



## Year 11 AQA Food preparation and nutrition

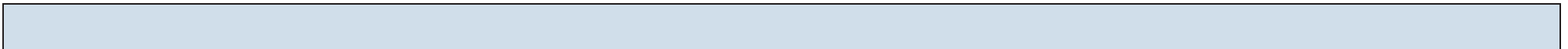
### Non-Examination Assessment

In the final year of the assessment, the NEA will be produced:

- Task 1: The Food Investigation (15%) Time: Not to exceed 10 hours
- Task 2: The Food Preparation Assessment (35%) Time: Not to exceed 20 hours (including 3-hour period)

## Food preparation skills

<b>Skill 1: General practical skills</b> <ul style="list-style-type: none"><li>• Weighing and measuring</li><li>• Lining flan tin</li><li>• Chocolate ganache</li><li>• Melting chocolate</li><li>• Making chocolate leaves</li><li>• Whipped cream</li><li>• Separating an egg</li></ul>	<b>Skill 2: Knife skills</b> <ul style="list-style-type: none"><li>• Preparing fruit and vegetables</li><li>• Jointing a chicken</li><li>• Stuffed chicken breast</li><li>• Filleting fish</li><li>• Making fish cakes</li></ul>	<b>Skill 3: Preparing fruit and vegetables</b> <ul style="list-style-type: none"><li>• Knife skills</li><li>• Fruit coulis</li></ul>	<b>Skill 8: Sauce making</b> <ul style="list-style-type: none"><li>• Hollandaise sauce</li><li>• Tomato sauce</li><li>• Béchamel sauce</li></ul>	<b>Skill 10: Dough</b> <ul style="list-style-type: none"><li>• Choux pastry</li><li>• Shortcrust pastry</li><li>• Pasta</li></ul>	<b>Skill 11: Raising agents</b> <ul style="list-style-type: none"><li>• Bread making</li><li>• Lemon meringue pie</li><li>• Meringue</li><li>• Whisked sponge</li></ul>	<b>Skill 12: Setting mixtures</b> <ul style="list-style-type: none"><li>• Coagulation</li></ul>
---	--	--	--	---	---	---



<b>Heat transference</b> <ul style="list-style-type: none"> <li>• Conduction of heat</li> <li>• Convection currents</li> <li>• Radiation in a grill</li> <li>• Microwave heat transfer</li> </ul>	<b>Sauce making</b> <ul style="list-style-type: none"> <li>• Gelatinisation of starch</li> <li>• Reduction</li> <li>• Emulsification</li> </ul>	<b>Doughs</b> <ul style="list-style-type: none"> <li>• Gluten</li> <li>• Fat shortening gluten strands</li> <li>• Rolling and folding</li> </ul>	<b>Raising agents</b> <ul style="list-style-type: none"> <li>• Gas-in-liquid foams</li> <li>• Bicarbonate of soda</li> <li>• Baked mixtures</li> <li>• Steam as a raising agent</li> <li>• Yeast as a raising agent</li> </ul>	<b>Setting mixtures</b> <ul style="list-style-type: none"> <li>• Coagulation of protein</li> </ul>	<b>Food safety</b> <ul style="list-style-type: none"> <li>• Bacteria</li> <li>• Mould</li> <li>• Yeast</li> </ul>	<b>Meat</b> <ul style="list-style-type: none"> <li>• Enzymic browning</li> <li>• Tenderising meat</li> </ul>
---	---	--	--	--	---	--

<b>TITLE OF UNIT: Year 11</b>		<b>NC Attainment:</b> Grades 1 to 9	<b>Level(s):</b> KS4
<b>Term:</b> Autumn Term	<b>Duration:</b> 14		
<b>Aims / Objective:</b>  Assumed coverage Students will build upon and apply previous learning from KS3 and Year 10 to complete. Prior knowledge Students will be expected to apply their knowledge and understanding of the specification from the Year 10 course and demonstrate a wide range of practical skills in the Non-Exam Assessment (NEA). <ul style="list-style-type: none"> <li>• Food investigation task – 10 hours of work</li> <li>• Food Preparation Task – 20 hours</li> </ul>		<b>Literacy skills:</b>  Reading recipes, charts and tables.	<b>Keywords:</b>  Food investigation, hypothesis, research, method, evaluation. Food science key words from year 10
		Sensory Testing. preference tests: paired preference, hedonic. • discrimination tests: triangle. • grading tests: ranking, rating and profiling	<b>Resources:</b>  e book one-line access by every student, laminated recourses for vitamins,
		<b>Numeracy skills:</b>  Working out weights and measures for ingredients. Making them smaller.  Rating test ranking test and star diagrams.	<b>Use of ICT:</b>  Nutritional analysis, costing on excel, completing NEA on word,
		<b>Assessment(s):</b>	

- Students have a mock exam in November.
- At the end of term they will have completed their Food Investigation Task. 15% of the marks for the exam.

These issues underlie all design and manufacturing activities and will be specifically addressed in identifying needs, researching different areas, justifying choices and evaluating outcomes. All of these areas ensure that there is adequate scope for covering these aspects of the course.

**AUTUMN TERM**

<p><b>Week 1: Lesson 1 Introduction</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Teacher presentation on NEA. To include details about the food investigation and the food preparation task, including: <ul style="list-style-type: none"> <li>• time allowed and length of task</li> <li>• assessment details and mark allocation</li> <li>• assessment breakdown</li> <li>• assessment criteria</li> <li>• guidelines for feedback and assessment.</li> </ul> </li> </ul> <p><b>Key Word:</b></p> <p>Hypothesis, aims equipment method results</p>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Students to discuss and mind map activity of what the task is about.</li> <li>• Link it to work that they already know – what do I know already?</li> <li>• Recap skills needed for investigation work.</li> <li>• Recap Mock FIT - WEW, EBI</li> </ul>	<p><b>Homework:</b></p>	<p><b>Resources:</b></p> <p>Example student NEA materials (on the Secure Key Materials section of e-AQA) Illuminate textbook, pp 292 Illuminate resources Hodder textbook, pp 412 Hodder resources</p>
<p><b>Lesson 2:</b></p> <p><b>Objectives:</b></p> <p>To go through a food investigation experiment as a reminder.</p> <p><b>Key Word:</b></p> <p>Hypothesis, aim, method, results, evaluation</p>	<p><b>Activity:</b></p> <p>To complete a practical experiment in groups as a reminder of how to set up an experiment and complete the hypothesis aim results and evaluation.</p> <p>Teacher could depending on the group provide the experiments e.g. small cakes with different amounts of sugar in them.</p>	<p><b>Homework:</b></p> <p>Nutrient Revision:</p> <p>Macro nutrients</p>	<p><b>Resources:</b></p> <p>Trolley, scales, food rulers, trays, laminated labels.</p>
<p><b>Week 2: Lesson 1 – Section A Research</b></p> <p><b>Objectives:</b></p>	<p><b>Activity:</b></p>	<p><b>Homework:</b></p>	<p><b>Resources</b></p>

<ul style="list-style-type: none"> <li>Understand the requirements of the food investigation task. Research</li> </ul> <p><b>Key Words:</b></p> <p>Research, primary and secondary research.</p>	<p>Students to set up document on controlled assessment area.</p> <p>Students to use the computers to collect, secondary research. From text books web sites tv youtube magazines newspapers leaflets food labels.</p>		
<p><b>Lesson 2:</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Understand the requirements of the food investigation task. Research <ul style="list-style-type: none"> <li><b>MUST finish all research.</b></li> </ul> </li> </ul> <p><b>Key Words:</b></p> <p>Research, primary and secondary research.</p>	<p><b>Activity:</b></p> <p>Students to use the computers to collect, secondary research. From text books web sites tv YouTube magazines newspapers leaflets food labels.</p>		<p><b>Resources</b></p> <p>Trolleys, knives,</p> <p>Tea towels, dish clothes, oven gloves.</p>
<p><b>Week 3: Lesson 1</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Understand the requirements of the food investigation task. Research</li> <li>Summarize the research.</li> </ul> <p><b>Key Words:</b></p> <p>Summary, experimental; work.</p>	<p><b>Activity:</b></p> <p>Students to summarise the research that they have completed.</p> <p>Could write a hypothesis.</p>	<p><b>Homework:</b></p> <p>Nutrient Revision:</p> <p>Micronutrients</p>	<p><b>Resources</b></p>
<p><b>Lesson 2:</b></p>	<p><b>Activity:</b></p>	<p><b>Homework:</b></p>	<p><b>Resources</b></p>

<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Write a hypothesis or prediction based upon research findings.</li> <li>Plan relevant and appropriate practical investigations referring to research findings and hypothesis.</li> </ul> <p><b>Key Words:</b></p> <p>Hypothesis, experimental work.</p>	<p>Students are to write their own individual hypothesis based upon research findings.</p> <p>Students are to plan the 2 or 3 experiments that they have to do.</p>	<p>Life Stages – revision</p>	<p>Trolleys, knives, Tea towels, dish clothes, oven gloves.</p>
<p>• <b>Week 4: Lesson 1 Section B</b> Experimental work 1</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Carry out a range of practical investigations into the working characteristics, functional and chemical properties of ingredients as identified in research findings.</li> <li>Identify essential controls when carrying out a food investigation.</li> <li>Record results from investigation using charts, graphs, tables, sensory testing and annotated photographs.</li> </ul> <p><b>Key Words:</b></p> <p>Aim, method, results,</p>	<p><b>Activity</b></p> <p>Students are to work in small groups of 3 to complete their experimental work.</p> <p>Students to recorded and explained clearly using graphs, tables, charts and a range of different methods of sensory testing</p>	<p><b>Homework:</b></p>	<p><b>Resources</b></p> <p>Camara</p> <p>Trolleys, knives, Tea towels, dish clothes, oven gloves, food rulers, Laminated food labels.</p> <p>Students laminated names</p>
<p><b>Lesson 2 Practical: Evaluation of Experiments</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Explain how results of each investigation should be used to form the next stage of investigation with reasoning.</li> </ul>	<p><b>Activity:</b></p> <p>Students to type up their results from the experiment.</p>	<p><b>Homework:</b></p> <p>Special Diets revision</p>	<p><b>Resources</b></p>



<p><b>Key Words:</b></p> <p>Evaluation</p>	<p>Students to evaluate their results</p>		
<p><b>Week 5: Lesson 1</b> Experimental Work 2</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Carry out a range of practical investigations into the working characteristics, functional and chemical properties of ingredients as identified in research findings.</li> <li>Identify essential controls when carrying out a food investigation.</li> <li>Record results from investigation using charts, graphs, tables, sensory testing and annotated photographs.</li> </ul> <p><b>Key Words:</b> All of the above words</p>	<p><b>Activity:</b></p> <p>Students are to work in small groups of 3 to complete their experimental work.</p> <p>Students to recorded and explained clearly using graphs, tables, charts and a range of different methods of sensory testing</p>	<p><b>Homework:</b></p>	<p><b>Resources</b></p> <p>Camara</p> <p>Trolleys, knives,</p> <p>Tea towels, dish clothes, oven gloves, food rulers,</p> <p>Laminated food labels.</p> <p>Students laminated names</p>
<p><b>Lesson 2 Practical: Evaluation of Experiments</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Explain how results of each investigation should be used to form the next stage of investigation with reasoning.</li> </ul> <p><b>Key Words:</b></p> <p>Evaluation</p>	<p><b>Activity:</b></p> <p>Students to type up their results from the experiment.</p> <p>Students to evaluate their results.</p>	<p><b>Homework:</b></p> <p>The Big 6 Revision</p>	<p><b>Resources</b></p>
<p><b>Week 6: Lesson 1</b> Experimental work 3</p> <p><b>Objectives:</b></p>	<p><b>Activity:</b></p> <p>Students are to work in small groups of 3 to complete their experimental work.</p>	<p><b>Homework:</b></p>	<p><b>Resources</b></p> <p>Camara</p>

<ul style="list-style-type: none"> <li>Carry out a range of practical investigations into the working characteristics, functional and chemical properties of ingredients as identified in research findings.</li> <li>Identify essential controls when carrying out a food investigation.</li> <li>Record results from investigation using charts, graphs, tables, sensory testing and annotated photographs.</li> </ul> <p><b>Key Words:</b> Evaluation</p>	<p>Students to recorded and explained clearly using graphs, tables, charts and a range of different methods of sensory testing</p>		<p>Trolleys, knives, food rulers</p> <p>Tea towels, dish clothes, oven gloves. Laminated food labels.</p> <p>Student Laminated names</p>
<p><b>Lesson 2 Practical: Evaluation of Experiments</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Explain how results of each investigation should be used to form the next stage of investigation with reasoning.</li> </ul> <p><b>Key Words:</b> Evaluation</p>	<p><b>Activity:</b></p> <p>Students to type up their results from the experiment.</p> <p>Students to evaluate their results</p>	<p><b>Homework:</b></p> <p>Raising Agents</p>	<p><b>Resources</b></p> <p>Trolleys, knives,</p> <p>Tea towels, dish clothes, oven gloves.</p> <p>Students laminated names</p>
<p><b>Week 7: Lesson 1 Section C Evaluation</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Analyse and interpret the results of investigative work.</li> <li>Link the results to research explaining the working characteristics, functional and chemical properties of ingredients tested.</li> </ul>	<p><b>Activity:</b></p> <p>Students are to write an oval evaluation to complete their FIT</p> <p>They must refer to their hypothesis/prediction and how their results apply to practical cooking.</p>	<p><b>Homework:</b></p> <p>Food Science – Protein Revision</p>	<p><b>Resources</b></p>

<ul style="list-style-type: none"> <li>• Write a conclusion to the hypothesis/prediction with reasons and justifications.</li> <li>• Explain how results can be applied into practical food preparation and cooking.</li> </ul> <p><b>Key Words:</b></p> <p>Evaluation</p>			
<p><b>Lesson 2:</b></p> <p><b>Left this lesson spar in case of absence due to visits trips, Get Set Days.</b></p> <p><b>If not required use for revision</b></p>	<p><b>Activity:</b></p>	<p><b>Homework:</b></p> <p>Food Science – Carbohydrate Revision</p>	<p><b>Resources</b></p>
<p><b><i>HALF TERM</i></b></p> <p><b><i>Mark work to give back</i></b></p>			
<p><b>Week 8: Lesson 1 Food Preparation Task Section A</b></p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Understand the requirements of the food preparation task give this out and read through. Teacher presentation and introduction of the food preparation task and what must be considered to complete the task</li> <li>• Analyse a task</li> </ul>	<p><b>Activity:</b></p> <p>Class discussion as to what each task involves.</p> <p>Students to set up a new document in controlled assessment area.</p> <p>Students to choose <b>1 task</b>. Students' analysis of chosen task and identification of</p>	<p><b>Homework:</b></p> <p>Food Science – Fat Revision</p>	<p><b>Resources</b></p> <p>There is a power point in countrrolled assessment area with a check list on this section for students.</p>

<p><b>Depending on the class the teacher might want to choose a task for the class</b></p>	<p>what the task requires and involves</p> <p>Students to work out what research they need to complete and make a list.</p>		
<p><b>Lesson 2: Research</b></p> <ul style="list-style-type: none"> <li>• Teacher to give presentation/talk on how to present research – it should have an aim and be concise. Can use diagrams, images, tables.</li> <li>• Plan and carry out research into chosen life stage, dietary group or culinary tradition.</li> <li>• Develop research skills to gather and use primary and secondary sources of information.</li> </ul>	<p><b>Activity:</b></p> <p>Students to carry out research on a dietary group or culinary tradition.</p> <p>mind map of the research could be carried out before commencing research into chosen life stage, dietary group or culinary tradition</p> <ul style="list-style-type: none"> <li>• identification of relevant primary and secondary sources of research that could be used to gather information or data</li> <li>• gathering data from primary sources/information that has not been generated by other people, eg survey, interview, market research, menu analysis, existing product testing or questionnaire</li> <li>• gathering data from secondary sources including textbooks, websites, multimedia including animations, YouTube, TV programs, prior knowledge, magazines, newspaper articles, leaflets, food labels and packaging etc.</li> </ul>	<p><b>Homework:</b></p> <p>To complete research and bring it in to type up.</p>	<p><b>Resources:</b></p> <p>There is a power point in controlled assessment area with a check list on this section for students.</p>
<p><b>Week 9: Lesson 1 Research</b></p> <p>Teacher to remind all students that research must include:</p>	<p><b>Activity:</b></p> <p>Students to complete typing up their research.</p>	<p><b>Homework:</b></p>	<p><b>Resources:</b></p> <p>There is a power point in controlled assessment</p>

<ul style="list-style-type: none"> <li>• a clear aim that is focused and relevant to task.</li> <li>• Make sure each piece of research has a title.</li> <li>• relevant sources of information gathered and presented from a variety of primary and secondary methods of research</li> </ul>		Food Safety Revision:	area with a check list on this section for students.
<p><b>Lesson 2: Research Summary.</b></p> <ul style="list-style-type: none"> <li>• Analysis and conclusions and summary of findings and how they may influence future practical activities.</li> </ul>	<p><b>Activity:</b></p> <p>Students to summarise their research.</p>	<b>Homework</b>	<p><b>Resources:</b></p> <p>There is a power point in controlled assessment area with a check list on this section for students.</p>
<p><b>Week 10: Lesson 1 Planning</b></p> <p>Teacher input on what makes a high level skilled dish.</p> <ul style="list-style-type: none"> <li>• outline and explanation of three different levels of food preparation and technical skills with examples</li> <li>• complex, eg homemade pasta dough – tortellini/ravioli</li> <li>• medium, eg homemade spaghetti with bolognese sauce</li> <li>• basic, eg ready-made pasta and sauce</li> <li>• outline of how to record and present information on choices of dishes for demonstration of technical skills.</li> </ul>	<p><b>Activity:</b></p> <p>Students to work out what dishes they are going to make for their trialled ideas and their final 3 hour exam.</p>	<b>Homework:</b>	<p><b>Resources:</b></p> <p>Power point on what makes a highlevel dish.</p> <p>Blank A4 sheet for students to complete what dishes they are going to make.</p>
<p><b>Lesson 2: Design ideas</b></p> <ul style="list-style-type: none"> <li>• Teacher input of what the student has to complete.</li> <li>• consider possible dishes to demonstrate technical skill and showcase creativity and different making skills</li> </ul>	<p>Students to come up with 10 design ideas that fit the brief that they could potentially cook.</p> <p>Each idea is analysed for skills and suitability to the brief.</p>	<b>Homework:</b>	<b>Resources:</b>

<b>Week 11 and 12: Revision and Mocks</b>	Go through past papers they have sat and test they have done.	<b>Homework</b> Revision	
<b>Week 13: Lesson 1</b>  <ul style="list-style-type: none"> <li>Go through how the trialled ideas work with regards to cooking.</li> <li>Justify choices and explain suitability, creativity and technical skill.</li> <li>Record evidence of the choice of dishes made during the technical skills demonstration.</li> </ul>	<b>Activity:</b>  student written record in portfolio must include:  name of recipe and reasons for choice and suitability for chosen task  ingredients and technical skills listed in dish  photographic evidence of each dish with name and candidate number clearly visible  results of sensory testing, analysis and evaluation of dish and its suitability	<b>Homework:</b>	<b>Resources:</b>  Send out letters to parents with dates of trialled ideas and when their 3-hour practical exam will be.
<b>Free lesson</b>			
<b>Week 14 Lesson 1: Section B</b>  Trialled Ideas 1 practical	<b>Activity:</b>  Students to cook first dish.	<b>Homework</b>	<b>Resources:</b>  Trolleys, knives,  Tea towels, dish clothes, oven gloves.  Students laminated names
<b>Lesson 2: Trialled Lesson 2 Evaluation.</b>  To record results of sensory testing, analysis and evaluation of dish and its suitability.	<b>Activity:</b>  Students to write up results of sensory testing, analysis and evaluation of dish and its suitability.	<b>Homework:</b>	













<p>16 17</p>	<p>Wks 7–8: 3 lessons</p>	<p><b>Planning for the final menu</b></p> <ul style="list-style-type: none"> <li>• Use the results of the skills trial to select 3 final dishes (the expectation is that all three dishes are not all remakes of the original dishes to allow students to demonstrate a wide variety of technical skills)</li> <li>• Justify the appropriateness of the final dishes (technical skills, nutrition, ingredients, cooking methods, food provenance, sensory properties, portion size, etc.)</li> <li>• Produce a detailed time plan/flow chart for the production of the final 3 dishes</li> <li>• Explain the food safety principles when preparing, cooking and presenting food</li> </ul>	<ul style="list-style-type: none"> <li>• Chapters 4 &amp; 12</li> </ul>			
<p>18</p>	<p>Wk 9: 3 lessons</p>	<p><b>Making the final dishes</b></p> <ul style="list-style-type: none"> <li>• To prepare, cook and present the final dishes. Demonstrate: <ul style="list-style-type: none"> <li>– use of a range of skills/equipment and process</li> <li>– execution of the technical skills with accuracy</li> <li>– knowledge and application of food safety principles</li> <li>– organisation and good planning by using the time plan and dovetailing tasks</li> <li>– presentation of the final dishes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Chapters 4 &amp; 12</li> </ul>			

19	Wk 10: 2 lessons	<p><b>Analyse and evaluate</b></p> <ul style="list-style-type: none"> <li>Record and evaluate the sensory properties (taste, texture, aroma and appearance) of the final practical dishes</li> <li>Nutritional analysis of the 3 final dishes</li> <li>Cost the final dishes</li> <li>Explain improvements/further modifications to the final dishes</li> </ul>	<ul style="list-style-type: none"> <li>Chapters 4 &amp; 12</li> </ul>			
20	<ul style="list-style-type: none"> <li>To know the information that is legally required to be on food packaging</li> <li>To understand the information on nutrition labels</li> </ul>	<p><b>Food labelling</b></p> <ul style="list-style-type: none"> <li>Mind map the information that must be on a food label by law</li> <li>Examine different food products and their labels – what information is required by law (mandatory) and what information is there for the consumer</li> <li>To mount a label and annotate mandatory and consumer information</li> <li><b>Practical activity:</b> In groups compare and contrast four types of tomato soup: dried, tinned, home-made and microwavable</li> </ul>	<ul style="list-style-type: none"> <li>Food labelling and marketing p220–236</li> <li>Practice questions p236</li> </ul>	<p>TDB Activity 6D: Packaging and labelling</p> <p>Activity 7G: Food packaging and labelling</p> <p>Activity 7H: Food labelling and additives</p>		3.5.1.3
21	<ul style="list-style-type: none"> <li>To understand the use of natural and artificial additives in food production</li> <li>To consider advantages and disadvantages of food additives in food production</li> </ul>	<p><b>Additives</b></p> <ul style="list-style-type: none"> <li>Why are additives added to food products? Are additives safe to eat?</li> <li>Discussion of the functions of additives: preservatives, colourings, flavourings, emulsifiers</li> <li>Examine different food labels and analyse why additives are added</li> </ul>	<ul style="list-style-type: none"> <li>Additives p284, 286–8</li> <li>Practice questions p289</li> </ul>	<p>TDB Activity 7H: Food labelling and additives</p>		3.6.2.2

22	<ul style="list-style-type: none"> <li>Technological developments</li> </ul>	<b>Technological development</b> Examine fortification and modified foods, e.g. cholesterol lowering spreads, fortified breakfast cereals:	<ul style="list-style-type: none"> <li>Technological developments p284–289</li> <li>Practice questions p289</li> </ul>	TDB Activity 11F: Write an article for a magazine on the adv/dis of additives  Activity 11G: Shop survey of ingredients that are fortified/ additives		3.6.2.2
23	<ul style="list-style-type: none"> <li>Revision</li> </ul>					
24	<ul style="list-style-type: none"> <li>Revision</li> </ul>					
25	<ul style="list-style-type: none"> <li>Revision</li> </ul>					
26	<ul style="list-style-type: none"> <li>Revision</li> </ul>					
27	<ul style="list-style-type: none"> <li>Revision</li> </ul>					
28	<ul style="list-style-type: none"> <li>Revision</li> </ul>					
29	<ul style="list-style-type: none"> <li>Revision</li> </ul>					
30	<ul style="list-style-type: none"> <li>Revision</li> </ul>					