensure that you understand and can carry out a task using the skill.

This is a gradual learning process, of – study – evaluate – , practice – evaluate. It takes time but the results will be worthwhile. It is the step by step learning that all skilled trades people go through.

In Brief

You evaluate any task as you make decisions about how to handle it. The evaluation includes, but is not limited to, the following:

- the purpose of the task,
- the understanding of each factor affecting the task,
- the manufacturers' recommendations,
- where to find complete information, and
- your own skill and knowledge.

Following up

When information leaves you with one or two unanswered questions, you need to search for answers.

When you look for answers to questions, you accomplish two things:

- 1) You do the job you've been hired to do with the right tools, equipment and products.
- 2) You develop your research skills which increases your knowledge of the trade.

You may get information that tells you that you need to evaluate your experience and /or be prepared to try, or to try again.

You may need to evaluate how information applies to you, you have to evaluate what you know.

Observing What's Important

Evaluating information means being observant. Trade materials use a variety of methods to emphasize important information. You may see words such as **NOTE:** or **Caution.** You may see boxed information, different sizes or types of print, or symbols such as ►, !, or ▣. *These are signals* used to catch your attention so you read the information that comes next carefully.

Use the signals to make sure you observe all essential points or steps. Look over the material first to note the **highlighted information**. Signals give advance warning about an important safety issue or an essential procedure. Reread these points and make sure you follow any instructions.

Examples:

Learn the technique for this before attempting the procedure. Serious burns can result.

WARNING: Loose clothes and other combustibles draped near a flame can cause fires.

Many accidents occur to workers on wet floors. Loss of footing causes up to 40% of these accidents.

The **bold print**, CAPITAL LETTERS, **coloured type**, and box make information stand out. Pay attention! The information is designed to keep you safe and your materials in good shape.

PART II

SELECT RELEVANT INFORMATION

As you read and become familiar with technical information, your ability to identify and select the right information improves:

- ◆ You distinguish between general rules that apply to most situations and unique situations where you have to figure out the best way to proceed.

- ◆ You notice that patterns and principles you use today on the job also can apply to future situations.
- ◆ You see the *relevance* of information you come across.

Charts and Tables

Charts and tables give you quick information. They are designed to be orderly, simplified, and usually in a list format. You can see all the information and select what fits your situation.

Tables can guide you in selecting the appropriate product, knife, storage, or cooking method. It might rate appliances, knives, or cookware to help you decide which is proper for a specific job, or in which you should invest. Tables rate tools to help you decide which to use for a job, or which ones you might want to buy. Tables also compare materials, or can show you the advantages and disadvantages of a procedure or product.

NOTE: Information in a table should be reliable, but it may not cover all the information you need. If it doesn't, make sure to use a number of sources to get a complete picture. Be sure you use current tables and up-to-date information suitable for the task.

Table 1 below illustrates the clear and simple organization of tables. The row headings clearly tell you what the numbers mean. The table allows you to find what you want quickly.

Read Table 1. Glance over everything before reading so you know what is being compared.

Table 1.1 Food Contamination		
Disease	Foods Affected	Avoidance Techniques
Botulism	Foods low in acid, refrigerated, fermented foods. Uncommon in commercially canned foods, though found in improper home canning: green beans, beets etc.	<ol style="list-style-type: none"> 1. Maintain high temperatures while canning, boil 20 min. before serving. 2. Toxin is sensitive to heat. 3. Avoid swollen cans. Do not use home-canned products.
Chemical poisoning	Found on fruits and vegetable from pesticides, or toxic metals used in cleaning and in metal pots and pans	<ol style="list-style-type: none"> 1. Carefully wash fruits and vegetables following recommendations. 2. Know suppliers. 3. Avoid toxic cleaning materials. 4. Use careful storage to avoid contact . . . 5. etc

Note: This table is not complete. It does not include all foods or incubation times for diseases. Most importantly, it is not inserted here as a guide to disease prevention and storage methods. It is inserted as an example of how to use a table for the purpose of evaluating information.

In Table 1, you see the following information:

- two types of food contamination,
- the kinds of foods they affect, and,
- how to prevent the problems

Did you also read the **Note:** at the bottom of the chart? If not, read it now. To evaluate *how*, *when* or *whether* to use any information, it is important to *cover everything available to you*. The note at the bottom provides more details.

Be sure to read all notes and decide how or if they apply to your job. The note with Table one tells you that this table is not complete. You will need complete, approved, and current sources for before you choose a guide.

A table, though convenient and easy to read, may be limited. You may need to follow through with more research to do your job correctly.

Notes with tables

Notes, or footnotes, that are with tables include essential information. You will have to read and follow the directions found in a table, at the bottom of the table and in the guides. Much more information is available to you when you combine footnotes with the table details. When you have more information to work from, you can decide how or if they apply to your assignment. You can *evaluate*. There is always a good reason for footnotes, so make sure you get all the details.

Notes explain terms or abbreviations.

Example:

Note: °C stands for Degrees Celsius.

Notes point out exceptions to a use.

Example:

Note: Some fruits are excluded due to their seasonality.

Notes guide you to the information you need.

Examples:

NOTE: See Chart 5 for Imperial. – Metric conversions

See *Manufacturer's Guide that accompanies this appliance.*

Notes guide you to make correct adjustments.

Examples:

The note with Table 1.1 guides you to avoid using an incomplete set of instructions and to find complete information elsewhere..

The correct type of knife with the right blade ensures a proper cut.

Notes may tell you where to find more details.

Examples:

See Figure 3-1 for a cross section of beef carcass.

See operator's guide for complete information.

Consult the temperature guidelines for doneness of poultry

Safety and health

The information you find (such as that in the table above) may make you evaluate issues involved with health and safety issues. Your reading of the information may cause you to rethink how you organize food, meat cutting, preparation, buying, and storing materials. Your concern for health and food safety will always change as new information, products, and procedures evolve.

How And When To Use Information

To decide *how and when* to use information, it is important to evaluate whether it is relevant to a specific situation. The information must:

- ◆ be reliable,
- ◆ be complete, and
- ◆ answer all the questions about the situation.

You may need to read from more than one source to get the information you need. When you have enough information to work from, you can decide how it applies to your task.

PART III

CAUSE AND EFFECT

*When we refer to **cause and effect**, we are evaluating a relationship between two events. We want to see if one event is responsible for causing another event to happen. The connection between the two happenings can be established:*

- by careful evaluation based on repeated observation,
- by referring to recognized standards and manuals, and
- by talking to respected supervisors and workers in the trade

Safety on the job often means being aware of what action causes another and the consequences of that action. If a careless step can cause you harm, you should know the effects of that action. Safety warnings often highlight the cause and effect relationship in some way, especially if the effects are serious.

A warning might tell you to avoid doing something that can **cause** a danger. The warning may also state the consequences **effects** and general safety directions.

Example:

Always wear safety glasses when using cutting machines or blades to protect your eyes against injury. Always use the recommended tool in the way recommended by the manufacturer. Remember that electricity is **always** a potential source of danger. Consider all electrical wires and equipment to be live until they are tested.

Recognizing cause and effect relationships can help you understand:

- ◆ what action causes a problem,
- ◆ what action solves a problem without creating a new one, and,
- ◆ what action can prevent a problem from happening in the first place.

A problem happens because something causes it. When you search for the cause of a problem, look at the relationships between actions that are closely related to the problem. As you search for solutions, think about how to change the factors that have caused the problem. When planning a project, think ahead to the logical order of procedures so that you can avoid any action that has the potential to cause a problem.

Who (or what) caused it?

In the sentence below, it is clear what happened.
Fred threw a snowball and it went through the shed window.

Fred threw a snowball. The result, or effect was, it broke the shed window. You can reverse the order of the sentence and still make sense of the relationship: *The window was broken because Fred threw a snowball through it.*

Cause and effect relationships can be very clear. In the next example, you see a cause/ effect relationship between heat and the quality of a finished sauce.

Example: If the sauce becomes too hot, the eggs in it will scramble.

In this example:

- The first part of the sentence gives you a cause – the sauce becomes too hot.
- The second part of the sentence tells you the effect– eggs will scramble.

We can reverse the order of the sentence and still make sense of what happened:

The eggs in it will scramble if the sauce becomes too hot.

But we **cannot** reverse the order of the relationship and still make sense. In other words, the result is not the cause. We cannot say:

The scrambled eggs caused the sauce to become hot.

And, we cannot say: “*A broken window caused a snowball to be thrown.*”

It doesn't make sense if you mix up the cause and result. The events occur because of a cause and effect relationship. You have to keep this relationship in mind as you troubleshoot. As you search for problems and their solutions, remember to note the order of the actions even if the *sentence order* is changed.

Take two directions to study cause and effect

In practice, we often work in two directions - backwards and forwards - when we talk about cause and effect. Sometimes we know what happened (the *effect* or *result*), but we don't know why (the *cause*). Sometimes we know what action we are taking (the *cause*), but we don't know the effects or results of it.

Example: As you are driving on a winter's night along an unfamiliar concession road, think ahead. Predict the likely results of your actions. You may do any of the following:

- a) skid into a ditch,
- b) miss a turn and get lost,
- c) hit an icy patch and spin, or,
- d) be lucky and arrive safely.

You have worked from your present actions forward to predict the probable or possible effects. The purpose in doing this is to evaluate the likelihood of an event taking place - of **a, b, c, or d**. When you evaluate the effects of what you are doing now, you can change your behaviour to avoid or prevent a problem.

Example: Knowing that improper care and/or use of knives will reduce their usefulness and longevity, you can adopt practices that will avoid this result. You can evaluate your own practices compared to recommended (proper) handling and use for all of your tools. So when caring for the tools of your trade:

- handle with the same care as for any precision instrument,
- check blades and handles for wear,
- use only for the tools' intended purpose, and
- observe how experts handle and store this and other tools.

Passage 2, about cooking potatoes, outlines a relationship between cause (doneness) and effect (quality) when they are cooked by different methods. The purpose is to understand, therefore, avoid poor or ruined work. To use the information effectively, you need to know which part to select and when to apply it. **Answer the questions that follow. Answers are at the end of this skills manual.**

Passage 2 Cooking Potatoes

Boiling

Remove from heat at desired doneness. Pierce with a fork. The fork should penetrate easily and should resist towards the centre for partially cooked potatoes. Cold water does not stop cooking process.

Deep Frying

Bite into very thin potatoes; they are done when very crisp - almost brittle. Thick potatoes will have a crisp exterior and a softer, tender interior when bitten into.

Soufflé

Consider these done when golden-brown and puffed. (Sometimes called *puffed* potatoes). Potatoes high in starch and low in moisture content will yield the best results. Deep fry potatoes in fats reserved for potatoes only, to avoid transferring other flavours.

Puree

The base of a puree is steamed, boiled or baked potatoes. A puree's doneness relates directly to the proper doneness of the base potato. The puree should be smooth with a light texture and should hold its shape.

Questions

1. The methods to evaluate doneness of potatoes cooked by various methods are approximately the same.

T F

2. You can be sure of a puree's doneness:

- a) when texture is smooth and light and it holds its shape.
- b) if steamed, boiled or baked potato is cooked to doneness.
-) when used in a dish for deep-frying.

3. These passages give enough information for you:

- a) to know how to choose the right kind of potato to soufflé.

T F

- b) to test thin, deep fried potatoes for doneness.

T F

- c) to prepare soufflé potatoes.

T F

Troubleshooting Guides

Troubleshooting guides list common causes of problems and solutions so you can find and solve them quickly. Table 1, Food Contamination, is an example of a cause and effect guide found in your trade.

Look for the places a problem is named. Then look at foods are affected by the problem and finally at how to avoid the problem.

As you look for solutions, narrow in on the most likely ones. This process will help you find the cause of an equipment malfunction or a recipe failure in a logical manner. The cause will lead you to the solution such as a changed method, a different technique, or a tool replacement.

Test Your Abilities

Evaluate the situation and yourself.

If the troubleshooting process leads you to the limits of your own expertise, you may have to find another source of information. Tables and manuals can help you make this assessment.

Example: Under the heading, *Recommended Action* in **Table 2**, step # 5, you read this: *have tool checked by an authorized service centre*. Now, you know to go to a service centre for more help.

Directions in manuals may say something like:

- *if the tool is not functioning properly...*
- *Maintain tools...*
- *use proper lubrication*

PART IV

FACT AND OPINION

In this last section, we look at the difference between **fact** and **opinion**.

A fact is based on something that can be measured or proven. When you can explain statement based on solid information, you are presenting a fact.

Examples:

Cooking eggs at fairly low temperatures will ensure they are not tough or rubbery.

The Maple Leafs did not win the Stanley Cup last year.

An opinion is based on an unproven belief. When we base something on opinion, we need to look closely to find our reasons for thinking the way we do.

Examples:

Fords are better than Hondas.

The Maple Leafs will win the Stanley Cup.

Know the difference

When you evaluate information, you need to look closely at your reasons for thinking the way you do.

Example: Are knives produced for professional use better than tools produced for home use? In what ways? For which situations? Explain your answers.

If you can explain the answers to these questions by drawing on facts that support what you say, your answer will be true.

If you explain your answer by saying “I think “ or “I heard that ...”, you are stating an opinion. It may or may not be true.

When someone tells you something is wrong with a finished product, they are probably providing you with valuable information and it’s your job to evaluate it. Can you get reliable details about where and when the product failed? Or, is it an opinion? In evaluating any situation, keep an open mind and ask questions and include information from a variety of quality sources.

Example:

The question of whether to use melted or clarified butter in a Hollandaise is a matter for debate. Some chefs prefer a clarified butter because it will give a more stable sauce while others prefer melted butter for the buttery flavour that results.

There is also debate around straining the finished sauce. Some . . . and so on.

This example shows you that there may be several opinions on the best method, flavour, texture or appearance. When deciding on these issues or on causes of problems, make your observations with an open mind. You will constantly try things to test your ideas or products. You evaluate the results and then you come to your own conclusions.

Know your sources

Table 1, about food contamination is an example of information that advises you to use current course material.

Example: You would expect a guide on nutrition, written and published by health specialists, to be complete and objective. A similar guide published by a sugar or grain producer might give you a different view of the same information. An important direction is to **know your sources**.

It is important when you evaluate information to find out who wrote it. A maintenance manual provided by the manufacturer is a very reliable source. An article in a respected trade magazine is another. A chat room on the internet may not contain dependable information. *An important rule is to only use reliable sources to provide your information.*

You will seek advice from experts and experienced professionals. But even the time-honoured practices of seasoned trades people come under occasional review that can lead to a new and better way of doing things. You need to learn and respect traditional methods but be open to new ideas. New and better ideas can only develop by someone carefully observing the actual relationship between cause and effect in the work site.

Language

Just as some words and phrases make a cause and effect relationship very clear, some words and phrases make rules and codes very clear. In some situations, the language will make it very clear to you that there is no room for opinion.

The words and phrases ***are prohibited, must see, shall not, never*** and ***always***, tell us that the information presented is not open to opinion, debate or evaluation. The language tells you what to do; it tells you there is no decision making necessary.

Examples:

Animals are prohibited in the kitchen.

Supervisors must ensure that employees wear clothing that meet the standard.

Employees shall not drape cloths near flames.

Never attempt to make repairs to extinguishers.

Always follow the FIFO order.

The words and phrases ***should be, ought to, is recommended*** and ***make a reasonable effort***, offer suggestions or offer opinions. They offer advice that you will consider and evaluate. There may be some room for decision-making based on opinion.

Examples:

Knives should be good quality.

In these cases, two people ought to work together.

A metatarsal type safety shoe is recommended.

Make a reasonable effort to contain the fire.

In Brief

As you learn about your trade, make observations with a clear, open mind. Constantly evaluate your ideas or materials. Assess your skill level in carrying out a project. What do you still need to learn? Based on your experiments and observations, you will learn to make evaluations based on useful facts, not unsupported opinions.

CONCLUSION

The steps in a procedure may be straightforward, but you still have to evaluate information as you make decisions about materials, equipment, costs and time or when you look for trouble spots. To solve most problems, you first need a clear understanding of how something is supposed to work. Through experience, you will discover causes of and solutions to problems. You will also learn to use experience to evaluate the effectiveness of each solution as you try it.

Products, techniques, equipment and codes are constantly changing in the food preparation trades. You have to keep up with these changes. You have to differentiate between someone's opinion and reliable facts. Check with inspectors, suppliers and manufacturers to learn about the latest products and information. Learn to recognize the relevance of the information you read by evaluating how it relates to your trade and to the job you are doing.

Sound decisions depend on knowing your sources and on your ability to take advantage of all the available resources. Information can come from written material, from experts and from your own experience. Learn to evaluate what you learn so you can choose the information that best fits the situation.

Summary

1. **Evaluate the situation from every angle** and choose information, products and rules that fit the job.
2. **Understand the relationship of the information in a table, diagram and the text.** Use it all and relate it all to what you are doing or learning.
3. **Assess your skills, experience, information, and how you are applying the information.** Evaluation is one of the best learning tools we have.
4. **Understand what cause is, and what effect is.** Work backwards to find cause, and work forward to predict the effect, or the result. Your object is to prevent problems.
5. **Weigh the facts you have available and make appropriate choices at every step.**
6. **Learn the difference between fact and opinion.**

Answer Page

Passage 1 Making Pastry

1. Even if you have read the instructions, your first pastry may be tough.

T Making pastry requires both knowledge and practice

2. Why is it important to master the handling of pastry dough?

- a) to get the right type of flakiness and tenderness in the finished product
- b) to ensure the pastry can be easily rolled out
- c) to get expert quality in the finished product even if the colour is good and the pastry is easy to roll out, the only thing that counts is the taste and texture of the finished product.

3. In regards to making good pastry, which is more important?

c) both practice and knowledge

4. When you are learning to make pastry, it should be easier to make a large batch of pastry than a small one.

T even though the passage does not say so, when you evaluate these guidelines you would likely decide to try small batches at first.

Passage 2 Cooking Potatoes

1. The methods to evaluate doneness of potatoes cooked by various methods are approximately the same.

F There are several methods given: testing with a fork, biting into a potato, using your eyes (colour and shape), and testing the base potato.

2. You can be sure of a puree's doneness:

b) if steamed, boiled or baked potato is cooked to doneness.

The first answer a) may be correct, but there's not enough information to be sure of this.

3. These passages give enough information for you:

a) to know how to choose the right kind of potato to soufflé.

F The passage tells you the kind of potato to choose. It does not tell you **how** you would do this. If you answered **T** and can explain how you would go about

choosing the right potato, where you would get the information etc., give yourself a mark.

b) to test thin, deep fried potatoes for doneness.

T Use the bite method

c) to prepare soufflé potatoes.

F You have enough information to evaluate doneness, but not enough to actually prepare or cook soufflé potatoes.