GCSE TEACHERS' GUIDE
New Specifications:
for teaching from September 2009

Hospitality and Catering
(Single & Double Award)
Contents

WJEC GCSE in Hospitality and Catering
Teachers’ Guide

1 Introduction
  1.1 - Aims of the Teachers’ Guide 2
  1.2 - Rationale 4
  1.3 - Changes for Teaching from September 2009 5

2 Delivering the Specification
  2.1 - Suggested Scheme of Work: Catering 7
  2.2 - Suggested Scheme of Work: Hospitality and Catering 7
  2.3 - Food Preparation Skills 8
  2.4 - Presenting Food 9
  2.5 - Catering: Controlled Assessments 11
  2.6 - Investigation for Controlled Assessments, Task 1 and 2 18
  2.7 - Choosing Dishes and Planning Practical Work 19
  2.8 - Task 1 24
  2.9 - Controlled Assessment Task 2 35
  2.10 - Assessment criteria 38
  2.11 - Hospitality: Events 41

3 Teacher Resources 44
  3.1 - Practical Lessons – Assessment Criteria 44
  3.2 - Practical Lessons – Mark sheet 45
  3.3 - Traffic Light System for Hospitality 46
  3.4 - Culinary Terms 48
  3.5 - Job Roles and Responsibilities: In the Kitchen 49
  - Job Roles and Responsibilities: Food and Beverage Service 50
  - Job Roles and Responsibilities: Front of House 51
  - Job Roles and Responsibilities: Accommodation 52
  3.6 - Knives used in Catering 53
  3.7 - Rules for Food Handlers 54
  3.8 - Portion Control and Costing 55
  3.9 - Calculating Selling Price 57
  3.10 - 5-a-day related to Healthy Eating 58
  3.11 - Nutrient Poem 59
  3.12 - Menu Construction 60
  3.13 - Use of ICT in Hospitality and Catering 61
  3.14 - The Role of the Environmental Health Officer 62
  3.15 - Student Guide to ‘Writing up’ Event 63
  3.16 - Health, Safety and Hygiene Revision Guide 64

4 Sample Lessons 68
  4.1 - Bar snacks 68
  4.2 - Buffet food 70

Contributors to the Teachers’ Guide 71
INTRODUCTION

The WJEC GCSE Hospitality and Catering specifications have been modified and updated for delivery from September 2009.

Candidates can study for any of the following:
- A Single Award in Catering (equal to 1 GCSE)
- A Single Award in Hospitality (equal to 1 GCSE)
- A Double Award in Hospitality and Catering (equal to 2 GCSEs)

The revised subject criteria and the need for more control over coursework have necessitated a change in the current course structure.

The Single Award in Catering consists of two units:
- Unit 1: TWO practical tasks (controlled assessments) selected from six that are set by the WJEC.
- Unit 2: ONE written paper of 1¼ hours externally set and marked. (Note that this examination will be available in e-format as well as traditional format).

The Single Award in Hospitality consists of two units:
- Unit 3: ONE event based task selected from a list set by the WJEC.
- Unit 4: ONE written paper of 1¼ hours externally set and marked.

The Double Award in Hospitality and Catering consists of all four units.
- Unit 1: Two practical tasks
- Unit 2: One written paper
- Unit 3: One event based task
- Unit 4: One written paper

This Teachers’ Guide is one of a number of ways in which the WJEC provides assistance to teachers delivering the new specification. Also essential to its introduction are the Specimen Assessment Materials (question papers and marking schemes), available on this website and professional development (INSET) conferences, details of which are also posted on the WJEC website.
Other provision, which you will find useful are:

- Examiners’ reports on each examinations series, on this website
- Free access to past question papers in Catering and Hospitality and Catering via the WJEC secure website
- Easy access to the specification on this website
- Moderator feedback in the form of a centre report for all moderated units.
- Regional moderators who will be able to give advice and help when needed
- Regular INSET delivered by Principal Examiners
- Easy access to both the Subject officer and to administrative sections

Contact points for GCSE Hospitality and Catering areas follow:

**Subject Officer**
Allison Candy, (Subject Officer)
[allison.candy@wjec.co.uk](mailto:allison.candy@wjec.co.uk); 029 2026 5093

**Subject Support Officer**
Jeana Hayes
[jeana.hayes@wjec.co.uk](mailto:jeana.hayes@wjec.co.uk); 02920 265115

**INSET Section**
[inset@wjec.co.uk](mailto:inset@wjec.co.uk)
[www.wjec.co.uk/professionaldevelopment](http://www.wjec.co.uk/professionaldevelopment)
1.1 Aims of the Teachers’ Guide

The aim of this guide is to provide additional guidance on the whole GCSE specification with particular reference to the detailed planning for the Catering controlled assessments and Hospitality event in the first instance.

The new Hospitality and Catering specification contains guidance for teachers in a number of ways. For example, how to supervise and guide candidates in the production of their support folios (pages 24 –25), the presentation of support folios (page 25), time control (page 26), the annotation of coursework (page 26), the internal moderation of controlled assessment (page 26) and the external moderation of controlled assessments (page 27).

This Guide does not seek to replicate these references, but to focus on key issues that have been identified by hospitality and catering teachers in the initial INSET sessions and are designed to clarify the changes and requirements of the new specification.

The Guide also seeks to give younger and more inexperienced teachers some help and guidance with teaching materials. The ‘worksheets for teachers’ section contains all that was requested at INSET.
1.2 Rationale

The GCSE Hospitality and Catering specification provides a vocationally-related qualification that covers Levels 1 and 2 (Foundation and Intermediate) of the National Qualification Framework.

A course in Hospitality and Catering offers a unique opportunity in the curriculum for candidates to develop their knowledge and extend their skills in a vocational context. It will provide opportunities to develop candidates' interdisciplinary skills, a range of Key Skills and their capacity for imaginative, innovative thinking, creativity and independence.

It is a suitable qualification for those who want a broad background in this area and for those who wish to progress to further education. It will offer valuable preparation for those entering the world of work.

The specification encourages the investigation and study of hospitality and catering in a variety of contexts. In these contexts the candidates are given opportunities to acquire competence, capability and critical skills through the creation, implementation, use and evaluation of a range of resources.

Candidates from all cultures and both genders can develop their interest in, enjoyment of and critical reflection about this vocational area.

The specification uses a range of assessment techniques to enable the candidate to respond through practical and investigative work.
### 1.3 Changes to the specification for deliver in September 2009

<table>
<thead>
<tr>
<th>Catering: same areas of study</th>
<th>Hospitality: same areas of study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health, safety and hygiene</td>
<td>The hospitality industry</td>
</tr>
<tr>
<td>Food preparation, cooking and presentation</td>
<td>Types of service and client groups</td>
</tr>
<tr>
<td>Nutrition</td>
<td>Job roles, employment and training</td>
</tr>
<tr>
<td>Menu Planning</td>
<td>Customer care</td>
</tr>
<tr>
<td>Portion control and costing</td>
<td>Standards of service</td>
</tr>
<tr>
<td></td>
<td>Communication</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Catering: changes to areas of study</th>
<th>Hospitality: changes to areas of study</th>
</tr>
</thead>
<tbody>
<tr>
<td>The industry – food and drink</td>
<td>Menu planning, preparation and presentation</td>
</tr>
<tr>
<td>Job roles, employment and training</td>
<td>Planning for functions and events</td>
</tr>
<tr>
<td>Specialist equipment (for food</td>
<td>Costing menus and events</td>
</tr>
<tr>
<td>preparation, cooking and serving)</td>
<td>Teamwork</td>
</tr>
<tr>
<td>Communication and record keeping</td>
<td>Environmental considerations</td>
</tr>
<tr>
<td>Environmental considerations</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Catering Assessment: Single Award</th>
<th>Hospitality Assessment: Single Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>TWO practical tasks (controlled assessments) from six set by the WJEC</td>
<td>ONE event based task selected from a list set by the WJEC</td>
</tr>
<tr>
<td>ONE written paper of 1¼ hours externally set and marked</td>
<td>ONE written paper of 1¼ hours externally set and marked</td>
</tr>
<tr>
<td><strong>Note:</strong> Catering will be available in both written and e-format.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Areas of study common to both</th>
<th>Hospitality and Catering Assessment: Double Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>The hospitality and catering industry</td>
<td>TWO practical tasks (controlled assessments)</td>
</tr>
<tr>
<td>Job roles, employment and training</td>
<td>ONE event based task</td>
</tr>
<tr>
<td>Health, safety and hygiene</td>
<td>TWO 1¼ written papers (examinations)</td>
</tr>
<tr>
<td>Food preparation, cooking and</td>
<td></td>
</tr>
<tr>
<td>presentation</td>
<td></td>
</tr>
<tr>
<td>Menu planning</td>
<td></td>
</tr>
<tr>
<td>Portion control and costing</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>Environmental considerations</td>
<td></td>
</tr>
</tbody>
</table>

### Summary

Greater emphasis on practical work
No work experience or project or comparative study to complete
No tiered examination papers
Awards are unitised: up to 60% of available marks can be accessed before the final examination.
2. DELIVERING THE SPECIFICATION

2.1 Catering: Suggested Scheme of Work
(Power Point presentation)

Click the blue text to open the attachment window.
Open the file “Suggested scheme of work Catering.pps”

2.2 Hospitality and Catering: Suggested Scheme of Work
(Power Point presentation)

Click the blue text to open the attachment window.
Open the file “Suggested scheme of work Hosp and Cat.pps”
2.3 Food Preparation Skills

The following is a guide to the level of skill found in practical dishes. In order to achieve high marks candidates need to be aiming for the higher-level skills when they carry out practical assessments.

Higher Level Skills:
- Pastry making – short crust, pate sucre, choux.
- Roux based sauces
- Meringues and pavlovas
- Meat and fish cookery (using high risk foods)
- Decorated cakes and gateaux
- Rich yeast doughs
- Complex accompaniments and garnishes

Medium Skills:
- Puff pastry items that need shaping but use ready-made pastry.
- Vegetable and fruit dishes requiring even sizes e.g. fruit salad, stir fry which show competent knife skills
- Cheesecakes and similar desserts.
- Simple sauces e.g. red wine sauce.
- Simple cakes, biscuits, cookies and scones.
- Basic bread doughs.

Basic Skills:
- Crumbles.
- Sandwiches.
- Pizza with ready-made base.
- Jacket potatoes.
- Simple salads.
- Assembling products e.g. using prepared sauces, bought meringue nests, etc.

G to E candidates are likely to choose dishes that show basic skills only
Examples: Apple crumble, baked apples, jacket potato with cheese, coleslaw or beans, French bread pizzas, Spaghetti Bolognese or other pasta dishes using a ready made sauce, sweet and sour dishes using a bought sauce, fruit platters, simple starters like prawn cocktail, etc.

D to C candidates are likely to choose dishes from each of the skill levels but will demonstrate mainly medium level skills
Examples: Sausage rolls and other items using ready-made puff pastry, cheesecake, all in one sauces, fresh fruit salads, stir fries, fairy cakes with simple decoration, scones, melted method cakes, biscuits and cookies e.g. shortbread, bread rolls, simple meat or fish cookery e.g. cooking fish, chops, steak or chicken pieces (without stuffing or sauces), chicken in simple sauces e.g. chicken chasseur, cold curried chicken salad, kebabs, simple rice and pasta dishes with home made sauces.

B to A* candidates are likely to choose dishes from the high and medium level skills range
Examples: Quiche Lorraine (or similar) using short crust pastry, Bakewell tart (or similar) using pate sucre, profiteroles or éclairs using choux pastry, decorated gateau or roulade (whisking method cake), Swiss buns or Chelsea buns made with rich yeast dough, lasagne with béchamel sauce, fish pie, chicken and fish dishes with more elaborate sauces or stuffing, decorated cakes and pastry items that require piping and decoration skills as well as shaping.

Teachers should remember when marking the practical session that the marks for production (making) should reflect the skills shown in the planning:

- If only basic-level skills are shown then a maximum of 8/20 (task 1) or 16/40 (task 2) should be awarded.
- If mostly medium-level skills are shown a maximum mark of 15/20 (task 1) or 26/40 (task 2) should be awarded.
- If mostly high-level skills are shown a maximum mark of 20/20 or 40/40 should be awarded.
2.4 Presenting Food

The aim of a cook is to present food as near perfectly as possible. This involves:

- Consistency (how thin or how thick)
- Texture (includes crunchy, soft, crisp)
- Flavour (includes salty, sweet, sour, bitter, well seasoned)
- Seasoning (includes use of herbs, spices, salt and pepper)
- Colour (remember white, cream, brown and green are ‘dead’ colours)
- Decoration (used on sweet dishes – includes chocolate, cherries, fresh fruit etc)
- Garnish (used on savoury dishes – includes tomato, parsley, lemon, cucumber, cress, etc.)
- Accompaniments – these include colourful vegetables and sauces.

As a general rule, do not over season, over-decorate or over fill serving dishes.

Chefs gradually learn the skills of tasting food to check for flavour, texture and seasoning.

Hot foods should be served hot and not warm, preferably on hot plates. Shaped and dramatic coloured plates can add to the overall appearance and ‘drama’ of food.

Cold food should be served cold, but not frozen and always on cold plates.

Food probes can be used to check temperatures (if available).

Savoury food is usually served in oval dishes or on oval plates if appropriate (with plain doyleys or dish papers)
Sweet food is usually served in round dishes or on round plates if appropriate (with pretty doyleys)

**Consistency:**
The consistency of food will depend on the size of pan used, the cooking time, the amount of thickener e.g. flour used and the quality of ingredients. It is easier to thin a mixture like a soup or a sauce rather than thicken it.

**Texture:**
Tasting food is essential in order to test texture. This includes checking foods like rice, pasta (cooked al dente), and vegetables to ensure they are not over-cooked.
Cooking alters the texture of food and an experienced cook will know when the right amount of heat has been applied to give the correct texture e.g. cooking steaks.
Contrasting textures are important to give variety and interest to a meal e.g. croutons with soup, wafers and ice cream, cheese and biscuits.
Flavour and seasoning:
Taste is very important. Good cooks know how to retain the flavour of food and how to alter the flavour of food. To retain flavour chefs need to:

- Use food as fresh as possible
- Use the least amount of cooking liquid
- Use the cooking liquid where possible (for sauces, stocks and gravies)
- Use appropriate cooking methods
- Prepare, cook and serve in as short a time as possible
- Not over-season so that customers cannot taste the natural flavour
- Use herbs and strongly flavoured foods with care
- Adjust seasoning at the end.
2.5 Catering: GCSE Controlled Assessments

Unit 1 is assessed through two practical tasks, externally set by the examination board. The two tasks are worth 60% of the final grade for the Single Award in Catering.

Candidates who are studying for the Double Award in Hospitality and Catering should note that the two tasks are worth 30% of the final grade.

Task 1 - 20%
To be selected from a bank of three set tasks. This will be internally marked and externally moderated.

1. Chefs use a wide range of fruit and vegetables to add colour, flavour and texture to their menus.
   Using fruit and vegetables produce and serve four interesting dishes that would be popular with customers.

2. There is a wide variety of dairy products available for chefs to use.
   Using dairy products produce and serve two sweet and two savoury dishes that could be included on a menu.

3. Rice and pasta are increasingly popular on restaurant menus as alternatives to potatoes.
   Using rice and pasta produce and serve four colourful and interesting dishes that a chef could include on a restaurant menu.

Task 1 should take up to 15 hours.

Task 2 – 40%
To be selected from a bank of three set tasks. This will be internally marked and externally moderated.

1. The local hotel in your area is holding an international week. As the trainee chef you have been invited to take part and have been asked to prepare a two-course meal from a country of your choice.

2. Celebrity chefs have been promoting the importance of a healthy diet. As a school/college caterer you have been asked to produce and serve a two-course meal that would encourage healthy eating in the school/college restaurant.

3. Vegetarian dishes should appear on every menu. While on work experience in a small hotel you have been asked to produce and serve a two-course meal suitable for vegetarian guests. The dishes will then be included on the hotel’s à la carte menu.

Task 2 should take up to 30 hours.
Task 1

Task 1 will be marked as follows:

- Planning the task (10 marks)
- Carrying out the task (20 marks)
- Evaluating the task (10 marks)

**Planning the task** (10 marks)

In order to gain high marks in this section, candidates need to show that they have investigated the chosen commodities so that they can make an informed choice of dishes to prepare for the practical.

The following framework should help when carrying out the investigation.

- Cost
- Storage
- Uses
- Types / varieties available
- Versatility
- Ease of preparation and cooking
- Colour, flavour and texture
- Nutritive value

The most effective ways of carrying out the investigation are:

- Tasting sessions
- Recipe trialling
- Displays of chosen commodities

Teachers can help candidates by planning whole group tasting sessions and setting up displays.

Note: There is a limit of 4 pages for the planning and evaluation of the commodity task.
Candidates must choose a selection of dishes that will reflect not only the commodities but also their skill as a cook. Remember to use the checklist in the ‘food preparation skills’ section to ensure high-level skills are included.

A good way of doing this is to list the dishes chosen and state what skills and methods of cookery are being shown e.g.

- macaroni cheese – sauce making, cooking pasta, boiling, grilling (once coated in cheese and breadcrumbs)
- strawberry gateau – whisking method, decorating skills baking

Candidates could draw out how they expect their final dishes to look; in this way they can assess the range of colours, shapes and textures they will use.

Teachers should act as a guide and prompt at this stage – asking questions and giving suggestions for improvement before the candidates make their final choices.

**Prepare a written plan to show:**
- Dishes chosen with reasons for choice
- Time plan and / or order of work
- Shopping list

**Carrying out the task (20 marks)**

In order to gain high marks in this section candidates need to demonstrate:

- High standards of personal hygiene e.g. wearing of apron / whites, hair back, no nail varnish, no jewellery, etc.
- Good personal hygiene habits e.g. no licking fingers, tasting with a clean teaspoon, etc.
- Safe use of equipment, especially knives, pans and electrical equipment
- Selection of the correct tools e.g. correct knife for chopping, peeling, etc.
- Use of a wide variety of commodities within the task chosen e.g. not all cheese dishes for dairy products
- Good food hygiene e.g. perishable foods refrigerated and not left on work unit / table, using temperature probes to ensure food is cooked (if available)
- Neat, organised work areas
- Safe use of cooker
- Working to time
- Independent working
- Good technical skills
- Little food waste
- Logical sequence of work e.g. food that needs to be cooked for a long time, be set or served cold needs to be made first
- A wide variety of skills
- High standard of final presentation e.g. portion control, use of garnish and decoration, good colour, correct temperature, correct texture, good flavour, appropriate serving dishes
Evaluating the task (10 marks)

In order to gain high marks in this section candidates need to discuss

- The suitability of dishes chosen – did the dishes reflect the use of the commodity in the industry – why or why not?
- Any changes they would make to the choice of dishes and why
- Time management
- How customers (consumers) would regard the dishes in terms of appearance, flavour and texture
- What improvements they would make if they repeated the task and why?
- The size and cost per portion (see portion control and costing section)
Task 2 will be marked as follows:

- Investigating and planning the task (25 marks)
- Carrying out the task (40 marks)
- Evaluating the task (15 marks)

**Investigating and planning the task** (25 marks)

Candidates need to investigate food from other countries and cultures, the government guidelines on healthy eating in schools or vegetarianism.

In order to gain high marks for this section, candidates will need to show that they have sought information from a wide range of resources.

Candidates can carry out their investigation or research in a number of ways:

- Produce a display
- Have talks or demonstrations from visiting speakers
- Organise visits to local restaurants offering vegetarian and ethnic dishes
- Organise tasting sessions
- Carry out recipe trialling

Note: There is a **limit of 10 pages** for the research, planning and evaluation for Task 2.
Candidates must choose a **two-course meal** that will reflect their **skill** as a cook and meet nutritional guidelines.

Remember to use the checklist in the ‘food preparation skills’ section so that several medium and high level skills are chosen.

Candidates could draw out how they expect their final dishes to look; in this way they can assess the range of colours, shapes and textures they have chosen. Avoid using dishes that show too much cream, brown or green – they are known as ‘dead’ colours and too much of one colour will make food look dull and uninteresting.

Teachers should act as a guide and prompt at this stage – asking questions and giving suggestions for improvement before the candidates make their final choices.

**Prepare a written plan to show:**
- Dishes chosen with reasons for choice
- Time plan and / or order of work
- Shopping list

**Carrying out the task (40 marks)**
In order to gain high marks in this section, candidates need to demonstrate:

- High standards of personal hygiene e.g. wearing of apron / whites, hair back, no nail varnish, no jewellery, etc.
- Good personal hygiene habits e.g. no licking fingers, tasting with a clean teaspoon, etc.
- Safe use of equipment, especially knives, pans and electrical equipment
- Selection of the correct tools e.g. correct knife for chopping, peeling, etc.
- Use of a wide variety of commodities within the task chosen
- Good food hygiene e.g. perishable foods refrigerated and not left on work unit / table, using temperature probes to ensure food is cooked
- Neat, organised work
- Safe use of cooker
- Working to time
- Independent working
- Good technical skills
- Little food waste
- Logical sequence of work e.g. food that needs to be cooked for a long time, be set or served cold needs to be made first
- A wide variety of skills, including high level skills
- High standard of final presentation e.g. portion control, use of garnish and decoration, good colour, correct temperature, correct texture, good flavour, appropriate serving dishes
- Good sequencing and dove-tailing of dishes so that all elements of the meal are served at the correct temperatures
- Appropriate serving of the meal
Evaluating the task (15 marks)

In order to gain high marks in this section, candidates need to discuss:

- The suitability of the meal chosen
- Any changes they would make to the choice of dishes if task was repeated and why?
- Time management
- How customers (consumers) would regard the meal in terms of appearance, flavour and texture
- What improvements they would make and why
- The size, cost and selling price per portion
- The nutritional content of the meal with valid comments
2.6 Investigating and Planning for Controlled Assessment Tasks 1 and 2

Pupils' Guide

In the practical session you need to show that you have investigated:

- Fruit and vegetables
- Dairy Products
- Rice and pasta

Whichever task you choose, all commodities can be discussed in the same way:

- How easy are they to obtain?
- Where can they be obtained?
- How expensive or inexpensive are they?
- How should they be stored?
- How long will they keep? Refer to cooked and uncooked, dried and fresh varieties, etc.
- What can they be used for? For example eggs have many uses to the caterer as they can be used as a main ingredient in a dish, to coat foods, to thicken liquids, to glaze pastry items, etc. Rice can be bought in many varieties so can be used in sweet and savoury dishes, hot and cold dishes.
- What types and varieties are available to the caterer?
- What are the different types used for? Name typical dishes they are used in.
- How versatile are the commodities i.e. can they be used in sweet and savoury dishes, can they be served at every meal of the day, can they be eaten raw or cooked, can they be eaten hot or cold?
- How easy are the commodities to a. prepare and b. cook?
- What do they add to dishes and menus in terms of colour, flavour and texture?
- What is their nutritive value?
- Who are they suitable for? Are they suitable for all age groups?
- Are they high or low risk foods? Explain why.
- Can customers with special dietary needs, food allergies or intolerances eat them?

Once you have carried out your research it should be easy to choose 4 dishes you think represent your chosen commodities most effectively.

Prepare, cook and serve the four dishes for your practical session.
2.7 Choosing dishes and planning practical tasks

Investigation or Research

Remember that this does not need to be in written format BUT photographs of displays, printouts from the computer, leaflets, etc. must be produced as evidence that you have carried out the research or investigation.

Choosing dishes

Choosing dishes to make for assessments is one of the most difficult tasks: Try to include a variety of colours, textures and flavours, mixtures that show skill such as:

- ‘rubbing-in’ e.g. pastry-making, crumble, biscuits, scones
- ‘creaming’ e.g. fairy cakes, pineapple upside down pudding, piped biscuits
- ‘whisking’ e.g. gateau, Swiss roll, roulade
- ‘sauce making’ e.g. béchamel, custard
- ‘yeast mixtures’ e.g. pizza, bread rolls
- dishes using high risk foods like meat, chicken and fish e.g. chicken chasseur, lasagne, fish pie.

Try also to make dishes, which show a variety of cooking methods such as boiling, baking, frying, grilling etc.

Reasons for choice

These could include some or all of the following:
- Dishes show a variety of colours (state the colours of each dish - remember to avoid all cream, brown or green)
- Dishes show a variety of textures (chewy, soft, crunchy, crisp, etc.)
- Cost - state if the dishes are economical, if you are using food in season, if you are using a wide or basic range of commodities. For the commodity task refer to your research
- Time taken to prepare and cook. All dishes should ‘fit’ into the given time (consider setting time as well as cooking or cooling time)
- Sale-ability. Customers in a restaurant would purchase the dish.
- Easy to portion control and serve. State how you will portion all dishes i.e. use of spoons, ladles, etc
- Dishes will look attractive (explain garnish/decoration which will help the dishes ‘stand out’)
- Dishes show a range of skills. You must include at least one high level (hands in) skill e.g. pastry, cake, biscuit, scone, bread, sauce mixture, complex meat or fish dish.
- Dishes show a variety of cooking methods (baking, frying, grilling, boiling),
- Dishes should be suitable for given groups (when preparing meals for children, vegetarians or old people)
- Nutritive value- this is especially important when preparing meals for children or people with special dietary needs e.g. vegetarians, vegans, etc
- Healthy eating- where possible include dishes that are low in fat, sugar and salt and high in fibre i.e. include wholemeal products, cereals, fresh fruit and vegetables to reflect current thinking and nutritional guidelines
- All your dishes should be suitable for producing in bulk – this reflects hospitality and catering; not cooking at home for a family
- Can be refrigerated/frozen for use another time. Can be kept hot (above 63°C) or reheated safely

N.B. Reheated food should not be served to high-risk groups.
• Make reference to personal hygiene and critical control points—how you will prepare yourself and where you will take extra hygiene/safety precautions. For example when preparing chicken—keep refrigerated, handle as little as possible, cook thoroughly, wash equipment and hands thoroughly to prevent cross contamination.

Writing a Time Plan

When you have decided on your menu or choice of dishes the writing of the time plan is the next difficult concept. The following method is a successful way of working out a time plan. Although it takes a lot of time to start with it ensures no stages are missed out. [For an alternative method devised for less confident students, click here]

Go through each dish and list the stages in making each one from mise en place through to serving. Number each stage as shown.

Tip: This is often easier to do in columns—the longer the column the more stages in preparing the dish so it reminds you to start the dish early in the practical session. You then need to ‘dovetail’ (fit together) each stage of each dish into a final time plan. Start with the dishes that need:

- the longest cooking time e.g. casseroles or pies
- the longest cooling time e.g. cakes that need to be decorated
- the longest setting time e.g. cheesecakes and mousses

Finish with the final garnish and serving. Make sure you START and FINISH at the correct times.

Allow at least 10 minutes for final garnish and decoration before serving.

SAMPLE EVIDENCE

Menu chosen:
Chicken Chasseur
Creamed Potatoes
Peas
Strawberry Gateau

(A) INDIVIDUAL RECIPES:

CHICKEN CHASSEUR:
1) Skin chicken, peel and chop onion, bacon, mushrooms, etc.
2) Fry chicken. Remove from pan.
3) Fry onion and bacon, add flour, wine, stock, tomatoes & the rest of the ingredients for sauce. Bring to boil.
4) Re-add chicken and simmer on hob for 45 mins.
5) Place in serving dish.
6) Garnish and serve.

STRAWBERRY GATEAU:
2) Turn onto wire rack and allow to cool.
3) Whip cream and cut strawberries into fans.
4) Decorate gateau. Refrigerate (portion control).
5) Serve.
CREAMED POTATOES:
1) Peel and chop potatoes, cover with fresh cold water.
2) Salt- bring to boil.
3) Simmer for 20 mins.
4) Drain- mash with butter and milk.
5) Place in serving dish, level top and fork round.
6) Garnish and serve.

PEAS:
1) Place peas in boiling water.
2) Simmer for 7-10 mins.
3) Drain- add butter.
4) Serve.

(B) TIME PLAN:

<table>
<thead>
<tr>
<th>TIME</th>
<th>ORDER OF WORK</th>
<th>SPECIAL POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.20</td>
<td>Chicken chasseur, fry chicken to seal. Remove and place on plate. Fry bacon and onion, add flour, tomatoes, stock, puree etc. Re-add chicken pieces and mushrooms. Simmer.</td>
<td>Use tongs to turn chicken. Very low heat for at least 45 mins.</td>
</tr>
<tr>
<td>9.40</td>
<td>Check gateaux base- remove from oven if cooked. Turn onto wire rack.</td>
<td>Should feel ‘springy’ in centre.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use oven gloves.</td>
</tr>
<tr>
<td>9.55</td>
<td>Decorate gateaux with swirls of cream and fanned strawberries.</td>
<td>Remember portion control. Refrigerate.</td>
</tr>
<tr>
<td>10.05</td>
<td>Wash up. Boil water in kettle for peas.</td>
<td></td>
</tr>
<tr>
<td>10.10</td>
<td>Put peas in pan. Add boiling water. Simmer for 7 - 10 minutes.</td>
<td>Medium heat.</td>
</tr>
</tbody>
</table>
10.15 Check potatoes- if cooked drain and mash with butter and milk. Spread in dish. Fork round. Cold water soak for pans! Place in oven to keep hot.

10.20 Drain peas. Place in serving dish. Place chasseur in serving dish and garnish with a row of parsley. Wipe edges of dishes.

10.25 Take gateaux from fridge. Place on table with main course dishes.

10.30 Garnish potatoes. Serve all dishes.

Complete washing up!

SHOPPING LIST/FOOD ORDER

The shopping list for your assessment must be written accurately in order to gain full marks. You must identify food correctly i.e. caster sugar, plain flour, block margarine and give the total amounts needed. Remember to include all garnishes and decorations on your shopping list. Use all metric quantities.

Using the following headings may help you identify the different commodities more easily:

- Butcher/Fishmonger
- Grocer
- Green Grocer
- Dairy

Under Green Grocer, group foods into vegetables, fruit and fresh herbs.

EQUIPMENT LIST

List the equipment you need to carry out you assessment under 3 headings:

<table>
<thead>
<tr>
<th>Preparation</th>
<th>Special equipment</th>
<th>Serving dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation: List all the equipment needed to make and cook your dishes including bowls, knives, piping bags, baking trays etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special equipment: List any special equipment needed (especially as it is limited in some rooms) e.g. microwave, toaster, hand held mixer, food processor, and fryer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Serving dishes: List all the serving dishes, flats, plates, vegetable dishes, salad bowls, etc. you need. Include paper doyleys and dish papers.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You should not have to use more than 1 or 2 items of the same type i.e. mixing bowls. You will lose marks and have too much washing up!
EVALUATION

Suitability of dishes chosen: What dishes did you make? Why were they suitable for the task?

Did you include a variety of **cooking skills** e.g. sauce making, pastry making, bread making, rubbing in, creaming, whisking? State what skills you used for each dish.

Did you include a variety of **cooking methods** i.e. boiling, baking, toasting, frying, poaching, microwaving? State what methods of cooking you used for each dish.

Comment on your **time management** during the task.

Customer acceptability: make comments about the appearance, flavour and texture of each dish (you must taste your food), correct number of portions, portion size, use of the correct sized dishes for amounts of food, attractive garnish or decoration, whether food was hot, cold or set as needed and the effect of the ‘whole’ table.

Would your food be acceptable for paying customers?

Suggest any **improvements** you would make if given the same task again. If you would choose a different dish(es), say what you would choose and why. If you could improve the “making” say how and why. If you would improve the presentation or change the order of work suggest how and why.

Calculate and comment on **cost per portion** and **portion size**.

For Task 2 only: Work out the **nutritional content** of the meal (using food tables or a computer programme). Comment on the nutritional value of the dishes or meal as appropriate for the task. For example if you are preparing a meal for a vegetarian explain the protein content of the meal. Vegetarians often lack iron and vitamin B so explain how you could boost their content.

For Task 2 only: Work out the **selling price** and comment on profit margins you would expect to make if working in a commercial establishment.
2.8 Sample: Task 1

The following sample Task 1 takes teachers through the ‘investigation’ process that candidates have to carry out before they choose dishes for their practical test.

The marking scheme states that:

‘Candidates should apply knowledge and understanding to the planning of the task.’

Candidates will need to show evidence of their investigation in considerable detail in their reasons for choice in order to achieve high marks. A logical way of doing this is shown in the sample task, which sets out clearly how the final decision on dishes for the task was made:

- research into the commodities (via the internet, visits, books, etc.)
- tasting sessions
- knowledge gained from part time job, taking part in events, class work, etc.
- writing of own specification to show understanding of task
- trialling sessions

Candidates who fail to show evidence of their investigation in their reasons for choice will be disadvantaged.

Some research can be placed in the appendices if it is appropriate. Candidates are allowed 4 pages or 8 sides of A4 (or equivalent) for their work.

The word count for this sample task is 4,400 words presented in Arial 11 point. Candidates who use a larger font size may find it difficult to write in sufficient detail to earn high marks.
Sample A Task 1

There is a wide variety of dairy products available for chefs to use. Using dairy products produce two sweet and two savoury dishes that could be included on a menu.

Investigation

For my investigation I will start by exploring dairy products. I will look at types and varieties available, cost, storage, nutritive value, ease of preparation and cooking, colour, flavour, texture and uses. When I have conducted my research I will choose four dishes, two savoury and two sweet, to demonstrate the use of dairy products that would be successful and profitable if sold in a catering outlet and show my skill as a cook. I will evaluate my dishes taking into account customer acceptability and cost per portion.

Dairy products have always been popular in the UK and although some dairy products are now imported, the country could be self-sufficient if needed. Some dairy products, notably milk, cream and cheese, are traditional foods that have been regarded as ‘staple’ foods in the UK for many years.

Milk: About 90% of the world’s milk comes from cows. The rest comes from goats, buffalo, sheep, reindeer, yaks and other ruminant animals. Most of the milk produced worldwide is sold as a beverage. The rest is made into dairy products such as cream, buttermilk, butter, cheese, yoghurt, soured cream, condensed milk, powdered milk, ice-cream and infant formula milk. Several types of milk are available: full cream or whole milk, semi-skimmed or half-fat milk, skimmed or low-fat milk, homogenised milk, UHT or long-life milk, dried or powdered milk, sterilised milk, etc. The catering industry uses different milks for different situations. With concerns about health, many caterers now choose to use semi-skimmed milk for cooking and dried or UHT milk is provided in hotel rooms with tea and coffee making facilities for customers’ use. Caterers need to be aware of customers with food allergies and intolerances and special dietary needs – vegans and people with lactose intolerance for example will request Soya milk (which is not a dairy product). Milk is still relatively inexpensive to buy, however, goats milk and some ‘special’ milks are more expensive depending on the processing. Milk is a perishable product so fresh milk must be refrigerated and used before it goes off. UHT, sterilised and powdered milks all have a longer shelf life. Milk is often referred to as a ‘perfect’ food and is highly nutritious. The main nutrients in milk are

<table>
<thead>
<tr>
<th>Nutrient</th>
<th>Needed for (function)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protein</td>
<td>Growth and maintenance of the body</td>
</tr>
<tr>
<td></td>
<td>Secondary source of energy</td>
</tr>
<tr>
<td>Fat</td>
<td>Provides body warmth and energy</td>
</tr>
<tr>
<td>Carbohydrates (lactose)</td>
<td>Provides energy for the body</td>
</tr>
<tr>
<td>Calcium</td>
<td>Helps bones and teeth to grow strongly</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>Needed for immunity from disease</td>
</tr>
<tr>
<td>Vitamin B1 (Thiamin)</td>
<td>Helps release energy from carbohydrate foods</td>
</tr>
<tr>
<td>Vitamin B2 (Riboflavin)</td>
<td>Cardiovascular health and release of energy from carbohydrate foods</td>
</tr>
<tr>
<td>Vitamin B6</td>
<td>Helps release energy from carbohydrate foods</td>
</tr>
<tr>
<td>Vitamin B12</td>
<td>Cardiovascular health and release of energy from carbohydrate foods</td>
</tr>
<tr>
<td>Vitamin D</td>
<td>Essential for bone growth, especially in young children</td>
</tr>
<tr>
<td>Vitamin K</td>
<td>Essential for bone growth, especially in young children</td>
</tr>
<tr>
<td>Water</td>
<td>Helps all bodily functions</td>
</tr>
</tbody>
</table>

Milk is sold ready to drink. It can however be used to make other drinks, sweet and savoury dishes and is suitable for customers of all ages.
Cheese: Cheese is a solid or semi-solid form of milk. Most cheese is made from cow’s milk. Sheep, goat, buffalo and reindeer milk is also used.

<table>
<thead>
<tr>
<th>Types of cheese</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hard pressed cheese</td>
<td>Cheddar, Cheshire, Lancashire</td>
</tr>
<tr>
<td>Soft cheese</td>
<td>Brie, Camembert</td>
</tr>
<tr>
<td>Blue veined cheese</td>
<td>Stilton, Danish Blue, Roquefort</td>
</tr>
<tr>
<td>Coloured cheese</td>
<td>Red Leicester</td>
</tr>
<tr>
<td>Flavoured cheese</td>
<td>Wensleydale with cranberries, Sage Derby, Boursin, Roulé</td>
</tr>
<tr>
<td>Un-ripened cheese</td>
<td>Cottage cheese and cream cheese</td>
</tr>
<tr>
<td>Processed cheese</td>
<td>Cheese spreads and cheese slices</td>
</tr>
</tbody>
</table>

Caterers can use cheese in a variety of ways, depending on its natural characteristics such as texture. For example a very hard cheese such as Parmesan grates very finely and stays dry. This means it is ideal for sprinkling over salads (Caesar salad) and pasta dishes (spaghetti carbonara). Crumbly cheese such as Cheshire can be used in salad dressings as it mixes in well. Firm cheese that can be cut into cubes, such as Greek Feta, makes a good salad ingredient. Some cheeses e.g. Emmenthal and Gruyere, thread and become stringy when heated and are good for fondues. Another stringy and stretchy cheese such as Mozzarella is good on pizzas. Cheese melts when it is heated because of the high fat content. It is easy to overcook so for successful results the cheese should be heated gently for a short time, mixed with a starchy food to help absorb the fat and grated to melt more easily and give a smooth result. As stated earlier the cheese chosen for a particular dish needs the characteristics the dish requires. Cheese can be combined with many other ingredients to make sweet and savoury dishes such as cheese dips, cheese soufflé and cheesecake. Cheese is highly nutritious (approximately \( \frac{1}{3} \) protein, \( \frac{1}{3} \) fat and \( \frac{1}{3} \) water with vitamins A and B2 and calcium) and increases the nutritional value of dishes e.g. macaroni cheese. Cheese can give flavour to bland ingredients in dishes like quiches and cauliflower cheese. It can be used as an attractive topping to add colour to a dish e.g. on au gratin dishes and it introduces interesting flavours and textures to dishes e.g. cheese and pineapple kebabs, cheese and pickle sandwich filling.

Cream: Cream is made up of milk fat, protein, milk sugar (lactose), minerals and vitamins (especially Vitamin A). There are different types of cream. Each type has a different amount of fat which means it can be used in different types of dishes. There are strict legal regulations controlling what cream is made of and how cream can be described. The different types of cream include:
- Single cream – used for pouring as an alternative to custard
- Whipping cream – used for pouring and can be piped and used as a filling or topping
- Double cream – used for pouring and can be piped and used as a filling or topping
- Clotted cream – used for spreading e.g. scones and cream
- Coffee cream / half cream – used for pouring instead of single cream
- Sour cream – similar to crème fraîche – good for savoury dishes
- Whipped cream – usually sold frozen for caterers – used for mousses, etc.
- Extra thick double cream – spoonable – will not whip
- Aerosol cream – used by many caterers for speed when adding toppings to desserts e.g. ice cream. Must be eaten soon after squeezed out of can as foam collapses
- Sterilized cream – for pouring or spooning (tastes cooked)

Yoghurt, Fromage frais and crème fraîche: Yoghurt belongs to a group of products called ‘fermented milks’. Most contain live bacteria so must be kept chilled. Some yoghurts described as pasteurised, sterilised or UHT do not contain live bacteria and may have a longer shelf life. Like Greek yoghurt, the natural full fat versions are used for curries, goulash, chilli con carne, casseroles, salad dressings, dips, etc. If the yoghurt is mixed with cornflour before heating it does not curdle. The low-fat and fat-free versions should be used for eating as they are.
Fromage frais is a fresh curd cheese that is very low in fat with a light, set texture and slightly sour taste. It is not as creamy as yoghurt or cream but can hold its shape so caterers use it on top of jacket potatoes, as a dip, to fill a tart case with fruit and as an alternative to cream for roulades, etc.

Crème fraîche is a very thick slightly sour-tasting cream with a high fat content (although half-fat versions are available). It is ideal for sauces, cheesecakes and bakes, as it stays smooth and creamy even if heated for a long time.

### Ice cream:
There are different types of ice cream but basically ice cream consists of milk, cream or custard mixed with sweeteners and flavourings. The mixture is stirred as it is chilled to prevent ice crystals forming. Ice-cream makers are used in many catering establishments to produce a range of home made interesting ice creams and sorbets. Ice cream is often served as a dessert in its own right but can be used in dishes such as Baked Alaska, Pavlovas, etc.

### Butter:
Butter is made from milk which is first separated into skimmed milk and cream. The cream is used to make butter. There are two types of butter

- **sweet cream butter** (where the fat globules in cream are hardened by chilling before churning. They then churn easily into butter)
- **lactic butter** (bacteria that produce lactic acid are added to the cream to start the process)

Each type of butter has a characteristic flavour. Both types can be bought salted and unsalted. Generally the UK, Australia and New Zealand make sweet cream butters and Denmark, Holland, France and other Scandinavian countries make lactic butters. Butter is a valuable food to the caterer because it improves the flavour and appearance of other ingredients. It brings out the natural flavour of foods like fish, vegetables and poultry. It adds to the taste of baked goods such as pastry, biscuits and cakes, it improves the appearance of foods as it gives a shiny glaze to foods that are grilled or fried. Butter is used primarily as a spread and prevents bread from absorbing moisture from fillings. Butter can be combined with herbs and spices to give flavoured butters served with steaks, etc. It is also combined with fish and minced chicken livers etc. to make pâté. Indian cookery uses ghee – a type of clarified butter.

The table below shows the characteristics of dairy products.

<table>
<thead>
<tr>
<th></th>
<th>Milk</th>
<th>Cheese</th>
<th>Cream</th>
<th>Yoghurt</th>
<th>Ice cream</th>
<th>Butter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Colour</strong></td>
<td>White</td>
<td>Varies from white to yellow, orange and blue</td>
<td>Pale colour</td>
<td>Any colour depending on type of yogurt</td>
<td>Pale cream to any colour depending on flavour</td>
<td>Yellow</td>
</tr>
<tr>
<td><strong>Flavour</strong></td>
<td>Mild</td>
<td>From mild to strong and flavoured</td>
<td>Mild to rich cream flavour</td>
<td>Neutral, quite bland to flavoured</td>
<td>Depends on flavour – e.g. vanilla, fruity</td>
<td>Mild</td>
</tr>
<tr>
<td><strong>Texture</strong></td>
<td>Smooth</td>
<td>From soft to creamy, crumbly, spreadable, hard</td>
<td>Smooth – ranges from thin to thick liquid</td>
<td>Smooth Some are set and some contain fruit</td>
<td>Smooth</td>
<td>Smooth, spreadable</td>
</tr>
<tr>
<td><strong>Cost</strong></td>
<td>Economical</td>
<td>Varies from economical to very expensive (Most expensive is Parmesan)</td>
<td>Varies according to quality e.g. single cream cheaper than double</td>
<td>Economical depending on brand, flavour</td>
<td>Varies depending on flavour, brand, etc.</td>
<td>More expensive than other spreads and margarines</td>
</tr>
<tr>
<td><strong>Storage</strong></td>
<td>Fresh must be refrigerated</td>
<td>Covered and refrigerated. Cold cheese loses flavour so remove from fridge 1 hour before eating</td>
<td>Refrigerated and used by ‘use by’ date.</td>
<td>Refrigerated and used by ‘use by’ date.</td>
<td>Frozen</td>
<td>Refrigerated (can be frozen)</td>
</tr>
<tr>
<td><strong>Ease of preparation</strong></td>
<td>Ready to drink</td>
<td>Ready to eat</td>
<td>Ready to eat</td>
<td>Ready to eat</td>
<td>Ready to eat</td>
<td>Ready to eat</td>
</tr>
</tbody>
</table>
Some examples of dishes containing dairy products

<table>
<thead>
<tr>
<th>Milk</th>
<th>Cheese</th>
<th>Cream</th>
<th>Yogurt</th>
<th>Ice cream</th>
<th>Butter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiche</td>
<td>Quiche</td>
<td>Chicken</td>
<td>Cream</td>
<td>On its own!</td>
<td>Flavoured butters to serve with</td>
</tr>
<tr>
<td>Pancakes</td>
<td>Macaroni cheese</td>
<td>Korma</td>
<td>substitute</td>
<td>Knickerbocker</td>
<td>steak / fish</td>
</tr>
<tr>
<td>Toad in the hole</td>
<td>Lasagne</td>
<td>Hungarian</td>
<td>Chicken</td>
<td>glory</td>
<td>Pastry</td>
</tr>
<tr>
<td>Sauces e.g.</td>
<td>Fish pie</td>
<td>pork</td>
<td>Passanda</td>
<td>Cakes e.g.</td>
<td>Cakes</td>
</tr>
<tr>
<td>macaroni cheese</td>
<td>Pizzas</td>
<td>Beef stroganoff</td>
<td>Chicken</td>
<td>Victoria sandwich</td>
<td>pastries</td>
</tr>
<tr>
<td>Fish pie</td>
<td>Pasta bakes</td>
<td>Mushroom</td>
<td>Korma</td>
<td>Biscuits e.g.</td>
<td>shortbread</td>
</tr>
<tr>
<td>Lasagne</td>
<td>Cheese and onion pasties</td>
<td>stroganoff</td>
<td>Middle Eastern</td>
<td>For frying</td>
<td>cheese</td>
</tr>
<tr>
<td>Trifle</td>
<td>Spinach</td>
<td>Normandy</td>
<td>Lamb</td>
<td>omelettes, fish,</td>
<td>Raita</td>
</tr>
<tr>
<td>Egg custard</td>
<td>roulade</td>
<td>pork</td>
<td>Cheesecake</td>
<td>steak, etc.</td>
<td>Salad</td>
</tr>
<tr>
<td>Crème caramel</td>
<td>Pork in camembert</td>
<td>Pavlova</td>
<td>Breakfast</td>
<td>dressing</td>
<td>dressings</td>
</tr>
<tr>
<td>Rice pudding</td>
<td>Salmon en croute</td>
<td>Lemon Posset</td>
<td>Raita</td>
<td>Dips</td>
<td>Dips</td>
</tr>
<tr>
<td>Lemon surprise pudding</td>
<td>Cheese scones</td>
<td>Crème Brulee</td>
<td>Salad</td>
<td>Smoothies</td>
<td>Smoothies</td>
</tr>
<tr>
<td>Scones</td>
<td>Cream cheese stars</td>
<td>Cheesecake</td>
<td>Cheesecake</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milk shakes</td>
<td>Stuffed vegetables</td>
<td>Trifle</td>
<td>Breakfast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smoothies</td>
<td>Cheese and pineapple kebabs</td>
<td>Profiteroles</td>
<td>Raita</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cheese and potato pie</td>
<td>Mousses</td>
<td>Salad</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cheesecake</td>
<td>Souffle</td>
<td>dressings</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chocolate pots</td>
<td>Dips</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Decorating gateau, etc.</td>
<td>Smoothies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Selection of ideas (Tasting and Trialling)**

Our catering group had several tasting sessions. One of the sessions involved cheese tasting. We tasted a selection of British cheese. The most popular cheeses were Cheddar, including Apple Wood Smoked Cheddar, Red Leicester, Lancashire and Wensleydale with cranberries. I work in a local hotel where cheese is a popular alternative to dessert. The hotel offers a range of British cheeses, which is served with home made biscuits and apple and cider chutney (sourced locally). I discovered that many caterers are promoting local, organic and British foods to meet customers’ needs.

_To help me choose dishes I have written the following specification. My dishes must_

- contain dairy products
- be two savoury and two sweet dishes
- be acceptable to paying customers
- allow me to show a range of skills
- be interesting and reflect current thinking on healthy eating, use of local, organic or British produce and customers with special dietary needs.

My initial ideas are based on the table of suggested ideas above

Savoury – quiche (would show pastry making skills and I could use a more unusual cheese e.g. Goat’s cheese or Stilton instead of the usual Cheddar in the filling to add interest)

A dish using a sauce – e.g. macaroni cheese, cauliflower cheese, lasagne or fish pie (lasagne and fish pie would show more skills than macaroni cheese)

Pizza (would allow me to use bread making skills – but the best cheese to use would be mozzarella and I want to concentrate on British cheeses)

Cheesecake – could be made with sieved cottage cheese, cream cheese, Ricotta cheese or mascarpone so a good choice. Butter could be used in the biscuit base to give a good flavour.
Gateau or roulade would both show whisking method – the roulade is more skilful as it has to be rolled but the gateau would show greater decoration skills. Profiteroles would show choux pastry making skill plus filling with piped cream. Crème Brulee would need careful cooking, chilling and then finishing so may not be appropriate in a timed test with need for higher oven temp. Crème caramel would show good use of milk but require long slow cooking. Trifle would show custard making using a blended sauce, good decorating skills.

Final trialling:
With a choice of only two sweet and two savoury dishes to demonstrate my skills I decided to base my trialling on the following dishes:
Fish pie and lasagne (trial Cheddar and Red Leicester)
Pizza and quiche (use stilton, goat’s cheese and cheddar and milk or cream)
Gateau and roulade (use cream and fromage frais)
Cheesecake – using different toppings to find most tasty (trial mascarpone, cottage cheese and cream cheese)
After carrying out the trial I will make my final decision based on appearance, taste, texture and my own confidence in making the different dishes.

Choice and Reasons for Choice
Dairy foods are extremely popular. Some dairy products like milk and cheese are excellent protein foods and can be eaten by vegetarians (but not vegans). However, many of them e.g. butter, cheese and cream, are high in fat. Low fat alternatives can be used to make dishes healthier. Examples include using skimmed or semi-skimmed milk instead of full fat milk, using cream alternatives such as Elmlea, using low fat cheeses such as Edam instead of Cheddar and low fat spreads instead of butter. I have tried to use low fat alternatives where possible i.e. using semi skimmed milk in the sauce for the fish pie and fromage frais instead of cream in the roulade. All these dishes have been tried and tested in my investigation and I think I have chosen the best dairy products in terms of taste, texture, food value and convenience for the dishes chosen.

Fish Pie – using semi-skimmed milk and Cheddar cheese
Stilton, Broccoli and tomato flan – using Stilton and single cream
Chocolate Roulade – filled with fromage frais
Lemon and Lime Cheesecake – using butter, condensed milk, cream cheese and cream
The dishes show a range of colours. Although most dairy products are cream or yellow, I hope to show that vibrant colours can be achieved by using other ingredients effectively. The dishes show a range of textures from soft, creamy fish pie to crumbly flan pastry filled with the distinctive flavour of blue cheese. The cheesecake will have a crisp base and a tangy topping from the lemon and lime and the roulade will be light and spongy filled with slightly sharp raspberry fromage frais.
The dishes fit into the time allocated. They are all suitable for producing in bulk. The dishes can be refrigerated or frozen for use at a later date. Because eggs are high-risk, a reheated flan should not be given to high-risk groups like children, elderly or people who are sick. Customers in a restaurant would be willing to pay for my dishes as they will look extremely attractive and taste delicious. The dishes will be easy to portion control by the use of garnish, decoration and cutting lines.
The dishes show a wide range of skills and cooking methods:
Fish pie – fish prep and cooking, sauce making, potato prep, cooking and mashing Cooking methods: poaching, boiling, sauce making on hob, grilling
Flan – Shortcrust pastry, handling pastry, veg. Prep
Cooking methods: blanching broccoli, baking
Roulade – whisking method, rolling sponge
Cooking methods: baking
Cheesecake – cold cookery, decoration skills
Cooking methods: use of hob to melt marg.

Health, safety and hygiene: Dairy products are perishable therefore I will keep all foods refrigerated before use and check the 'use-by' dates carefully. I will wear my whites, have my hair tied back, clean hands and nails, no jewellery and wash my hands frequently throughout the test to avoid cross-contamination. I will wear oven gloves when handling hot food and ensure I handle all equipment, especially knives, the electric mixer and hot pans safely. I will wash up in hot water and try to follow the ‘clean as you go’ rule throughout the test.

### Time Plan

<table>
<thead>
<tr>
<th>Time</th>
<th>Order of Work</th>
<th>Special Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00</td>
<td>Mise en place – set up table with basic ingredients.</td>
<td>Sanitise worktop. Keep perishables refrigerated. Light oven Gas 6/200ºC</td>
</tr>
<tr>
<td></td>
<td>Collect equipment and serving dishes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grate Cheddar cheese, crumble Stilton cheese</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Put eggs and sugar in bowl (for roulade) Grease and line Swiss roll tin</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Crush biscuits and prepare decoration for cheesecake</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Peel potatoes and prepare garnish for fish pie</td>
<td></td>
</tr>
<tr>
<td>9.20</td>
<td>Rub –up pastry for flan. Place in fridge</td>
<td>Resembles breadcrumbs</td>
</tr>
<tr>
<td>9.25</td>
<td>Make roulade: whisk eggs and sugar to a thick foam, gently fold in flour and</td>
<td>Gas 6 for 7 – 12 minutes until ‘springy’ in centre</td>
</tr>
<tr>
<td></td>
<td>cocoa powder. Pour into tin and allow to spread. Bake.</td>
<td></td>
</tr>
<tr>
<td>9.35</td>
<td>Add water to rubbed up pastry. Roll out and use to line loose-bottomed flan</td>
<td>Do not stretch pastry</td>
</tr>
<tr>
<td></td>
<td>tin. Allow to rest</td>
<td></td>
</tr>
<tr>
<td>9.45</td>
<td>Melt butter in small pan. Remove from heat, stir in biscuit crumbs. Press</td>
<td>Very low heat</td>
</tr>
<tr>
<td></td>
<td>into base of spring clip tin. Put small pan of water on to boil.</td>
<td></td>
</tr>
<tr>
<td>9.50</td>
<td>Check roulade. Quickly turn out onto sugared greaseproof, trim edges and</td>
<td>Work quickly</td>
</tr>
<tr>
<td></td>
<td>roll up. Allow to cool.</td>
<td></td>
</tr>
<tr>
<td>9.55</td>
<td>Cut broccoli into small florets – blanch for 2 minutes in boiling water.</td>
<td>Gas 6 for first 15 – 20 minutes then reduce heat and bake for further 15 – 20 minutes</td>
</tr>
<tr>
<td></td>
<td>Drain and refresh. Place in base of flan case with crumbled Stilton and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cherry tomatoes. Pour over egg and cream mixture. Bake</td>
<td></td>
</tr>
<tr>
<td>10.10</td>
<td>Cut potatoes into small even sizes. Add salt and bring to boil. Reduce heat</td>
<td>Simmer for 20 minutes</td>
</tr>
<tr>
<td></td>
<td>and simmer. Pour milk over fish in ovenproof dish. Place in oven</td>
<td>Gas 6 for 20 minutes</td>
</tr>
<tr>
<td>10.20</td>
<td>Make cheesecake topping: mix condensed milk and cream cheese with sugar,</td>
<td>Place in fridge</td>
</tr>
<tr>
<td></td>
<td>lime and lemon zest. Add cream and spread over biscuit base. Allow to set.</td>
<td></td>
</tr>
<tr>
<td>10.30</td>
<td>Wash up. Check quiche and reduce heat or cover if necessary.</td>
<td>Reduce heat to Gas 4</td>
</tr>
<tr>
<td>10.35</td>
<td>Check to see if fish is cooked</td>
<td>Should flake easily. Wash dish before re-adding fish.</td>
</tr>
<tr>
<td></td>
<td>Remove fish from dish. Pour milk into measuring jug.</td>
<td></td>
</tr>
<tr>
<td>10.40</td>
<td>Remove potatoes from heat and drain. Make cheese sauce (roux method) using</td>
<td>Stir sauce all the time on heat.</td>
</tr>
<tr>
<td></td>
<td>milk from fish. Boil; sauce for 2 mins. Remove from heat and add grated</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cheese. Pour over fish. Light grill</td>
<td></td>
</tr>
<tr>
<td>10.50</td>
<td>Remove quiche from oven</td>
<td>Should be golden and ‘set’</td>
</tr>
<tr>
<td></td>
<td>Mash potatoes till creamy.</td>
<td>Add butter, milk and pepper to taste.</td>
</tr>
<tr>
<td>Time</td>
<td>Task Description</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>11.10</td>
<td>Unroll roulade. Spread generously with raspberry fromage frais. Re-roll. Decorate with sieved icing sugar. Place on serving dish. Take care, as filling is quite sloppy.</td>
<td></td>
</tr>
<tr>
<td>11.20</td>
<td>Remove cheesecake from spring clip tin. Decorate cheesecake with piped cream and kiwi fruit. Show portion control.</td>
<td></td>
</tr>
<tr>
<td>11.30</td>
<td>Serve all dishes. Complete washing up.</td>
<td></td>
</tr>
</tbody>
</table>

**Shopping list**

<table>
<thead>
<tr>
<th>Green grocer</th>
<th>Grocer</th>
<th>Dairy</th>
<th>Butcher / Fishmonger</th>
</tr>
</thead>
<tbody>
<tr>
<td>750g potatoes</td>
<td>1 pack ginger biscuits</td>
<td>75g butter</td>
<td>500g white fish (haddock or cod)</td>
</tr>
<tr>
<td>1 head broccoli</td>
<td>200g plain flour</td>
<td>75g block marg</td>
<td></td>
</tr>
<tr>
<td>8 cherry tomatoes</td>
<td>15g SR flour</td>
<td>5 eggs</td>
<td></td>
</tr>
<tr>
<td>1 tomato</td>
<td>15g cocoa powder</td>
<td>125ml single cream</td>
<td></td>
</tr>
<tr>
<td>fresh parsley</td>
<td>90g caster sugar</td>
<td>200g cream cheese</td>
<td></td>
</tr>
<tr>
<td>1 lemon</td>
<td>15g icing sugar</td>
<td>250ml double cream</td>
<td></td>
</tr>
<tr>
<td>1 lime</td>
<td>1 tin sweetened condensed milk</td>
<td>1 pot raspberry fromage frais</td>
<td></td>
</tr>
<tr>
<td>1 kiwi fruit</td>
<td></td>
<td>100g Stilton cheese</td>
<td></td>
</tr>
</tbody>
</table>

**Equipment list**

<table>
<thead>
<tr>
<th>Preparation</th>
<th>Special Equipment</th>
<th>Serving Dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mixing bowl x 2</td>
<td>Electric whisk</td>
<td>Round flat for flan</td>
</tr>
<tr>
<td>Sieve</td>
<td>Grill</td>
<td>Long serving plate for roulade</td>
</tr>
<tr>
<td>Wooden spoon</td>
<td>Spring clip tin</td>
<td>Stand for cheesecake</td>
</tr>
<tr>
<td>Cook’s knife</td>
<td>Loose-bottomed flan tin</td>
<td>Au gratin dish for fish pie</td>
</tr>
<tr>
<td>Vegetable knife</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Palette knife, Fork</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tablespoon, Teaspoon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Piping bag and star nozzle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measuring jug</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metal plate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Potato masher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colander</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small pan x 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Large pan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pan stands x 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rolling pin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flour shaker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swiss roll tin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grater</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Evaluation
Suitability of dishes: I chose to make a fish pie, Stilton, broccoli and tomato flan, a chocolate roulade and a lemon and lime cheesecake for the task. The dishes were suitable because they showed a wide range of dairy products including butter, cream, cream cheese, fromage frais, Cheddar cheese, Stilton cheese and condensed milk. Other dairy products I could have used include mascarpone cheese or cottage cheese for the cheesecake; different cheeses for the quiche and fish pie e.g. Red Leicester for an orangey appearance, Cheddar for a good flavour, Edam for a low-fat option, etc. and a cream filling for the roulade. I believe I used the best products for the test to achieve the best results and show a wide range of dairy products. The dishes showed a range of practical skills including pastry making, sauce making and the whisking method and a range of cooking methods from boiling and poaching to grilling and baking.

Time management: I worked well and to my time plan throughout the test and was able to control the oven and hob well. The roulade was cooked quickly and rolled easily. The pastry on the quiche was cooked through and the topping was set. I used the grill efficiently to give a golden colour to the fish pie. I was finished on time with only the final washing up to complete.

Customer acceptability: The appearance of each dish was as I hoped. Each dish was appropriate for 4 portions and decorated accordingly. The fish pie was golden brown after grilling and garnished with parsley. The flan was golden but colourful from the broccoli and baby cherry tomatoes. The chocolate roulade was attractive with a light sprinkling of icing sugar. The cheesecake was portioned with piped cream and slices of kiwi fruit. On appearance, a paying customer would be happy to pay for my dishes.

Taste and texture: The fish pie was smooth and creamy. The sauce was lump free and went perfectly with the flaked fish and mashed potatoes. The flan smelt and tasted delicious. The combination of Stilton cheese, broccoli and tomatoes in a crisp pastry case was really good. It would be delicious served with a fresh green salad and crusty bread. The roulade sponge was light and the chocolate flavour went perfectly with the slightly sharp filling of the raspberry fromage frais. The cheesecake is one of my favourite dishes as the smooth tangy topping goes perfectly with the crunchy ginger nut biscuit base. The finished appearance with piped cream and kiwi fruit slices was very professional.

Changes and improvements: If I had the same task again, I would choose to make a lasagne instead of a fish pie because a meat sauce would be quicker to make than cooking fish and potatoes but it would still show the sauce making skill. However, fish pie is more British than lasagne and I chose to use mostly British products as I felt that it was important to reflect current thinking on food miles and provenance. Overall I was very pleased with the outcome of the task and would not change the presentation or order of work.

Costing (see appendices)
Fish pie costs £5.10 and serves 4 portions i.e. £1.28 per portion.
Stilton, broccoli and tomato flan costs £4.22 and serves 4 portions i.e. £1.06 per portion.
Chocolate roulade costs £1.32 and serves 4 portions i.e. 33p per portion.
Lemon and lime cheesecake costs £4.25 and serves 4 – 6 portions i.e. 71p - £1.07 per portion.

In order to make a profit, caterers would need to consider food costs, overheads such as gas, electricity, heating and lighting, staff wages and profit. All the dishes I made would make a good profit if sold in a restaurant as customer acceptability was excellent. The average price of a main course would be at least £5.00 per portion and the average cost of a dessert approximately £3.00 per portion.
Appendices

Photographs from tasting sessions and trialling sessions

Costing

<table>
<thead>
<tr>
<th>Recipe</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fish Pie</strong></td>
<td></td>
</tr>
<tr>
<td>500g white fish (haddock or cod)</td>
<td>3.50</td>
</tr>
<tr>
<td>250ml milk</td>
<td>20</td>
</tr>
<tr>
<td>750g potatoes</td>
<td>35</td>
</tr>
<tr>
<td>25g butter</td>
<td>08</td>
</tr>
<tr>
<td>75ml milk</td>
<td>07</td>
</tr>
<tr>
<td>100g Cheddar cheese</td>
<td>75</td>
</tr>
<tr>
<td>1 tomato/parsley</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>5.10</td>
</tr>
<tr>
<td><strong>Stilton, broccoli and tomato flan</strong></td>
<td></td>
</tr>
<tr>
<td>150g plain flour</td>
<td>10</td>
</tr>
<tr>
<td>75g block margarine</td>
<td>12</td>
</tr>
<tr>
<td>100g Stilton cheese</td>
<td>2.00</td>
</tr>
<tr>
<td>1 small head broccoli</td>
<td>75</td>
</tr>
<tr>
<td>8 cherry tomatoes</td>
<td>60</td>
</tr>
<tr>
<td>2 eggs</td>
<td>30</td>
</tr>
<tr>
<td>125ml single cream</td>
<td>35</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4.22</td>
</tr>
<tr>
<td><strong>Chocolate roulade</strong></td>
<td></td>
</tr>
<tr>
<td>3 eggs</td>
<td>45</td>
</tr>
<tr>
<td>75g caster sugar</td>
<td>12</td>
</tr>
<tr>
<td>60g SR flour</td>
<td>04</td>
</tr>
<tr>
<td>15g cocoa powder</td>
<td>15</td>
</tr>
<tr>
<td>1 tub raspberry fromage frais</td>
<td>50</td>
</tr>
<tr>
<td>15g icing sugar</td>
<td>06</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1.32</td>
</tr>
<tr>
<td><strong>Lemon and Lime cheesecake</strong></td>
<td></td>
</tr>
<tr>
<td>175g ginger biscuits</td>
<td>60</td>
</tr>
<tr>
<td>50g butter</td>
<td>16</td>
</tr>
<tr>
<td>1 tin sweetened condensed milk</td>
<td>84</td>
</tr>
<tr>
<td>200g cream cheese</td>
<td>1.20</td>
</tr>
<tr>
<td>1 lemon</td>
<td>20</td>
</tr>
<tr>
<td>1 lime</td>
<td>25</td>
</tr>
<tr>
<td>250ml double cream</td>
<td>75</td>
</tr>
<tr>
<td>1 kiwi fruit</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4.25</td>
</tr>
</tbody>
</table>
Sample Practical Task 1 – Mark scheme

Planning: 9 marks
Good research evident from investigation, log of work and photographic evidence. Very good understanding of task evident in planning. Dishes chosen demonstrate mostly high-level skills. A logical plan of work produced.

Making: 18 marks
A very high standard of competence was evident throughout practical session. Dishes showed a very high standard of presentation. Every dish garnished or decorated to a high standard. Piped cream used on cheesecake. Candidate applied all safety and hygiene rules throughout task. Excellent organisation of work and workbench.

Evaluation: 9 marks
Candidate has evaluated the task and made sound reasoned judgements. Costing accurate and cost per portion calculated. There are some comments on the findings.

Overall mark awarded 36/40 - an A grade

Why an A not an A*?

The background research/investigation into dairy products ‘looks’ a bit dull and could have been livened up with items such as ‘the eat well plate’ or ‘healthy eating pyramid’ to show how dairy products fit into healthy eating guidelines. The candidate could also have included work relating to how dairy products cater for special dietary needs like vegetarianism and lactose intolerance.

There are still some gaps and omissions in the choice and reasons for choice section i.e. you can ask why or how at the end of some of the statements e.g. the candidate states that she has tried to use low fat alternatives in the fish pie and the roulade but does not explain why.

The evaluation is very good, but as with the planning there are gaps and omissions and occasions where the marker can ask why e.g. the candidate states she could have used cottage cheese or mascarpone for the cheesecake but does not state why. The task is evaluated (but not in detail) and the candidate has made sound reasoned judgements. The costing is accurate and there are some comments relating to cost per portion and profit, but this has not been developed.
2.9 Controlled Assessment Task 2

Task A

An example of the investigation that could be carried out for the 'Healthy Eating' task

Background Information

- What does healthy eating mean?
- Why is healthy eating so important?
- Who or what promotes or affects healthy eating?
- What changes are there in customer demand (popularity of organic foods, free-range foods and locally grown foods)?
- Identify some of the Government initiatives to promote healthy eating e.g. ‘Healthy Schools’, ‘Licence to Cook’ and the ‘5 a day’ campaign.
- Explain the impact one or more of these Government initiatives have had in your area.
- Investigate the quality and range of manufactured food available to the caterer.

Nutritional Knowledge

- Show an understanding of the main nutrients (plus fibre and water) in relation to Government guidelines relevant to nutrition
- Investigate the nutritional requirements for children in schools
- Look at the nutritional requirements for school children with special dietary needs or who have food allergies or intolerances.

Associated Practical Work

- Look at recipes and menus for school children, including those with special dietary needs.
- Adapt recipes to meet nutritional guidelines
- Plan a week’s menus for school children in either a primary or secondary school. Remember that cost is an important factor as well as nutritional balance and choosing food that children will enjoy.

Prepare, cook and serve one of your day’s menus for your practical task.
Task B

An example of the investigation that could be carried out for the ‘Vegetarian’ task

Background Information
- What is vegetarianism?
- What are the different types of vegetarian?
- Reasons for vegetarianism.
- Trends in vegetarianism i.e. an increase in vegetarianism – explain this increase, links to healthy eating and religious and ethnic diets.
- Developments in food products available for vegetarians.
- Investigate the quality and range of manufactured food available to the caterer.
- Investigate the vegetarian dishes available on menus in your local area.

Nutritional Knowledge
- Show an understanding of the main nutrients (plus fibre and water) in relation to vegetarian diets.
- Investigate the nutritional requirements for different types of vegetarian.
- Look at the nutritional requirements for vegetarians with special dietary needs, including food allergies and intolerances.

Associated Practical Work
- Look at vegetarian dishes on offer in local restaurants.
- Plan a range of dishes that would offer an exciting alternative to the usual salads or omelettes offered to vegetarians in food outlets. Remember to offer dishes that would be acceptable to different types of vegetarian.

Prepare, cook and serve a two-course meal for vegetarian guests in your practical task.
Task C

An example of the investigation that could be carried out for the ‘International Cuisine’ task.

Background Information

- How is ‘International Cuisine’ defined?
- What influences the cuisines (or cookery) of particular countries?
- Who or what promotes or affects international cuisine?
- What is the customer demand in the UK for international food (ethnic groups who live in the UK, international travel, speed of importing goods)?
- Explain the impact that international cuisines have had in your area (range of food outlets, food ranges in supermarkets).
- Investigate the quality and range of manufactured international food available to the caterer.
- Choose one country to investigate in more depth.

Nutritional Knowledge

- Show an understanding of the main nutrients (including fibre and water) and state how the food from your chosen country meets Government guidelines for health.
- Look at the nutritional requirements for customers with special dietary needs, including food allergies and intolerances.

Associated Practical Work

- Look at recipes and menus available in international restaurants (or dishes on restaurant menus) in your area.
- Adapt recipes when needed to reflect local produce or produce currently unavailable in the UK.
- Plan a range of dishes that would reflect your chosen cuisine.

Prepare, cook and serve a two-course meal to represent the country of your choice in your practical task.
## TASK 1

Teachers may use the following summary and mark range as a guide for marking and placing candidates in rank order for the practical assessments.

<table>
<thead>
<tr>
<th>MARK RANGE</th>
<th>GRADE</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 - 6</td>
<td>G</td>
<td>Has shown a limited understanding and interpretation of task. Lacks organisation. Has achieved limited investigation and planning skills resulting in a restricted level of competence and practical performance. Practical work lacks quality finish. Written information is poorly organised. Little or no use of specialist language.</td>
</tr>
<tr>
<td>7 - 10</td>
<td>F</td>
<td>Has shown a limited understanding of the task. Support is required at most stages of the work. Is able to carry out the minimum requirements of the task i.e. produce four edible dishes. Shows limited competence and ability in practical skills. Outcome lacks quality finish. Limited conclusions drawn with only superficial analysis of the task undertaken. Information is poorly organised with only basic use of specialist language.</td>
</tr>
<tr>
<td>11 - 17</td>
<td>E</td>
<td>Has shown a basic understanding of the task and is able to apply some knowledge and plan a course of action. Dishes appropriate but show basic skills only. Some areas of competence especially with basic skills but still areas of weakness. Basic conclusions drawn with limited ability to assess and evaluate work. Limited organisational skills and methodology. Some use of specialist language but with errors in spelling, punctuation and grammar.</td>
</tr>
<tr>
<td>18 - 22</td>
<td>D</td>
<td>Has shown an ability to analyse the task and carry out relevant investigation. Is able to apply knowledge and plan and carry out the task with reasonable competence. Food presented quite well. Has made a reasonable attempt at analysis of task with some ability to assess and evaluate work. Information shows evidence of structure and use of specialist language but with some errors in spelling, punctuation and grammar.</td>
</tr>
<tr>
<td>23 - 29</td>
<td>C</td>
<td>Is able to understand and apply relevant knowledge to the task with some evidence of accuracy and precision. Investigation backs up choice of dishes. Has shown discrimination in choosing dishes relevant to the task. Logical plan although some points may be omitted. Little guidance is required. Is well-prepared and able to carry out the practical efficiently demonstrating a range of skills. Good standard of presentation. Is able to make a reasoned and logical assessment of the completed task. Good use of specialist language is evident with some errors in spelling, punctuation and grammar.</td>
</tr>
<tr>
<td>30 - 33</td>
<td>B</td>
<td>Has shown an ability to identify and analyse the significant factors of the task. Has demonstrated a sound understanding of knowledge. Is able to plan a course of action and show a high level of competence in its execution, with the majority of tasks performed efficiently and competently, demonstrating a range of skills. High standard of presentation. Has evaluated results with a good attempt at analysis and justification related to the task with reasoned conclusions. Good use of specialist language is evident with few errors in spelling, punctuation and grammar.</td>
</tr>
<tr>
<td>34 - 37</td>
<td>A</td>
<td>Has shown a detailed understanding and interpretation of the task recognising both the possibilities and limitations of the task and requiring no support. Is able to plan and use a wide variety of resources competently, plan a logical sequence of work and carry out the practical task with precision showing a high level of competence and confidence. Very high standard of presentation. Has shown evidence of critical evaluation to justify decisions taken in relation to the task. Written work is well structured, clearly expressed and largely error free. Very good use of specialist language.</td>
</tr>
<tr>
<td>38 - 40</td>
<td>A*</td>
<td>Has shown a detailed understanding and interpretation of the task through the use of a wide variety of resources, using knowledge and understanding in planning and developing the task. Is able to establish priorities for precision and control. Has shown an exceptionally high standard of competence with faultless presentation. Has demonstrated an application of high-level evaluation skills in assessing work and making reasoned judgements related to the task. Work is well organised. Excellent use of specialist language is evident and work is largely error free.</td>
</tr>
</tbody>
</table>
**TASK 2**

Teachers may use the following summary and mark range as a guide for marking and placing candidates in rank order for the practical assessments.

<table>
<thead>
<tr>
<th>MARK RANGE</th>
<th>GRADE</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 - 10</td>
<td>G</td>
<td>Has shown a limited understanding and interpretation of task. Selection and application of relevant knowledge is limited and poorly organised. Planning and selection and development of ideas are very limited and often inappropriate for the task. Restricted statements to support final chosen dishes evident. Limited manipulative skills resulting in a restricted level of competence and finish in practical performance. Has achieved a very limited task and is able to draw only simple conclusions in evaluating the task. Written information is poorly organised. Little or no use of specialist language and frequent errors in spelling, punctuation and grammar are evident.</td>
</tr>
<tr>
<td>11 - 20</td>
<td>F</td>
<td>Has shown a limited understanding and interpretation of the task. Support is required at most stages of the work. Planning and development and selection of ideas are limited with little evidence to support decisions. Is able to carry out the minimum requirements of the task i.e. produce a two-course meal. Shows limited competence and ability in practical skills. Outcome lacks quality finish. Has achieved a restricted task with a limited appraisal of work undertaken. Information is poorly organised. Little use of specialist language is evident with frequent errors in spelling, punctuation and grammar.</td>
</tr>
<tr>
<td>21 - 30</td>
<td>E</td>
<td>Has shown a basic understanding and interpretation of the task and is able to apply some knowledge and plan a course of action. Planning and development and selection of ideas are simple with a basic attempt to justify choices evident. Dishes chosen are appropriate but show basic skills only. Some areas of competence especially with basic skills but still areas of weakness and may need occasional assistance. Some presentation skills are evident. Evaluation and analysis are rather general and lacking specific details with limited suggestions for improvement. Written work shows some evidence of structure with limited use of specialist language but with some errors in spelling, punctuation and grammar.</td>
</tr>
<tr>
<td>31 - 41</td>
<td>D</td>
<td>Has shown a basic but individual interpretation of the task with some ability to show understanding of the task. Has displayed ability to select relevant information with evidence of background knowledge applied. Planning and development and selection of ideas are appropriate to the task and supported by evidence. Can execute a range of skills with reasonable competence. Food presented quite well. Has made a reasonable attempt at analysis and evaluation of task with some suggestions for further improvements. Information shows evidence of structure and use of specialist language but with some errors in spelling, punctuation and grammar.</td>
</tr>
<tr>
<td>42 - 52</td>
<td>C</td>
<td>Has shown an individual approach to the task with evidence of the ability to interpret and show understanding of the task. Has produced a range of ideas appropriate to the task with evidence of discrimination in choosing dishes relevant to the task. Is well-prepared and able to carry out the practical efficiently demonstrating a range of skills. Good standard of presentation. Is able to make a reasoned and logical assessment of the completed task. Good use of specialist language is evident with some errors in spelling, punctuation and grammar.</td>
</tr>
<tr>
<td>53 - 62</td>
<td>B</td>
<td>Has shown an ability to identify and analyse the significant factors of the task. A good selection of appropriate research is included and analysed to formulate a plan of action. Has produced a logical plan for making and shown a high level of competence in its execution, with the majority of tasks performed efficiently and competently, demonstrating a range of skills. High standard of presentation. Has evaluated the task with a good attempt at analysis and justification related to the task with reasoned and logical conclusions. Good use of specialist language is evident with few errors in spelling, punctuation and grammar.</td>
</tr>
<tr>
<td>63 - 73</td>
<td>A</td>
<td>Has shown a detailed understanding and interpretation of the task and has demonstrated a high level of research and application of knowledge. Ideas are realistic, imaginative and reflect an individual approach. Is able to plan and use a wide variety of resources competently, plan a logical sequence of work and carry out the practical task with precision showing a high level of competence confidence. Very high standard of presentation. Has shown evidence of critical evaluation to justify decisions taken in relation to the task with sensible suggestions for improvement and possible further work. Written work is well structured, clearly expressed and largely error free. Very good use of specialist language with exemplary spelling, punctuation and grammar.</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>A+</td>
<td>Has shown a mature understanding and interpretation of the task. The task is thoroughly researched and relevant information is selected prior to applying relevant knowledge to the task. Has displayed an individual and inventive approach to the task. Has shown an exceptionally high standard of competence with faultless presentation. Has comprehensively assessed, justified and evaluated plans, methods and results drawing on relevant evidence. Has demonstrated realistic proposals for improvement or modification and made several suggestions for developing further work. Information is collated concisely and clearly and displays excellent use of specialist language.</td>
<td></td>
</tr>
<tr>
<td>74 - 80</td>
<td>A*</td>
<td></td>
</tr>
</tbody>
</table>
2.11 Hospitality: Events *(Power Point presentation)*

Click the blue text to open the attachment window.
Open the files “GCSE Hospitality Event_Unit 3 ” and “Type of Hospitality Events.pps”
### 2.12 A guide for marking practical work: Hospitality events

Suggested guide for marking practical work for events:

#### Kitchen: Production

<table>
<thead>
<tr>
<th>Hygienic practices (4)</th>
<th>hair clipped or tied back, no make up, clean whites</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>no nail varnish, clean, short nails</td>
</tr>
<tr>
<td></td>
<td>no licking fingers, neat, orderly working, cleaning as you go along</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Food storage and handling (4)</th>
<th>food stored appropriately until use (e.g. cream in fridge)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>food handled appropriately (e.g. use of boards, metal plates for peelings, minimum waste)</td>
</tr>
<tr>
<td></td>
<td>correct commodities and quantities used</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use of Equipment (4)</th>
<th>safe and correct use of equipment for task (e.g. correct knife, food processor, etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>safe and appropriate use of oven and hob – use of oven gloves, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organisation and Timing (6)</th>
<th>preparation of unit, equipment and ingredients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>clean, organised working throughout</td>
</tr>
<tr>
<td></td>
<td>washing up and putting away equipment when finished with</td>
</tr>
<tr>
<td></td>
<td>working to time and making good use of time</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills and Production (12)</th>
<th>competent handling skills (e.g. chopping, pastry making, cake making, etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>independent working</td>
</tr>
<tr>
<td></td>
<td>ability to follow recipe</td>
</tr>
<tr>
<td></td>
<td>high standard of food production and presentation</td>
</tr>
</tbody>
</table>

#### Kitchen: Service

<table>
<thead>
<tr>
<th>Hygienic practices (4)</th>
<th>hair clipped or tied back, no make up, clean whites</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>no nail varnish, clean, short nails</td>
</tr>
<tr>
<td></td>
<td>no licking fingers, neat, orderly working, cleaning as you go along</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organisation of oven, hob and unit for service (4)</th>
<th>controlling heat so that food is cooked and ready for service</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>collecting and laying out serving equipment e.g. ladies, knives, fish slices, etc.</td>
</tr>
<tr>
<td></td>
<td>organisation of garnishes and accompaniments</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timing and speed of service (6)</th>
<th>serving food quickly and accurately when ordered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>working ‘through’ kitchen manager</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation of food (10)</th>
<th>clean plates, correct and even portion size, appropriate garnish or decoration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>appearance of food on plate (colour, shape, neatness, cleanliness)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cleaning kitchen (5)</th>
<th>correct use of dishwasher or washing up appropriately by hand</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>washing up and stacking of clean crockery in appropriate place</td>
</tr>
<tr>
<td></td>
<td>washing up and sorting cutlery</td>
</tr>
<tr>
<td></td>
<td>washing up and returning equipment to original place</td>
</tr>
</tbody>
</table>
### Restaurant: Preparation

| Hygienic practices (4) | Hair back, no make up, clean and appropriate uniform  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>no licking fingers, organised working, clearing kitchen area after steam cleaning</td>
</tr>
</tbody>
</table>
| Cleaning and Handling (4) | Steam cleaning carried out efficiently  
|                         | Cutlery, glasses and china handled appropriately |
|                         | Cleaning of sweet trolley, dumb waiter, restaurant (window sills, work tops, etc.) |
| Use of Equipment (4)    | Setting up warming cupboard and dishwasher  
|                        | Use of equipment for making salads, preparing butters, bread baskets etc. |
| Organisation of restaurant and kitchen for service (6) | Preparation of tables  
|                      | Organisation of drinks in fridges, collecting juice jugs, bottle openers, etc.  
|                      | Organisation of plates, dessert dishes, serving dishes, salad bowls, etc.  
|                      | Making effective use of time |
| Skills and Production (12) | Competent handling skills (e.g. setting tables, folding napkins, etc.)  
|                          | Independent working  
|                          | High standard of table laying and presentation of restaurant  
|                          | Preparation of waiters’ pads |

### Restaurant: Service

| Hygienic practices (5) | Hair back, no make up, clean and appropriate uniform  
|------------------------|------------------------------------------------------|
|                        | No licking fingers, organised working, clearing kitchen area after steam cleaning  
|                        | Appropriate dress for service (no bare midriffs, short skirts) |
| Organisation of table service (4) | Correct waiters’ pads, serving spoons, bread, butter, salad, dressing, etc.  
|                        | Waiters cloths organised  
|                        | Drinks opened and ready, water jugs on table |
| Timing, speed and quality of food service (8) | Working ‘through’ restaurant manager  
|                        | Serving drinks efficiently  
|                        | Serving food and accompaniments appropriately  
|                        | ‘Topping up’ water jugs, etc. as necessary  
|                        | Clearing plates, dishes, glasses, etc. efficiently |
| Customer Care (8) | Meeting, greeting and seating guests  
|                        | Taking orders  
|                        | Carrying out satisfaction check  
|                        | Being observant, attentive and helpful throughout service  
|                        | Collecting money and saying goodbye to guests |
| Clearing Restaurant (5) | All crockery, glasses, etc. neatly put away in correct cupboards  
|                        | Tables put back to ‘classroom’ style  
|                        | Fridge emptied and wiped  
|                        | Tablecloths and slips sorted for washing |
3. Teacher Resources

3.1 Practical lessons - Assessment Criteria

One of the best ways I have found of monitoring students’ progress and ability in practical lessons is to mark on a 3-point scale. It sounds time-consuming, but is very quick once you are used to it. Many teachers cannot justify the marks they award, particularly if marking out of 10, but this mark scheme is very specific for areas that need to be assessed. These areas are as follows: working methods, practical skills and professional practice.

On the mark grid as follows, write down the dish made each lesson. It is then easy to see students’ success or problems each lesson. For example, problems with timing, difficulties making pastry or not wearing whites.

A Working Methods

Selection of equipment and materials
Organisation of work
Timing

B Practical Skills

Preparation
Production
Presentation

C Professional Practice

Wearing of whites, hair back, no jewellery, etc.
Hygiene – personal, food and kitchen
Safety
A professional attitude

Marks Awarded

3 marks very good
2 marks good
1 mark satisfactory
0 marks unsatisfactory/ unacceptable

Note

The marking scheme has 4 marks. This means that zero is a valid mark and should be awarded whenever the student’s work is unsatisfactory.
3.2 Practical lessons - Mark sheet

This exemplar is one way of internally assessing pupils work as they go along.

| Surname | Forename | A | B | C | A | B | C | A | B | C | A | B | C | A | B | C | A | B | C | A | B | C |
3.3 The Traffic Light System

The traffic light system can be very effective when used to monitor students' progress in writing up their event folder.

There are 4 colours used:

- **Red**: work missing / not handed in
- **Amber**: work below the required standard
- **Green**: work completed to a satisfactory standard
- **Blue**: work that exceeds required standard / target grade

A list of students' names is entered in the left hand column.

Each element of the 'Event' write up is listed along the top. For example, research on venues, staffing, resources, etc.

When students complete and hand in a piece of work it is assessed according to the mark scheme and the appropriate colour is recorded.

**Why use this system?**

It is easy for students to check their own progress.

It is easy to report students progress to parents.

It is easy for staff to monitor student's work and suggest targets as a 'starter' or 'plenary' of a lesson e.g. 'your target by the end of the lesson or for homework is to convert one of your red or amber squares to a green one'.

Senior staff and Ofsted inspectors can see that staff are monitoring work, setting realistic targets and know exactly what their students are achieving.
| Name          | predicted grade | Current work grade | Introduction | Spider diagram | Weekly planning chart | Job role(s) for this event | Teamwork | Types of menus | Room plan | Hygiene HACCP | Fire Drill | Risk Assessment | Recipes tasted and written up | Recipes tasted and written up | Recipes tasted and written up | Recipes tasted and written up | Menu and invitations | Shopping list | Quotations of ingredients for the event | Task plan for the day of the event | Customer care | Portion control | Coating out the event | Write up of event | Practical participation in event | Pictures of event | Evaluation of written work | Evaluation of teamwork | Improvements that could be made with re-actors | Planning A5 | practical for event A50 | Evaluation grade A50 |
|--------------|----------------|--------------------|--------------|----------------|----------------------|--------------------------|------------------------|-----------------|----------------|-----------|----------------|----------|----------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|------------------------|-----------------|--------------------------------|--------------------------|---------------------|-----------------------|------------------|-------------------|---------------------|------------------------|-----------------|------------------------|------------------|---------------------|------------------------|---------------------|
| Student A    |                | C                  | C/B          | C              | C                    | B                        | B                      | A               | A              | B         | A              | B        | A              | 1                               | 1                               | 1                               | 1                               | A                      | B               | C                             | A                        | 1                   | 1                     | 1                 | 1                  | 1                   | 1                     | 1                   | 1                     | 1                 | 1                  | 1                   |
| Student B    |                | C                  | C/D          | C              | C                    | B                        | B                      | A               | A              | B         | A              | B        | A              | 1                               | 1                               | 1                               | 1                               | A                      | B               | C                             | A                        | 1                   | 1                     | 1                 | 1                  | 1                   | 1                     | 1                   | 1                     | 1                 | 1                  | 1                   |
| Student C    |                | m                  | C/D          | C              | C                    | E                        | E                      | E               | E              | E         | E              | E        | E              | 1                               | 1                               | 1                               | 1                               | E                      | B               | C                             | A                        | 1                   | 1                     | 1                 | 1                  | 1                   | 1                     | 1                   | 1                     | 1                 | 1                  | 1                   |
| Student D    |                | C                  | C            | C              | C                    | B                        | B                      | B               | B              | B         | B              | B        | B              | 1                               | 1                               | 1                               | 1                               | B                      | B               | A                             | B                        | 1                   | 1                     | 1                 | 1                  | 1                   | 1                     | 1                   | 1                     | 1                 | 1                  | 1                   |
| Student E    |                | B                  | C/D          | C              | C                    | C                        | B                      | A               | A              | A         | A              | A        | A              | 1                               | 1                               | 1                               | 1                               | A                      | B               | C                             | A                        | 1                   | 1                     | 1                 | 1                  | 1                   | 1                     | 1                   | 1                     | 1                 | 1                  | 1                   |
| Student F    |                | D                  | C            | C              | C                    | C                        | E                      | B               | B              | B         | B              | B        | B              | 1                               | 1                               | 1                               | 1                               | B                      | B               | C                             | A                        | 1                   | 1                     | 1                 | 1                  | 1                   | 1                     | 1                   | 1                     | 1                 | 1                  | 1                   |
| Student G    |                | D                  | C            | C              | C                    | C                        | E                      | B               | B              | B         | B              | B        | B              | 1                               | 1                               | 1                               | 1                               | B                      | B               | C                             | A                        | 1                   | 1                     | 1                 | 1                  | 1                   | 1                     | 1                   | 1                     | 1                 | 1                  | 1                   |
| Student H    |                | C                  | C/D          | D              | E                    | E                        | E                      | E               | E              | E         | E              | E        | E              | 1                               | 1                               | 1                               | 1                               | E                      | B               | C                             | A                        | 1                   | 1                     | 1                 | 1                  | 1                   | 1                     | 1                   | 1                     | 1                 | 1                  | 1                   |
| Student I    |                | C                  | C/D          | C              | C                    | E                        | E                      | E               | E              | E         | E              | E        | E              | 1                               | 1                               | 1                               | 1                               | E                      | B               | C                             | A                        | 1                   | 1                     | 1                 | 1                  | 1                   | 1                     | 1                   | 1                     | 1                 | 1                  | 1                   |
| Student J    |                | E                  | C            | C              | C                    | E                        | E                      | E               | E              | E         | E              | E        | E              | 1                               | 1                               | 1                               | 1                               | E                      | B               | C                             | A                        | 1                   | 1                     | 1                 | 1                  | 1                   | 1                     | 1                   | 1                     | 1                 | 1                  | 1                   |
| Student K    |                | B                  | C            | C              | C                    | C                        | B                      | B               | B              | B         | B              | B        | B              | 1                               | 1                               | 1                               | 1                               | B                      | B               | C                             | A                        | 1                   | 1                     | 1                 | 1                  | 1                   | 1                     | 1                   | 1                     | 1                 | 1                  | 1                   |

95%
### 3.4 Culinary Terms

<table>
<thead>
<tr>
<th>TERM USED</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>accompaniments</td>
<td>Items offered separately to main dish e.g. vegetables and sauces</td>
</tr>
<tr>
<td>al dente</td>
<td>Literally means ‘to the tooth’ i.e. firm to the bite</td>
</tr>
<tr>
<td>au gratin</td>
<td>Sprinkled with cheese and/or breadcrumbs and browning under a grill</td>
</tr>
<tr>
<td>bain-marie</td>
<td>A container of water used to keep foods hot without fear of burning or to cook delicate foods</td>
</tr>
<tr>
<td>brûlée</td>
<td>‘Burned’ e.g. crème brûlée or burned cream</td>
</tr>
<tr>
<td>bouquet garni</td>
<td>A bundle of herbs</td>
</tr>
<tr>
<td>coulis</td>
<td>Sauce made of fruit or vegetable puree</td>
</tr>
<tr>
<td>croutons</td>
<td>Cubes of bread fried or grilled</td>
</tr>
<tr>
<td>en croute</td>
<td>In pastry e.g. salmon en croute</td>
</tr>
<tr>
<td>entrée</td>
<td>A meat dish usually served as a main course</td>
</tr>
<tr>
<td>flambé</td>
<td>To cook with flame by ‘burning’ away alcohol e.g. crepes suzette</td>
</tr>
<tr>
<td>garnish</td>
<td>A savoury decoration for food, trimmings served with a main item</td>
</tr>
<tr>
<td>julienne</td>
<td>Thin, matchstick–size strips of vegetables</td>
</tr>
<tr>
<td>marinade</td>
<td>A richly spiced liquid used to give flavour to and help tenderise meat and fish</td>
</tr>
<tr>
<td>mise-en-place</td>
<td>Literally ‘put in place’ i.e. preparation either before starting to cook or before serving</td>
</tr>
<tr>
<td>purée</td>
<td>A smooth mixture made from food passed through a sieve or liquidised in a food processor</td>
</tr>
<tr>
<td>reduce</td>
<td>To concentrate a liquid by boiling or simmering</td>
</tr>
<tr>
<td>roux</td>
<td>A mixture of fat and flour used a a basis for a sauce</td>
</tr>
<tr>
<td>sauté</td>
<td>Tossed in hot fat e.g. sauté potatoes</td>
</tr>
</tbody>
</table>

To make this culinary terms table into a ‘learning’ or ‘revision’ tool:

- Enlarge the font size
- Print
- Laminate
- Cut up

Use with students as a lesson starter or part of a plenary session.
### 3.5 Job roles and responsibilities: In the kitchen

#### Matching Activity

<table>
<thead>
<tr>
<th>Job Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Head Chef (Maitre Chef de Cuisine):</td>
<td>Is the person in charge of the kitchen. In large establishments this person has the title of executive. This chef is a manager who is responsible for all aspects of food production, including menu planning, purchasing, costing, and planning work schedules.</td>
</tr>
<tr>
<td>Second Chef (Sous Chef):</td>
<td>Is directly in charge of production. Because the executives chef’s responsibilities require spending a great deal of time in the office, this chef takes command of the actual production and the minute-by-minute supervision of the staff.</td>
</tr>
<tr>
<td>Pastry Chef (le patissier):</td>
<td>Prepares pastries and desserts.</td>
</tr>
<tr>
<td>Larder Chef (le garde manger):</td>
<td>Is responsible for cold foods, including salads and dressings, pâtés, cold hors d’oeuvres, and buffet items.</td>
</tr>
<tr>
<td>Sauce Chef (le saucier):</td>
<td>Prepares sauces, stews, and hot hors d’oeuvres, and sautés foods to order. This is usually the highest position of all the stations.</td>
</tr>
<tr>
<td>Vegetable Chef (l’entremetier):</td>
<td>Prepares vegetables, soups, soups, starches, and eggs. Large kitchens may divide these duties.</td>
</tr>
<tr>
<td>Assistant Chef (commis chef):</td>
<td>Will help in all areas of the kitchen, generally doing the easier tasks, this person may be completing his/her basic training to become a chef.</td>
</tr>
<tr>
<td>Kitchen porter:</td>
<td>Will clean up after the chefs, do the washing up and carry goods to and from the store.</td>
</tr>
</tbody>
</table>
### 3.5 Job roles and responsibilities: Food and Beverage Service

<table>
<thead>
<tr>
<th>Job Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restaurant manager:</td>
<td>In charge of the restaurant. Responsible for taking bookings, relaying information to the head chef, arranging training for staff, completing rotas and ensuring the restaurant runs smoothly.</td>
</tr>
<tr>
<td>Head Waiter/ess:</td>
<td>Second in charge of the restaurant, they will greet and seat customers and relay information to the staff. They may also deal with any complaints.</td>
</tr>
<tr>
<td>Wine waiter/ess: (called a ‘sommelier’ in some establishments)</td>
<td>Responsible for helping guests to select wine, they serve the wine and any alcoholic drinks to customer.</td>
</tr>
<tr>
<td>Wait staff:</td>
<td>Will serve the customers, clear the tables and ensure the customers are satisfied with the service.</td>
</tr>
<tr>
<td>Maintenance officer:</td>
<td>Completes any repairs that can be done ‘in house’, gets specialist maintenance staff e.g. gas engineers, in when required.</td>
</tr>
</tbody>
</table>
### 3.5 Job roles and responsibilities: Front of House

<table>
<thead>
<tr>
<th>Job Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head receptionist:</td>
<td>Responsible for taking bookings and ensuring staff are given the correct information. Will be the first person the customer comes into contact with. Helps customers check in and deal with any complaints. Relay information to other departments regarding bookings of rooms. May also complete rotas for staff and deliver staff training.</td>
</tr>
<tr>
<td>Assistant receptionist:</td>
<td>Assists the head receptionist, helps customers to check in, deals with bills and answers the phone.</td>
</tr>
<tr>
<td>Porter:</td>
<td>Delivers cases (luggage) to rooms and helps in setting up rooms for conferences, etc.</td>
</tr>
<tr>
<td>Night porter:</td>
<td>Covers the reception area at night and ensures any complaints or queries are dealt with effectively.</td>
</tr>
</tbody>
</table>
### 3.5 Job roles and responsibilities: Accommodation

<table>
<thead>
<tr>
<th>Job Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference manager:</td>
<td>Responsible for organising conferences for groups and ensuring groups’ needs are met on the day.</td>
</tr>
<tr>
<td>Head Housekeeper:</td>
<td>Responsible for ensuring all the rooms are ready for customers. Completes rotas for staff, ensuring staff are aware of what rooms need to be cleaned and checking laundry.</td>
</tr>
<tr>
<td>Housekeeper:</td>
<td>Responsible for allocating jobs to chambermaids, checking laundry and toiletries, checking rooms are cleaned correctly.</td>
</tr>
<tr>
<td>Chambermaid:</td>
<td>Cleans the rooms, changes the beds, checks toiletries and beverages, checks clean towels, etc are supplied.</td>
</tr>
<tr>
<td>Maintenance officer:</td>
<td>Completes any repairs that can be done ‘in house’, gets specialist maintenance staff e.g. gas engineers, in when required.</td>
</tr>
</tbody>
</table>
3.6 Knives used in Catering

Many catering equipment outlets sell ‘starter’ knife sets for trainee chefs. These starter sets contain the basic knives needed for many tasks in the kitchen. A typical knife set is pictured below:

![Knife Set Image]

The knives include:
- A cooks knife (for chopping)
- A filleting knife (for fish)
- A boning knife (for meat)
- A palette knife for lifting, scraping and mixing
- A steel (for keeping knives sharp)
- A small paring or vegetable knife (for peeling and cutting small items of food)
- A peeler (for peeling fruit and vegetables)

All trainee cooks should learn the correct way to use a peeler, vegetable or paring knife, cooks knife and palette knife at the beginning of their training. They should practice holding the food to be cut with fingers held in an arch (claw grip) so that if the knife slips, fingers are not damaged.

Safety Rules

- Use the appropriate sized knife for the food to be cut.
- Keep knives sharp – a blunt knife is dangerous.
- Keep handles dry and grease free.
- Carry knives by the handle, blade downwards pointing towards the floor.
- Never try to catch a falling knife.
- Do not leave knives on the edge of chopping boards or tabletops.
- Wash up carefully with sharp edge of blade facing away.
- Never place knives in washing up water where they cannot be seen.
- Store knives in a block or drawer.
3.7 Rules for Food Handlers

Rules can relate to either personal, food or kitchen hygiene.

Put a P (personal), F (food) or K (kitchen) in front of the statements below to show which one the rule relates to. Discuss the answers with your teacher.

1. Food handlers with skin, nose, throat or bowel problems must inform their supervisor and must not handle food until medical clearance is given.
2. Cuts, burns and sores must be covered with waterproof dressings.
3. All equipment must be clean before food preparation begins.
4. Raw meat must be kept separate from high-risk food at all stages of food storage and preparation.
5. Frozen meat must be completely thawed before cooking.

6. Spillages must be cleaned up straight away.
7. Food handlers should not touch their hair, mouth or nose during food preparation.
8. Food handlers must not smoke in food rooms.
9. Meat, especially poultry must be thoroughly cooked.
10. Food handlers must not cough or sneeze over food.
11. Re-heated food must be thoroughly reheated and should not be served to high-risk groups.
12. Cooked food must be kept out of the danger zone (5°C to 63°C)
13. Dirty pans, cutlery, crockery and other equipment should be cleaned and sterilised as soon as possible after use.
14. All food handlers should wear suitable protective clothing and head covering.
15. Nails should be short and clean. Nail varnish should not be worn.
16. Outdoor coats should not be brought into food rooms.
17. Dirty cloths should not be used.
18. Display trolleys and buffets should be refrigerated and covered to prevent contamination.
19. Jewellery should be removed.
20. All food handlers should wash their hands on entering the food room. Hands should also be washed after going to the toilet, handling raw food, handling rubbish, blowing the nose and at frequent intervals when working.
21. Animals must not be allowed in food rooms.
22. Plastic sacks and bins with lids should be used for food waste.
23. Food must not be removed from the refrigerator until needed for preparation or service.
24. Separate equipment (preferably colour coded) should be used to prevent cross contamination.
25. Food in store should be rotated to prevent spoilage, avoid waste and prevent infestation.
26. Out-of-date food and damaged canned or packaged food should not be used.

REMEMBER YOUR CARELESSNESS MIGHT BE THE CAUSE OF AN OUTBREAK OF FOOD POISONING
3.8 Portion Control and Costing

Portion control is extremely important. Customers need to feel they are getting ‘value for money’ and having the same size portion as everyone else. It helps the caterer when planning (how many portions will these ingredients make?) considering selling price (how much should I charge to cover costs and make a profit?) and avoids waste.

Using standard recipes can help a caterer by determining how many ingredients will make 10, 20, 30 or more portions.
Using standard size dishes will also help.

For many, portion control and costing is not an easy concept to grasp.

Choose a straightforward recipe to learn about portion control and costing e.g. a strawberry gateau made by the whisking method.

On a piece of A4 size paper draw the outline of the sandwich tin used to bake the cake. Show a bird’s eye view of how it will be decorated. Label the diagram (an example is shown below).
Costing

On a separate sheet of paper, write the recipe used down the left hand side with costing columns on the right as shown.

<table>
<thead>
<tr>
<th>Recipe</th>
<th>£</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 eggs</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>75g caster sugar</td>
<td>09</td>
<td></td>
</tr>
<tr>
<td>75g flour</td>
<td>03</td>
<td></td>
</tr>
<tr>
<td>250ml double cream</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>small punnet strawberries</td>
<td>99</td>
<td></td>
</tr>
<tr>
<td>Total cost</td>
<td>3</td>
<td>31</td>
</tr>
</tbody>
</table>

Once you have the total price of the gateau you need to calculate the price per portion.

The gateau made 8 portions therefore the price of 1 portion is total price ÷ 8.

The gateau cost £3.31 for 8 portions therefore

1 portion costs £3.31 ÷ 8.

This works out at **42 pence per portion** (to the nearest p)
3.9 Calculating Selling Price

The ‘selling price’ of food is calculated (worked out) according to the amount of profit that an establishment wants to make.

This is because the selling price has to take into account:

- The actual food cost (the cost of the ingredients)
- Overheads (the cost of rates, gas, electricity, etc.)
- Labour cost (staff wages)
- Profit

The mathematical formula used in the Catering industry is:

\[
\text{Food cost} \times \frac{100}{40}
\]

This would give a 60% gross profit to cover profit overheads and labour.

A simple way of working out the selling price is to multiply the food costs by 3.

Example: food costs £2.50
suggested selling price would be £2.50 \times 3 = £7.50.
3.10 Five a day related to healthy eating

How does eating ‘5 A Day Fruit and Veg.’ fit into Healthy Eating Guidelines?

Healthy Eating

Eat a variety of food
Including fresh fruit and Veg.

Eat Less Fat

Eat Less Salt

Eat More Fibre

Eat Lower Sugar

Eat Less Sugar

Eat Less Salt

Eat Less Fat

Eat Les

Suga

Eat

Less Fat

Eat Less Salt

Contain A C E Vitamins
which are anti-oxidants

A natural ‘convenience’ food
can be eaten raw

Low in fat and low in Calories

Contain natural sugar

High in Fibre

Look at the two hands below. Note how the 5 a day fruit and vegetables fit into the healthy eating guidelines.
3.11 Nutrient Poem

If students find nutrients difficult to remember and understand here is a short poem that may help!

Carbohydrate foods give energy
Fats: body warmth and energy too,
Protein: for growth and repair of cells
Fibre helps you go to the loo!

Vitamin A prevents night blindness
For nerves we need Vitamin B
Vitamin D forms strong teeth and bones
Healthy skin comes from Vitamin C!

Minerals too have many uses
Iron’s needed for red blood cells
Calcium works with Vitamin D
To keep teeth and bones fit and well!

Water, though not a true nutrient
Controls temperature through sweat
We should have a litre daily
From drinks and foods that are wet!

So remember the NACNE guidelines
Eat less fat, sugar and salt – do
Eat more wholemeal foods like fruit and veg
You know they’re good for you!

Learning Tip:
Remember the fat-soluble vitamins as A and D because the word FAT sounds like FAD (fatty foods – A and D).
Once you remember that you should work out that Vitamins B and C are the water soluble ones!

Get the students to make up their own nutrient poem – it’s great fun.
3.12 Menu Construction

Planning a menu is quite straightforward when using a ‘daily formula’. The basic formula stays the same but new dishes are included daily.

The first stage in menu planning is to choose the protein items, making sure there is a variety in choice and cost. The rest of the meal can be planned around these main course items, as these are the most expensive.

The second stage is to choose the sweet or dessert items to ‘balance’ the protein item for colour, texture, flavour, bulk and nutrients.

The third stage is to choose the vegetables and the final stage is to choose the starters.

Throughout the planning stage the emphasis must be on balance – of colour, texture, flavour and freshness.

Consideration of garnishing, decoration and presentation will enhance the basic menu choice.

### Basic Menu Plan for a Lunch

A soup  
A cold starter

A pie  
A stew or casserole  
A roast or grill  
A non-meat dish (suitable for vegetarians)  
A cold meat platter

Potatoes  1  
Potatoes  2

Other vegetable  1  
Other vegetable  2

A salad

Snack items  1  
2  
3

Sandwiches  1  
2

A milk/cream sweet  
A fruit sweet  
A pastry or sponge sweet  
Ice cream selection
3.13 Use of ICT in the Hospitality Industry

ICT is used extensively throughout the hospitality industry – for word processing, spreadsheets, databases, e-mail, internet, web pages, stock control, Electronic Point of Sale (EPOS), reservation systems, etc.

Reservation Systems
Run by large hotel groups. A customer can ring or e-mail a central reservation number or e-mail address and a room can be booked for any hotel in the group (either UK or abroad).

Management Systems
Room reservations, guest billing, guest history.

Electronic Point of Sale (EPOS)
A number of machines are linked to a central computer. Guests can order form the bar, restaurant, shop, etc. and all transactions are passed to the central computer for bills to be generated automatically.

Stock Control systems
These hold details of suppliers. They generate orders automatically when stock levels fall, give a detailed record of stock issued and current prices of stock held.

Food and Beverage Management Systems
This is a database of recipes, quantities needed, ingredient codes, tax codes and other information used for functions.

Events Management
Computers are used extensively when planning, organising and running large events e.g. wedding receptions, banquets and conferences. The data used to plan and organise one event can be stored and used when planning similar future events.

Menu Engineering
Chefs can create ‘perfect’ menus in terms of popularity and profit.

Dietary Analysis
There are many nutritional analysis programmes, particularly for use with people on special diets such as hospital patients, where an accurate record of a patient’s fat, protein, sugar, calcium, iron or other nutrient intake is needed. Large companies like McDonald’s issue detailed nutritional content of their dishes for consumers.
3.14 The Role of the Environmental Health Officer

Environmental Health Officers (EHOs) are employed to look after the safety and hygiene of food through all the stages of manufacture or production from distribution to storage and service.

Environmental Health Officers (EHOs) enforce many Acts (laws). These include:

1. **The Food Safety Act.** This covers food safety from the manufacturer or producer to the point of sale. This might involve different companies or premises e.g. suppliers, manufacturers or kitchens, shops or restaurants.

2. **The Food Composition Regulations.** This specifies what ingredients CAN or CANNOT be used in the manufacture of foods e.g. bread, breakfast cereals and use of additives.

3. **The Food Safety Act (General Food Hygiene) Regulations.** This ensures food producers HANDLE all food hygienically.

4. **The Food Safety Act (Temperature Control) Regulations.** These identify specific temperatures at which to store or hold food.
   - Freezers from –18°C to –24°C
   - Chillers from 3°C to 8°C
   - Fridges from 1°C to 5°C
   - Cooked core temperature at 75°C or above
   - Hot holding above 63°C

Environment Health Officers (EHOs) will look at:

- **Staff** – properly dressed, clean nails, no jewellery, hair covered or tied back, good hygiene habits.
- **Processes in the work place** – handling of food, use of equipment, use of colour coded boards, washing up, disposal of waste.
- **Storage of food** – fridges, freezers and dry stores. Are they the correct temperature, clean, tidy and orderly? Does the kitchen have good systems in place, e.g. stock rotation and temperature logs?
- **Equipment** – this should be clean, well maintained and with safety notices if appropriate.
- **Temperature of Foods** – the use of probes to check food is at the correct temperature (see above).

Think of an EHO as ‘Mr Nosey’. He/she will look at everything to make sure food is safe and not going to give a customer food poisoning.
3.15 Student Guide to 'writing up' event

Click here to open the attachment window.
Open the file "Writing up events student help pack.doc"
3.16 Health, Safety and Hygiene Revision Guide

Health, Safety and Hygiene underpin the catering syllabus. You must know the following Acts and Legislation.

1. **HASAWA (Health and Safety at Work Act)**
   This covers all aspects of health and safety of employees.
   - Employers must provide safe working areas (includes use of machinery and tools, adequate working space, good temp control (i.e. ventilation / heating), supervision, instruction and training of staff, cleaning, First Aid, clothing etc.
   - Employees must also take care of their own health and safety, not endanger others and not misuse premises or equipment.

2. **Food Safety Act**
   This covers:
   - Food quality
   - Food safety
   - Food composition
   - Food labelling and advertising

   Under the act Environmental Health Officers (EHOs)
   - can close dirty premises immediately
   - can impose fines of £20,000 or 6 months imprisonment
   - take legal action for manslaughter

   All premises must be registered with Local Authority and can be inspected at any time by an EHO.

   Food Safety Act links closely with Hygiene Regulations and HACCP i.e. controlling temperature (under 5°C / over 63°C), having strict cleaning schedules, high personal hygiene, effective pest control.

3. **Food Hygiene Regulations**
   These regulations are to prevent outbreaks of food poisoning.
   These are 3 main areas:

   (i) Food premises – these must be clean and well maintained, hot and cold water available, good toilet facilities, clothing lockers, First Aid, Fire Prevention, equipment in good condition, adequate storage facilities, good ventilation.

   (ii) Personal Hygiene – correct footwear, uniform, headwear, good personal habits, good health, cleanliness.

   (iii) Hygienic Practices – food stored correctly, waste disposed of hygienically, cleaning schedules, no animals in food areas etc.
4. **HACCP (Hazard Analysis – Critical Control Points)**

Think of flow of work through a catering kitchen. Make sure you think of at least 3 points to write about each one i.e. possible danger/hazard – how to prevent danger occurring

- Purchase of food – buy from reputable suppliers
- Receipt of food – checking deliveries – for temp, quality points
- Storage of food – remember DRY, CHILLED, and FROZEN
- Preparation of food – avoid cross contamination – how?
- Cooking of food – cook thoroughly (above 75º C)
- Cooling – cool through the danger zone as quickly as possible
- Hot Holding – above 63º C
- Reheating – not for high risk groups.(above 75º C for 2 minutes)
- Chilled storage – between 1°C – 5º C
- Serving – obey the 4 hour rule for cold food
  2 hour rule for hot food

5. **Key Temperatures**

<table>
<thead>
<tr>
<th>Temperature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>-18°C</td>
<td>Freezer temperature (bacteria are dormant – not dead at low temperature)</td>
</tr>
<tr>
<td>0°C – 5°C</td>
<td>Fridge temperature (never put hot food into a fridge – it raises temperature to an unsafe level)</td>
</tr>
<tr>
<td>5°C – 63°C</td>
<td>THE DANGER ZONE – bacteria multiply rapidly especially at room or body temperature</td>
</tr>
<tr>
<td>63°C +</td>
<td>Hot-holding of food</td>
</tr>
<tr>
<td>70°C</td>
<td>2 minutes (minimum core temp of reheated food)</td>
</tr>
<tr>
<td>75°C</td>
<td>Core temperature of cooked food</td>
</tr>
<tr>
<td>100°C</td>
<td>Boiling water – most germs killed</td>
</tr>
<tr>
<td>70º – 190ºC</td>
<td>Frying temperature of hot oil in a deep fryer/friturer (so extreme care needed when frying)</td>
</tr>
</tbody>
</table>
6. **Food Poisoning**
   There are over 14,000 notified cases each year.
   What causes it?
   1. Food prepared too far in advance
   2. Cooling too slowly through danger zone
   3. Not re-heating food to a high enough temperature
   4. Use of pre-cooked food (bought ready prepared)
   5. Under cooking food
   6. Not thawing frozen food properly
   7. Cross contamination
   8. Hot holding food below 63 C
   9. Infected food handlers
   10. Use of leftovers e.g. rice once cooked is a high risk food, but often used again for salads, stir fries etc.

   Food poisoning is caused by harmful (pathogenic) bacteria.
   Types of food poisoning: E.Coli (raw and undercooked meats) Salmonella (chicken and eggs) Listeria (soft cheeses and pate) Staphylococcus (nose and throat of humans).

   Salmonella causes 80%+ cases of food poisoning in the UK.

   **High risk** foods are usually
   - moist
   - high in protein

   e.g. cooked poultry, cooked meats, dairy produce, cooked rice, soups, sauces and stocks, shellfish, raw eggs in mayonnaises

   **Low risk** foods are usually
   - low in moisture
   - low in protein
   - acidic

   e.g. dried or pickled foods, jams, food with high salt content i.e. bacon, and chemically preserved foods.

   Symptoms of food poisoning are:-
   Abdominal pains, nausea, sickness, diarrhoea, fever

   Remember: BACTERIA need FOOD, WARMTH, MOISTURE and TIME to multiply!
   Keep food COLD, CLEAN and COVERED!
7. **Accident Prevention**

Think about all aspects of working in a catering kitchen and say how you could prevent accidents from occurring:

- **FLOOR** – grease free, spillages mopped up, wet floor notices
- **LIGHT EQUIPMENT** – e.g. knives – care when using
- **HEAVY EQUIPMENT** – care when lifting, moving
- **ELECTRICAL EQUIPMENT** – turn off after use, no water nearby
- **CLOTHING** – worn for protection, what, why?
- **WORKERS** – no running in kitchen, organised, sensible
- **STORAGE AREAS** – equipment and food easily accessible
- **FIRE PREVENTION and FIRE PROCEDURES**
- **CLEANING** – clean kitchens are less likely to cause accidents, especially falls
- **CARE WHEN USING HOT OVENS and FRYERS etc** – to avoid burns/scalds

**Accident Procedures**

All accidents must be reported. Many places have an accident book which gives a clear statement of events leading up to accident – even if injury does not appear serious at first.

**Record must include:**

- Name (of injured)
- Sex (of injured)
- Exact time and date (of accident)
- Place (where accident occurred)
- What happened
- What part of the body was injured
- How badly
- Was First Aid given
- Further treatment (i.e. sent to hospital)
- Supervisor
- Witnesses
- Whether worker was doing his job

**First Aid**

3 Ps – Promote recovery
- Protect patient
- Prevent injury from becoming worse

Usually there is 1 first aid box and 1 named first aider for every 150 people.

**Know the treatment for:**

**Cuts** – wash, dry and apply a blue waterproof plaster. If cut does not stop bleeding apply pressure.

**Burns and Scalds** – a burn is caused by dry heat and a scald is caused by moist heat e.g. steam or boiling liquids. Run under cold water for at least 10 minutes or until the stinging sensation stops. Do not apply creams. Do not ‘pop’ blisters. If burn is larger than a 10p piece seek medical help.

**Fat burns** are always serious because of the cooking temperature of the fat. Seek medical help immediately

**Falls** – if serious, do not move patient but seek medical help. For less serious falls, allow patient to move to a sitting, then standing position slowly. If patient feels faint put their head between their knees. Check for other injuries.
4. **Sample Lessons**

4.1 **Bar Snacks**

The following is an example of a practical lesson that you could teach to Catering students. It is an excellent lesson for teaching portion control, food presentation and the importance of garnishing food to make it look appetising without losing profit.

**Introduction to practical work: Bar Snacks**

Discussion: Have you ever been in a situation (pub garden, hotel restaurant, cafeteria, etc.) where a plate of food has been carried past you and it looks and/or smells so fantastic that it really gets your taste buds working?

Bar snacks are very popular and usually very profitable.

In order to be able to serve customers quickly, bar snacks often use products like ready-made pizza bases or bought pastry items, which can be cooked or re-heated quickly.

**Popular bar snacks include:**
- Filled rolls, baguettes, bagels, wraps and sandwiches (these need a good combination of flavours to give colour and flavour)
- Toasted sandwiches
- Baked jacket potatoes with fillings/toppings to include coleslaw, cheese, chilli, tuna and sweet corn, beans, mushroom stroganoff, etc.
- Pizzas – possibly using ready-made bases, crumpets, French stick etc., with extra toppings to make them ‘look’ home made.
- Pastry items e.g. pasties, turnovers, sausage rolls, cheese and onion plaits, home made quiches, etc.
- Interesting salads e.g. Greek salad, chicken Caesar salad, etc.
- Ploughman’s lunch served with ham, cheese or pate.

Bar snacks should be sized carefully to give a fair portion for a fair price.

They should be garnished neatly to provide colour, texture and flavour BUT not over-garnished to lose profit.

Parsley should NOT be sprinkled over like confetti.

Plate sizes are important – bar snacks should look clean and appetising not fussy.

Food must not be placed over the rim of the plate.

Many bar snacks can be eaten with fingers but some are served with cutlery.
For your practical lesson:

Choose 4 different items to make – you must include a sandwich, a jacket potato, and a pizza. The fourth item can be your own choice but should include a skill e.g. making or handling pastry.

Typical pub grub – bar snack style food
4.2 Buffet Food

There are 3 basic types of buffet

1. Fork buffet
2. Finger buffet
3. Banquet style buffet

Buffet food can include and *hot* and *cold* dishes.

Fork - usually eaten with a fork (not a knife; therefore food needs to be sliced or chopped for ease of eating.)

Finger buffet or canapé food – small mouthful or bite size food

Banquet – often a ‘full’ meal therefore a full range of cutlery used.

Important factors to note for all buffet food.

- **Balance of items** – usually 2 or 3 savoury items for every 1 sweet item.
- **Catering for all tastes** – when planning the menu have a variety of meat, fish and vegetarian items. Try to think about specific likes, dislikes and dietary needs
- **Portion size** – canapé/finger items: allow 5/6 items per person for a pre-dinner snack or 10/12 items if it is the only food the guests are eating.
- **Presentation** – good garnish and decoration is VITAL for a good visual effect.
- **Use of colour, texture and shape** – always DRAW items out on paper when planning a menu to see overall effect.
- **Keeping food fresh** – i.e. keeping food out of danger zone (5°C - 63°C). Use of refrigerators, freezers, use of foil, cling film, tins, etc. Cold food should be on display for a maximum of 4 hours. Hot food should be ‘hot held’ for a maximum of 2 hours. Obey the ‘4 hour’ rule with high-risk foods. Never ‘top up’ high-risk foods like mayonnaise. Always use fresh.
Contributors to the Teachers’ Guide

Mrs Judy Gardiner
Mrs Jacqui Housley
WJEC
245 Western Avenue
Cardiff
CF5 2YX
Tel: (029)2026 5000
Fax: (029) 2057 5994
www.wjec.co.uk

WJEC CBAC Ltd is registered in the UK at the above address as a company limited by guarantee (no 3150875) and a charity (no 1073332).