

EDUQAS

Level 1/2 Hospitality and Catering

Name and candidate number:

Keswick School 42217

Brief: Traditional British dishes made using local ingredients have become popular with chefs and customers due to the popularity of television shows such as the Great British Bake Off, Great British Menus and MasterChef. People also want to be more environmentally friendly by reducing food miles and food waste.

"Waste Not, Want Not" is a new bistro due to open on the edge of a city centre. The bistro is located on the roof of a canal-side warehouse, which also holds a number of other businesses including a local food market and an arts and craft centre, which runs workshops for adults and children. The owners will also act as the catering manager and head chef. They have hired three catering assistants to work in the kitchen and they have plans to employ an apprentice.

The owners are now finalising the menu. They want to showcase the food of their country and hope to serve nutritious, interesting dishes, which contain locally sourced, seasonal ingredients. At the same time, they want to promote the idea of sustainable living to families with young children. The owners plan to grow herbs and salad ingredients on the roof and have 6 outdoor tables for service. There will be another 8 tables inside the bistro.

The owners want to make sure that the dishes they serve are not only healthy, but that the establishment meets all legal and environmental requirements.

You have been appointed as one of the catering assistants and your first responsibility is to plan some of the dishes for the bistro menu. The dishes can be starters, main courses or desserts, but must include local ingredients. The apprentice must be able to prepare and cook at least two of the dishes that will be included on the new menu. You therefore need to ensure the dishes you choose allow the apprentice to demonstrate three skills in preparation and three in cooking. To help the apprentice you also need to produce a plan that he/she can follow to cook the dishes. To make sure your plan works; you should cook the dishes using the plan.

NEA Checklist.... Tick things off as you finish them

	Title page with name, candidate number, centre name and centre number		Mind map of possible dishes
	Brief and analysis of brief		Proposal for 4 dishes showing choice of final 2 dishes
	AC 1.1. Describe the functions of nutrients in the human body.		AC 2.2 Describe how dishes on the menu address environmental issues for 2 chosen dishes
	AC 1.2. Compare nutritional needs of specific groups.		AC 2.3 Explain how menu dishes meet customer needs for 2 chosen dishes
	AC1.3. Explain the characteristics of unsatisfactory nutritional intake.		AC 2.4 Plan for the production of dishes on a menu
	AC 1.4. Explain how cooking methods impact on nutritional value		Practical exam: AC3.1 Use at least 3 techniques in preparation of commodities ; AC3.2 Assure quality of commodities to be used in food preparation; AC3.3 Use at least 3 techniques in cooking of commodities AC3.4 Complete dishes using presentation techniques ; AC3.5 Use food safety practices. Labelled photos of final dishes
	AC2.1 Explain factors to consider when planning menus.		

Date	Activity	Date	Activity
4/10/19	Introduction to NEA, title page and analysis of brief	9/12/19	Plan practical for possible dish 4 (Rotary Young Chef)
7/10/19	Mind map possible dishes and plan practical	16/12/19	AC 2.1 (Controlled assessment 30 mins). Add notes to mind map on nutrition, menu planning and skills or Rotary Young Chef
14/10/19	Possible dish practical and	13/1/20	Menu choice with reasons. Organise planning
18/10/19	Possible dishes write up. Plan practical for possible dish 2. Prep for AC1.1.	17/1/20	Planning (Controlled assessment 45 mins)
28/10/19	AC 1.1 (Controlled assessment 45 mins)	20/1/20	Planning (Controlled assessment 45 mins)
4/11/19	Possible dish practical and write up	27/1/20	Practical exam (Controlled assessment 3 hours) AC's 3.1, 3.2, 3.3, 3.4, 3.5
8/11/19	AC 1.2 (Controlled assessment 45 mins)	31/1/20	
11/11/19	Plan practical for possible dish 3	3/2/20	Photos labelling
18/11/19	Possible dish practical and write up	10/2/20	AC 2.2 (Controlled assessment 30 mins)
22/11/19	AC 1.3 (Controlled assessment 45 mins)	14/2/20	AC 2.3 (Controlled assessment 30 mins)
25/11/19	AC 1.4 (Controlled assessment 45 mins)	13/3/20	FINAL HAND IN DATE
2/12/19	PPE's		

Task 1

- AC 1.1. Describe the functions of nutrients in the human body.
- AC 1.2. Compare nutritional needs of specific groups.
- AC1.3. Explain the characteristics of unsatisfactory nutritional intake.
- AC 1.4. Explain how cooking methods impact on nutritional value

AC1.1

Protein Fat Water
Carbohydrates
Vitamins Minerals
Dietary Fibre

AC1.2

Adult, child, pensioners
Special diets
Medical conditions
Activity levels

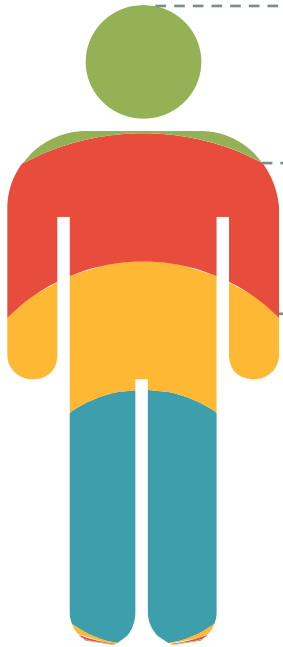
AC1.3

Characteristics
Visible non visible
Nutritional deficiencies
Nutritional excesses

AC1.4

Boiling, steaming, baking,
grilling, stir fry,
roasting, poaching

Understand menu planning



EXPLAIN

AC2.1 Explain factors to consider when planning menus.

DESCRIBE

AC2.2 Describe how dishes on the menu address environmental issues.

REMEMBER

AC2.3 Explain how menu dishes meet customer needs

How are you going to present this work?

Paragraphs, chart, will you include images?

AC2.1

Time of year, seasonality, commodities available, skills of staff, equipment available, time, service, costs, client, size.

AC2.2

Preparation and cooking methods
Ingredients, packaging
Conservation of energy and water
Reduce re-use recycle, sustainability

AC2.3

Customer needs
Nutritional
Cost
Taste, smell, texture, colour

Points to consider when choosing dishes

The key points to consider;

- Ensure high skill dishes and accompaniments are chosen (for distinction levels you should be aiming for 3-4 high skill accompaniments in addition to the main dishes)
- Ensure you are confident in making the dishes and can be fully independent following all hygiene and safety recommendations
- Ensure each dish includes a number of different techniques and ensure different techniques are used for each dish i.e. you shouldn't cook both dishes by baking alone
- Ensure each dish uses a range of commodities
- Ensure both your dishes are presented professionally with appropriate garnishing / decoration

Here is a list of techniques and commodities you should aim to include within the dishes you choose:

Preparation Techniques	Cooking Techniques	Commodities
Weighing and measuring	Boiling	Poultry
Chopping	Poaching	Meat
Shaping	Blanching	Fish
Peeling	Braising	Eggs
Whisking	Steaming	Dairy Products
Melting	Baking	Cereals, flour, rice, pasta
Rubbing in	Roasting	Vegetables
Sieving	Grilling	Fruit
Segmenting	Frying	Soya Products
Slicing	Chilling	
Hydrating	Cooling	
Blending	Hot-holding	
Jointing	Bain-marie	
Rolling out		

Examples of high skill dishes and the skills they show

Dish	Preparation	Cooking	Commodities	Assessment of skill
Crème brulee with fruit coulis, shortbread biscuit and spun sugar	Weighing and measuring, whisking, sieving, slicing, blending, rubbing in, melting	Boiling, bain-maire, Baking, Grilling	Eggs, dairy products, fruit, cereals	High level – including 3 accompaniments to the main dish
Lasagne with fresh pasta, homemade garlic bread, side salad	Chopping, weighing and measuring, peeling, shaping, rolling out	Boiling, baking, frying	Meat, eggs, dairy products, cereals, vegetables	High level – including 2 accompaniments to the main dish
Baked Alaska with homemade ice cream, biscotti and fruit coulis	Weighing and measuring, whisking, shaping, melting, sieving, rubbing in, blending	Freezing, Baking, Blow torching	Eggs, dairy products, fruit	High level – including 3 accompaniments to the main dish
Stuffed chicken (jointed and stuffed with sundried tomato and spinach) with Potato Dauphinoise, Glazed carrots	Chopping, Peeling, Jointing, Weighing and Measuring, Melting, Hydrating	Roasting, Baking, Boiling	Poultry, Dairy Products, Vegetables	High skill – including 2 accompaniments to the main dish

AC. 2.4 Plan for the production of dishes on a menu

AC2.4

- Plan
- Your plan must be in sequence
- You must include timing
- Include: Mis en place, cooking, cooling, hot holding, completion and serving.
- Think about presentation techniques
- Include preparation and cooking of any accompaniments
- Use as many skills as possible



Your plan should include enough detail for someone else to be able to make the dishes in exactly the same way that you will.

Special points

You will need to show that you have a full understanding of the need for food safety and hygiene when planning your dishes.

Special points should include

- Temperatures of storage and cooking
- Personal hygiene
- Core temperatures
- Types of risk, food poisoning
- Washing up regularly
- Setting up to serve

You must include as many special points as possible

Performance bands

Learning Outcome	Assessment criteria	Level 1 pass	Level 2 pass	Level 2 merit	Level 2 distinction
LO1 Understand the importance of nutrition in planning menus	AC1.1 Describe functions of nutrients in the human body	Outlines the functions of a limited range of nutrients in the human body.	Describe functions of a range of nutrients in the human body.	Describe clearly functions of a range of nutrients in the human body..	
	AC1.2 Compare nutritional needs of specific groups	Outlines nutritional needs of two specific groups. Comparison may be implied.	Compares nutritional needs of two specific groups giving some reasons for similarities and differences.	Compares nutritional needs of two specific groups giving clear reasons for similarity and differences.	Compares nutritional needs of two specific groups giving clear and in depth reasons for similarity and differences.
	AC1.3 Explain characteristics of unsatisfactory nutritional intake	Outlines key characteristics of unsatisfactory nutritional intake. Evidence is mainly descriptive with limited reasoning.	Explains characteristics of unsatisfactory nutritional intake. There is evidence of reasoning and relating characteristics to specific groups.	Explains with clear reasoning characteristics of unsatisfactory intake of a range of nutrients. Explanations are related to specific groups.	
	AC1.4 Explain how cooking methods impact on nutritional value	Outlines how cooking methods impact on nutritional value. Evidence is mainly descriptive with limited reasoning.	Explains how a range of food production methods impact on nutritional value. Reasoned statements are presented.		

Performance bands

Learning Outcome	Assessment criteria	Level 1 pass	Level 2 pass	Level 2 merit	Level 2 distinction
LO2 Understand menu planning	AC2.1 Explain factors to consider when proposing dishes for menus	Outlines factors to consider when proposing dishes for menus. There may be some omissions.	Explains factors to consider when proposing dishes for menus. Explanation has some reasoning.	Explains factors to consider when proposing dishes for menus. Explanations are clear and well-reasoned.	
	AC2.2 Explain how dishes on a menu address environmental issues	Outlines how dishes on a menu address environmental issues. There may be some errors.	Explains how dishes on a menu address environmental issues. Explanation includes reasoning.		
	AC2.3 Explain how menu dishes meet customer needs	Outlines how menu dishes meet customer needs in general terms. Evidence is mainly descriptive with limited reasoning.	Explains how menu dishes meet needs of specified customers. Some evidence may be in general terms and descriptive. Explanation includes reasoned statements.	Explains how menu dishes meet needs of specified customers. Explanations are comprehensive and credible.	
	AC2.4 Plan production of dishes for a menu	Plan outlines key actions required with some omissions and errors that require amendment. There is limited consideration of contingencies.	Plan has some detail and is mainly appropriate but may have some omissions and errors that require amendment. There is some consideration of contingencies.	Plan has detail with some minor omissions. Plan does not require changes to achieve planned outcome, but would benefit from minor amendments. There are well considered contingencies.	Plan is comprehensive and detailed, incorporating well considered contingencies for most situations.

Performance bands					
Learning Outcome	Assessment criteria	Level 1 pass	Level 2 pass	Level 2 merit	Level 2 distinction
LO3 Be able to cook dishes	AC3.1 Use techniques in preparation of commodities	A number of techniques are used. Guidance may be required. Skill demonstrated may show limited precision and require additional time to meet minimum requirements. Some consideration given to food safety.	A range of techniques are used. Limited guidance is required. Skill demonstrated may show limited precision and require additional time to meet minimum requirements. Consideration to food safety given throughout.	A range of techniques are used independently with speed and precision. Consideration to food safety given throughout.	A comprehensive range of techniques are used effectively and independently with faultless speed and precision. Consideration to food safety given throughout.
	AC3.2 Assure quality of commodities to be used in food preparation	A limited range of materials are checked for quality throughout preparation and issues identified and resolved with guidance.	A range of materials are independently checked for quality and issues identified throughout preparation. Some issues resolved with guidance.	All materials are independently checked for quality and issues identified throughout preparation. Issues will be resolved independently with no guidance.	
	AC3.3 Use techniques in cooking of commodities	A number of techniques are used. Guidance may be required. Skill demonstrated may show limited precision and require additional time to meet minimum requirements. Some consideration given to food safety.	A range of techniques are used. Limited guidance is required. Skill demonstrated may show limited precision and require additional time to meet minimum requirements. Consideration to food safety given throughout.	A range of techniques are used with limited guidance. Skills demonstrated may show limited precision or require additional time to meet minimum requirements. Consideration to food safety given throughout.	A range of techniques are used independently with speed and precision. Consideration to food safety given throughout.
	AC3.4 Complete dishes using presentation techniques	Dishes presented using some techniques. Quality of dishes meets minimum standards for appearance, smell and taste. Some guidance may be required. Some consideration given to food safety.	Dishes presented using a range of techniques with some precision. Quality of dishes exceeds some minimum standards for appearance, smell and taste. Limited guidance required. Consideration to food safety given throughout.	Dishes presented independently using a range of techniques with precision. Quality of dishes exceeds most minimum standards for appearance, smell and taste. Consideration to food safety given throughout.	Dishes presented independently using a range of techniques with precision. Quality of dishes exceeds minimum standards for appearance, smell and taste. Consideration to food safety given throughout.
	AC3.5 Use food safety practices	Uses food safety practices in preparation, cooking and completion but may require intervention.	Uses food safety practices in preparation, cooking and completion with limited intervention.	Effectively uses food safety practices in preparation, cooking and completion. No intervention required.	