



LEVEL 1/2  
HOSPITALITY & CATERING

*UNIT 2 - HOSPITALITY AND  
CATERING IN ACTION*

**CONTROLLED ASSESSMENT**  
**PLANNING BOOK**

NAME: \_\_\_\_\_

## **THE BRIEF**

Many accommodation resorts now offer leisure facilities as people want to keep active and eat healthy even when on holidays.

"Flip Flops" holiday complex is opening a new food service area; the main aim is to expand their facility and upgrade, and win star ratings for hygiene and being environmentally friendly.

They want to meet changing customer needs, as an increasing number of their customers are requesting specific dietary choices. The food bar is located very close to the leisure complex and has a terrace area which is popular in the summer and cosy alcoves inside, and a kids zone. A new catering manager and head chef has been appointed, and they have hired three catering assistants to work in the kitchen and they have plans to employ an apprentice.

The head chef and the manager are now finalising the menu. They want to serve nutritious, interesting dishes which will also cater for a range of nutritional needs and the different age groups that will stay at the complex. The establishment will need to meet all legal and environmental requirements.

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

### ***WHAT DO YOU NEED TO THINK ABOUT TO COMPLETE THIS TASK?***

*- produce a mind map or bullet point ideas.*

## ASSESSMENT & GRADING

	L1 PASS	L2 PASS	L2 MERIT	L2 DISTINCTION
<b>AC1.1</b> Describe the functions of <b>nutrients</b> in the human body	<ul style="list-style-type: none"> <li>○ <b>Outline</b> the functions of a <b>limited</b> range of nutrients in the human body</li> </ul>	<ul style="list-style-type: none"> <li>○ Describe functions of a range of nutrients in the human body</li> </ul>	<ul style="list-style-type: none"> <li>○ Describe <b>clearly</b> functions of a <b>range</b> of nutrients in the human body</li> </ul>	-----
<b>AC1.2</b> Compare nutritional needs of <b>specific groups</b>	<ul style="list-style-type: none"> <li>○ <b>Outline</b> nutritional needs of <b>two</b> specific groups</li> <li>○ <b>Limited</b> comparison</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Compare</b> nutritional needs of <b>two</b> specific groups giving <b>some reasons</b> for similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Compare</b> nutritional needs of <b>two</b> specific groups giving <b>clear</b> reasons for similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Compare</b> nutritional needs of <b>two</b> specific group giving <b>clear</b> and <b>in depth</b> reasons for similarities and differences</li> </ul>
<b>AC1.3</b> Explain <b>characteristics</b> of <b>unsatisfactory</b> nutritional intake	<ul style="list-style-type: none"> <li>○ <b>Outlines</b> key characteristics of unsatisfactory nutritional intake</li> <li>○ Evidence is mainly <b>descriptive</b> with <b>limited</b> reasoning</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Explains</b> characteristics of unsatisfactory nutritional intake</li> <li>○ There is evidence of <b>reasoning</b> and relating characteristics to specific groups</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Explains</b> with <b>clear reasoning</b> characteristics of unsatisfactory intake of a <b>range</b> of nutrients</li> <li>○ Explanations are <b>related</b> to specific groups</li> </ul>	-----
<b>AC1.4</b> Explain how <b>cooking methods</b> impact on nutritional value	<ul style="list-style-type: none"> <li>○ <b>Outlines</b> how cooking methods impact on nutritional value</li> <li>○ Evidence is mainly <b>descriptive</b> with <b>limited</b> reasoning</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Explains</b> how a <b>range</b> of food production methods impact on nutritional value</li> <li>○ <b>Reasoned</b> statements are presented</li> </ul>	-----	-----
<b>AC2.1</b> Explain <b>factors</b> to consider when proposing dishes for a menu	<ul style="list-style-type: none"> <li>○ <b>Outlines</b> factors to consider when proposing dishes for menus</li> <li>○ There may be some <b>omissions</b></li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Explains</b> factors to consider when proposing dishes for menus</li> <li>○ Explanation has <b>some reasoning</b></li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Explains</b> factors to consider when proposing dishes for menus</li> <li>○ Explanations are <b>generally well reasoned</b></li> </ul>	-----
<b>AC2.2</b> Explain how dishes on a menu address <b>environmental issues</b>	<ul style="list-style-type: none"> <li>○ Outlines how dishes on a menu address environmental issues</li> <li>○ There may be some errors</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Explains</b> how dishes on a menu address environmental issues</li> <li>○ Explanation has <b>some reasoning</b></li> </ul>	-----	-----
<b>AC2.3</b> Explain how menu dishes meet <b>customer needs</b>	<ul style="list-style-type: none"> <li>○ <b>Outlines</b> how menu dishes meet customer needs in <b>general terms</b></li> <li>○ Evidence is mainly <b>descriptive</b> with <b>limited</b> reasoning</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Explains</b> how menu dishes meet the needs of specific customers</li> <li>○ Some evidence may be in <b>general terms</b> and <b>descriptive</b></li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Explains</b> how menu dishes meet needs of specific customers</li> <li>○ Explanations are <b>comprehensive</b> and <b>credible</b></li> </ul>	-----
<b>AC2.4</b> <b>Plan</b> production of dishes for a menu	<ul style="list-style-type: none"> <li>○ Plan <b>outlines</b> key actions required with some <b>omissions</b> and <b>errors</b> that <b>require</b> amendment</li> <li>○ There is <b>limited</b> consideration of contingencies</li> </ul>	<ul style="list-style-type: none"> <li>○ Plan has <b>some detail</b> and is mainly appropriate but may have some <b>omissions</b> and <b>errors</b> that may <b>require</b> amendment</li> <li>○ There is <b>some</b> consideration of contingencies</li> </ul>	<ul style="list-style-type: none"> <li>○ Plan has <b>detail</b> with some <b>minor</b> omissions</li> <li>○ Plan does <b>not</b> require changes to achieve planned outcome, but would benefit from minor amendments</li> <li>○ There are <b>well considered</b> contingencies</li> </ul>	<ul style="list-style-type: none"> <li>○ Plan is <b>comprehensive</b> and <b>detailed</b>, incorporating well considered <b>contingencies</b> for most situations</li> </ul>

**ALL OF THE ABOVE CRITERIA ARE THE WRITTEN ELEMENT OF THE COURSEWORK.**

If you achieve all the HIGHEST available grade in each criteria you will be awarded a DISTINCTION.

Gaining a lower criteria than the highest will mean you can ONLY achieve that grade overall.



# 3 preparation techniques & 3 cooking techniques

## MUST BE SHOWN ACROSS YOUR DISHES!

	L1 PASS	L2 PASS	L2 MERIT	L2 DISTINCTION
<p><b>AC3.1</b> Techniques in preparation</p> <ul style="list-style-type: none"> <li>o Weighing</li> <li>o Sieving</li> <li>o Measuring</li> <li>o Segmenting</li> <li>o Chopping</li> <li>o Slicing</li> <li>o Shaping</li> <li>o Hydrating</li> <li>o Peeling</li> <li>o Blending</li> <li>o Whisking</li> <li>o Melting</li> <li>o Rub-in</li> </ul>	<ul style="list-style-type: none"> <li>o A number of techniques are used. 2+</li> <li>o Guidance required.</li> <li>o Skills may demonstrate limited precision and require additional time to meet minimum requirements</li> <li>o Some consideration to food safety</li> </ul>	<ul style="list-style-type: none"> <li>o A range of techniques used. 3+</li> <li>o Limited guidance required.</li> <li>o Skills may demonstrate limited but some precision (time management) and require additional time to meet minimum requirements</li> <li>o Consideration to food safety given throughout</li> </ul>	<ul style="list-style-type: none"> <li>o A range of techniques used 4+</li> <li>o Worked independently</li> <li>o Good speed (time management) and precision</li> <li>o Consideration to food safety given throughout</li> </ul>	<ul style="list-style-type: none"> <li>o A comprehensive range of techniques used effectively 4-5+</li> <li>o Worked independently with no errors</li> <li>o Excellent speed (time management) and precision</li> <li>o Consideration to food safety given throughout</li> </ul>
<p><b>AC3.2</b> Quality of ingredients used in preparation</p> <ul style="list-style-type: none"> <li>o Smell</li> <li>o Sight</li> <li>o Touch</li> <li>o Packaging</li> </ul>	<ul style="list-style-type: none"> <li>o A limited range of ingredients checked for quality throughout</li> <li>o Guidance required to identify and resolve issues</li> </ul>	<ul style="list-style-type: none"> <li>o A range of ingredients independently checked for quality</li> <li>o Some guidance required to identify and resolve issues</li> </ul>	<ul style="list-style-type: none"> <li>o All ingredients independently checked for quality</li> <li>o Issued identified and resolved independently throughout</li> </ul>	<p>-----</p>
<p><b>AC3.3</b> Techniques in cooking</p> <ul style="list-style-type: none"> <li>o Boiling</li> <li>o Blanching</li> <li>o Poaching</li> <li>o Braising</li> <li>o Steaming</li> <li>o Baking</li> <li>o Roasting</li> <li>o Grilling (griddling)</li> <li>o Frying</li> <li>o Chilling</li> <li>o Cooling</li> <li>o Hot holding</li> </ul>	<ul style="list-style-type: none"> <li>o A number of techniques are used 2+</li> <li>o Guidance required</li> <li>o Skills may demonstrate limited precision and require additional time to meet minimum requirements</li> <li>o Some consideration to food safety</li> </ul>	<ul style="list-style-type: none"> <li>o A range of techniques used 3+</li> <li>o Limited guidance required</li> <li>o Skills may demonstrate limited but some precision (time management) and require additional time to meet minimum requirements</li> <li>o Consideration to food safety given throughout</li> </ul>	<ul style="list-style-type: none"> <li>o A range of techniques used 4+</li> <li>o Limited guidance required</li> <li>o Skills may demonstrate limited precision and require additional time to meet minimum requirements</li> <li>o Some consideration to food safety throughout</li> </ul>	<ul style="list-style-type: none"> <li>o A range of techniques used effectively 4+</li> <li>o Worked independently</li> <li>o Good/excellent speed (time management) and precision</li> <li>o Consideration to food safety given throughout</li> </ul>
<p><b>AC3.4</b> Presentation techniques</p> <ul style="list-style-type: none"> <li>o Portion control</li> <li>o Position on serving dish</li> <li>o Garnish</li> <li>o Creativity</li> </ul>	<ul style="list-style-type: none"> <li>o Dishes presented using some techniques</li> <li>o Quality of dishes meet minimum standards for appearance, smell and taste.</li> <li>o Some guidance required</li> <li>o Some consideration to food safety</li> </ul>	<ul style="list-style-type: none"> <li>o Dishes presented using a range of techniques with some precision</li> <li>o Quality of dishes exceed some minimum standards for appearance, smell and taste.</li> <li>o Limited guidance required</li> <li>o Consideration to food safety throughout</li> </ul>	<ul style="list-style-type: none"> <li>o Dishes presented using a range of techniques with precision</li> <li>o Quality of dishes exceed most minimum standards for appearance, smell and taste.</li> <li>o Consideration to food safety</li> <li>o Worked Independently</li> <li>o Consideration to food safety throughout</li> </ul>	<ul style="list-style-type: none"> <li>o Dishes presented using a range of techniques with precision</li> <li>o Quality of dishes exceed all minimum standards for appearance, smell and taste.</li> <li>o Consideration to food safety</li> <li>o Worked Independently</li> <li>o Consideration to food safety throughout</li> </ul>
<p><b>AC3.5</b> Food safety practices</p> <ul style="list-style-type: none"> <li>o Using equipment</li> </ul>	<ul style="list-style-type: none"> <li>o Uses food safety practices in preparation, cooking, and completion</li> <li>o Intervention required</li> </ul>	<ul style="list-style-type: none"> <li>o Uses food safety practices in preparation, cooking, and completion</li> <li>o Limited intervention required</li> </ul>	<ul style="list-style-type: none"> <li>o Effectively uses food safety practices in preparation, cooking, and completion</li> <li>o No intervention required</li> </ul>	<p>-----</p>

## PROGRESS TRACKER

	CRITERIA	Work Content	Work Missing or Incomplete	Work present but needs improving to meet your target	Work completed to a good/high standard
1	AC1.1	Describe functions of nutrients in the human body. <i>Use notes to explain the function of each nutrient in detail.</i>			
2	AC1.2	Compare nutritional needs of specific groups. <i>Think about different diets and groups alongside medical conditions and lifestyle choices.</i>			
3	AC1.3	Explain characteristics of unsatisfactory nutritional intake. <i>Link these characteristics to groups of people.</i>			
4	AC1.4	Explain how cooking methods impact on nutritional value. <i>Discuss a range of different cooking methods and analyse their impact on nutrition.</i>			
5	AC2.1	Explain factors to consider when proposing dishes for menus. <i>Explain why each factor should be considered.</i>			
6	AC2.2	Explain how dishes on a menu address environmental issues. <i>Look at environmental factors and <b>environmental issues</b> as a whole.</i>			
7	MENU CHOICE	<i>DECIDE on your menu and explain why you have chosen it. COLLECT recipes. WRITE shopping list.</i>			
8	AC2.3	Explain how menu dishes meet customer needs.			
9	AC2.4	Production of dishes for a menu. <i>Planning of time for the practical, must have detailed explanation, health &amp; safety, quality control and contingencies</i>			
10	AC3.1 – 3.5	<b>Practical assessment</b>			5

# AC1.1 – NUTRIENTS FUNCTION

Learning outcomes	Assessment criteria	Level 1 Pass	Level 2 Pass	Level 2 merit	Level 2 Distinction
LO1 Understand the importance of nutrition in planning menus	<b>AC1.1</b> <b>Describe functions of nutrients in the human body</b>	Outlines the functions of a limited range of nutrients in the human body.	Describes functions of a range of nutrients in the human body	<b>Describes clearly</b> functions of a <b>range</b> of nutrients in the human body	N.B AC 1.1 does not go up to a distinction

To achieve a **LEVEL 2 MERIT** all the information about the following nutrients and their function in the human should be **described clearly**:

Describe clearly	To write about the features and characteristics of a topic, activity, item in a clear and detailed way
A range	A variety – ALL ON THE LIST

- PROTEIN**
- CARBOHYDRATES**
- FIBRE (NSP)**
- FAT**
- VITAMINS**
  - VIT A**
  - VIT D**
  - VIT E**
  - VIT K**
  - VIT B**
  - VIT C**
- MINERALS**
  - IRON**
  - CALCIUM**
- WATER**

Can be presented by:

- A table
- A poster/mind map
- Block paragraphs

**MUST INCLUDE:**

- ✓ A description of the nutrient and any key information
- ✓ Explanation of the nutrients function
- ✓ Food sources of the nutrient.

# AC1.2 – COMPARISON OF 2 GROUPS

Learning outcomes	Assessment criteria	Level 1 Pass	Level 2 Pass	Level 2 merit	Level 2 Distinction
LO1 Understand the importance of nutrition in planning menus	<b>AC1.2</b> <b>Compare nutritional needs of specific groups</b>	Outlines nutritional needs of two specific groups. Comparison may be implied.	Compares nutritional needs of two specific groups giving <b>some</b> reasons for similarities and differences.	Compares nutritional needs of two specific groups giving <b>clear</b> reasons for similarity and differences	Compares nutritional needs of two specific groups giving <b>clear and in-depth</b> reasons for similarity and differences

**DISTINCTION CRITERIA!! MUST BE DEATILED, PRECISE AND THOROUGH!!**

MUST be presented as:

1. Introduction table
2. Extended paragraph

1. Introduction table :

**Briefly outline the nutritional needs of the following groups:**

- Children
- Teenagers
- Adults
- Older adults
- Vegans & vegetarians
- Leisure seekers/active people
- Diabetics
- Coeliac
- Lactose intolerance
- Other allergies

2. Extended paragraph

**Choose 2 age groups to compare:**

- Similarities
- Differences
- Reasoning

**Remember to consider;**

- **People of all ages can have different cultures and lifestyles so these should also be compared.**

Compare	Identifies similarities and differences between things
Clear/Clearly	Easy to understand. To the point. In way that is easy to see or understand. Covering most of the main information
In-depth	To write about all the major points, giving detailed and thorough explanations and examples that demonstrate knowledge and understanding
Reasoning	Giving a reason why something is happening

# AC1.3 – UNSATISFACTORY INTAKE

Learning outcomes	Assessment criteria	Level 1 Pass	Level 2 Pass	Level 2 merit	Level 2 Distinction
LO1 Understand the importance of nutrition in planning menus	<b>AC1.3</b> <b>Explain the Characteristics of unsatisfactory nutritional intake</b>	Outlines key characteristics of unsatisfactory nutritional intake. Evidence is mainly descriptive with limited reasoning.	Explains characteristics of unsatisfactory nutritional intake. There is evidence of reasoning and relating characteristics to specific groups.	Explains with clear reasoning characteristics of unsatisfactory nutritional intake of a <b>range</b> of nutrients. Explanations are related to specific groups,	

To achieve a **LEVEL 2 MERIT** you need to:

1. EXPLAIN what happens if someone does not have the right amount of a nutrient.
2. LINK it to groups of people who are likely to not have the right amount.
3. EXPLAIN the characteristics of what will happen to the person.

Explain	To write about something in a clear way, giving the purpose of it, or reasons for it.
Clear/Clearly	Easy to understand. To the point. In way that is easy to see or understand. Covering most of the main information
Reasoning	Giving a reason why something is happening
A range	A variety, not everything

Can be presented by:

- A table
- A poster/mind map
- Block paragraphs

**Characteristics = a typical noticeable feature or quality belonging to a person or thing making it easy to identify them.**

**Nutrients to consider explaining together:**

- PROTEIN, VIT B, IRON
- CARBOHYDRATES
- FAT
- VIT A
- VIT D, CALCIUM
- VIT K
- VIT C
- WATER



# AC1.4 – COOKING METHODS

Learning outcomes	Assessment criteria	Level 1 Pass	Level 2 Pass	Level 2 merit	Level 2 Distinction
LO1 Understand the importance of nutrition in planning menus	<b>AC1.4</b> <b>EXPLAIN how cooking methods impact on nutritional value.</b>	Outlines how cooking methods impact on nutritional value. Evidence is mainly descriptive with limited reasoning.	Explains how a range of food production methods impact on nutritional value. Reasoned statements are presented.		

You can only achieve up to a Level 2 Pass for this criteria.

You MUST provide **REASONS** for each explanation.  
e.g. Boiling IMPACTS nutritional value because vitamins leach out into the water. This is BECAUSE.....

**Cooking methods that must be covered:**

- Boiling**
- Baking**
- Steaming**
- Grilling**
- Stir frying/frying/deep fat frying**
- Roasting**
- Poaching**

Explain	To write about something in a clear way, giving the purpose of it, or reasons for it.
A range	A variety, ALL ON THE LIST
Impact	Measure of the tangible and intangible <i>effects</i> (consequences) of one thing or action or influence upon another.

Can be presented by:

- A table
- A poster/mind map
- Block paragraphs

# AC2.1 – FACTORS TO CONSIDER

Learning outcomes	Assessment criteria	Level 1 Pass	Level 2 Pass	Level 2 merit	Level 2 Distinction
LO2 Understand menu planning	<b>AC 2.1</b> <b>Explain factors to consider when proposing dishes for a menu</b>	Outlines factors to consider when proposing dishes for menus. There may be some omissions.	Explains factors to consider when proposing dishes for menus. Explanation has some reasoning.	Explains factors to consider when proposing dishes for menus. Explanations are clear and well-reasoned.	

To achieve the LEVEL 2 MERIT you need to explain each of the factors that should be considered and why we should consider them when menu planning.

1. WHY we should consider it
2. How we are going to consider it during menu planning for Flip Flops.

Explain	To write about something in a clear way, giving the purpose of it, or reasons for it.
Clear/Clearly	Easy to understand. To the point. In way that is easy to see or understand. Covering most of the main information
Reasoned	This means to explain why something is happening—back up what you say with the WHY?

Can be presented by:

- A table
- A poster/mind map
- Block paragraphs

## Factors to be covered:

- Time of year e.g. seasonality of commodities, seasonal events
- Skills of staff
- Equipment available
- Time available
- Type of provision e.g. service, location, size, standards
- Finance e.g. costs, customer needs
- Client base

# AC2.2 – THE ENVIRONMENT

Learning outcomes	Assessment criteria	Level 1 Pass	Level 2 Pass	Level 2 merit	Level 2 Distinction
LO2 Understand menu planning	<b>AC 2.2</b> Explain how dishes on a menu address environmental issues.	Outlines how dishes on a menu address environmental issues. There may be some errors.	Explains how dishes on a menu address environmental issues. Explanation includes reasoning.		

You can only achieve up to a Level 2 Merit for this criteria.

You should create a page to go into the FLIP FLOPS MENU that explains to the customers how they address environmental issues.

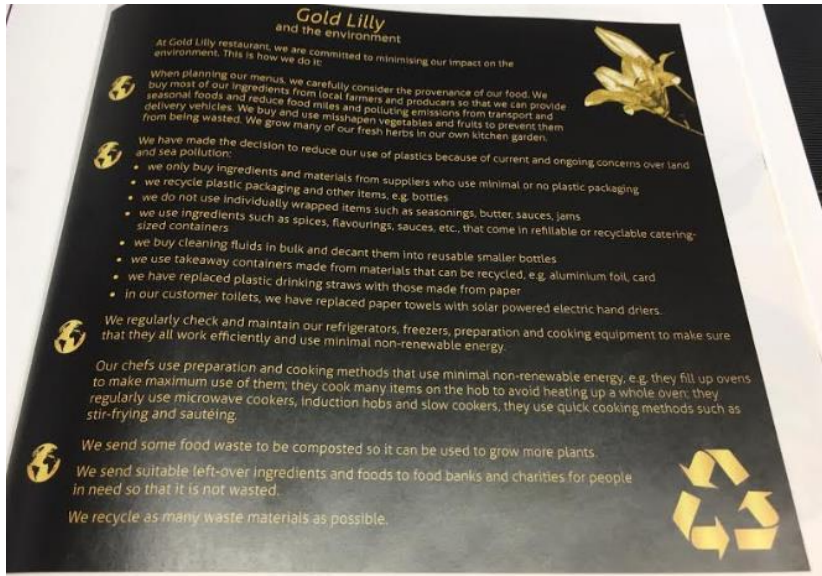
Reasoned	This means to explain why something is happening—back up what you say with the WHY?
Outline	Set out the main types of features or characteristics of something. This could be presented as a simple list
Explain	To write about something in a clear way, giving the purpose of it, or reasons for it.

EXPLAIN how flips flops and the menu you are planning address each environmental issue in relation to:

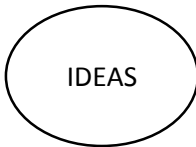
- \* Prep and cooking
- \* Packaging
- \* Ingredients
- \* Other materials

**Environmental issues include:**

- Reduce
- Reuse
- Recycle
- Energy sources
- Water conservation
- Food miles, provenance



# MENU DECISION



**My Dishes:**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

**Accompaniments:**

\_\_\_\_\_  
\_\_\_\_\_

**Presentation plans:**

**Shopping list:**

# AC2.3 – HOW MENU MEETS CUSTOMER NEEDS

Learning outcomes	Assessment criteria	Level 1 Pass	Level 2 Pass	Level 2 merit	Level 2 Distinction
LO2 Understand menu planning	<b>AC2.3</b> Explain how menu dishes meet customer needs	Outlines how menu dishes meet customer needs in general terms. Evidence is mainly descriptive with limited reasoning.	Explains how menu dishes meet needs of specified customers. Some evidence may be in general terms and descriptive. Explanation includes reasoned statements.	Explains how menu dishes meet needs of specified customers. Explanations are comprehensive and credible.	

To get the MERIT you must **INCLUDE ALL ASPECTS OF THE DISH** in your explanation and consider **ALL PEOPLE IT WILL MEET THE NEEDS OF**.

Consider the following as key reasons the dishes would meet the customer needs:

- \* Cost
- \* Appearance
- \* Age, diet, medical conditions
- \* Nutritional value

Comprehensive	Including ALL elements or aspects of something.
Outline	Set out the main types of features or characteristics of something. This could be presented as a simple list
Explain	To write about something in a clear way, giving the purpose of it, or reasons for it.
Credible	With evidence or justification to back up something that has been written, e.g. a book reference, an interview, the results of a survey, etc.

*Baked chicken strips served with broccoli florets and creamy mash made from butternut squash, potato and carrot*

#### How it meets the needs of young children

- The chicken strips can easily be eaten by young children with cutlery or their fingers
- The mash provides a contrasting texture, with plenty of colour and flavour
- The chicken strips provide a crunchy texture as a contrast to the soft mash
- The broccoli 'trees' are enjoyed by many young children
- The meal provides a wide range of nutrients, especially protein, carbohydrate, fibre, vitamins A, B group, C, D and E, as well as a variety of minerals.

#### Prep. skills and techniques and cooking methods

*Chicken preparation*  
Skinning, cutting, coating

*Vegetable preparation*  
Peeling, chopping, mashing  
Garnishing

Baking  
Boiling  
Steaming



*Apple pie served with homemade vanilla ice cream*

#### How it meets the needs of retired people

- The pie is a traditional dessert and enjoyed by many people from this generation
- The ice cream provides a good contrast with a different texture and complementary flavour
- The dish provides a range of nutrients, especially protein, carbohydrate, fat, fibre, vitamins A and D, B group, calcium and some iron.

#### Prep. skills and techniques and cooking methods

*Shortcrust pastry preparation*  
Rolling, shaping, decorating

*Apple preparation*  
Peeling, coring, chopping

Baking

*Ice cream preparation*  
Making vanilla egg custard base (crème Anglaise)

Freezing



# AC2.4 – PRODUCTION PLAN

Learning outcomes	Assessment criteria	Level 1 Pass	Level 2 Pass	Level 2 merit	Level 2 Distinction
LO2 Understand menu planning	<b>AC2.4</b> <b>Plan production of dishes for a menu</b>	Plan outlines key actions required with some omissions and errors that require amendment. There is limited consideration of contingencies.	Plan has some detail and is mainly appropriate but may have some omissions and errors that require amendment. There is some consideration of contingencies.	Plan has detail with some minor omissions. Plan does not require changes to achieve planned outcome, but would benefit from minor amendments. There are well considered contingencies.	Plan is comprehensive and detailed, incorporating well considered contingencies for most situations.

**DISTINCTION CRITERIA!! MUST BE DEATILED, PRECISE AND THOROUGH!!**

ALL of the below MUST be explained on the plan to get the distinction.

Sequencing (are things completed logically in the order)	
Timing	
Mise en place	
Cooking temperatures	
Cooling temperatures	
Hot holding temperatures and methods	
Serving (presented as if to be served)	
Waste removal	
Equipment and tools	
Commodity quantities	
Contingencies	
Health, safety and hygiene points	
Quality control points	
Storage procedures	

TIME	METHOD	HEALTH & SAFETY	QUALITY CONTROL & CONTINGENCIEES

Time	Process	Special points/contingencies
9:15	Tie up hair and put in a hair net, wash hands thoroughly with hot water and soap, roll up long sleeves, remove jewellery and get equipment out that is needed for the first dish/ section of the dish. Also put an apron on to ensure no food splatters onto your clothes. Preheat oven to 230 degrees C for the bread and 190 degrees C for lemon meringue pie.	This is important to ensure no germs are transferred from you hands into the food or there is a risk of contamination. Hair tied up and jewellery off also removes the risk of things getting into the food. Keep all raw food in the fridge until required and only bring out when needed at that stage.
9:20	Pâte Sablée-(Get bowl) Mix 200g chopped butter, 100g icing sugar and pinch of salt. With fingertips mix the butter into the sugar and salt and add the 2 egg yolks until all formed together. Knead dough on desk until smooth and then cover in cling film and refrigerate for 10mins. Wash table and bowl.	The mixture must be fully together or it could have lumps of butter or sugar in the dough. It needs refrigerating as the butter needs time to cool down and set so the dough is strong and wont fall apart instantly after rolled out. For extra measures you need to flour the desk before kneading so the soft butter doesn't stick to the table.
9:25	Garlic bread dough-(Get tablespoon) Put the flour, salt and yeast into a bowl and add the 2 tbsp of oil. Slowly add the 125ml warm water, mixing with a butter knife until you get a dough (if sticky add flour). Knead until the dough is stretchy. Shape and leave to prove on a floured tray in the grill section of the oven for 15mins. Wash table, spoon and bowl.	The dough needs to be stretchy to ensure it will shape properly and the air is in the mix so it will be light and fluffy once cooked and cooled. It needs to prove in a light heat in order to get the yeast working to make the bread size grow. The table also needs flouring so the bread doesn't stick to the table.



# AC3.1-3.5 – PRACTICAL ASSESSMENT

Learning outcomes	Assessment criteria	Level 1 Pass	Level 2 Pass	Level 2 merit	Level 2 Distinction
LO3  Be able to cook dishes	AC3.1— PREPARATION AC3.2—QUALITY AC3.3—COOKING AC3.4— PRESENTATION AC3.5—FOOD SAFETY	Dishes are presented using some techniques and requiring guidance the quality meets minimum standards.	Dishes are presented using a range of techniques but with limited guidance. Quality exceeds minimum standards.	Dishes are presented independently using a range of techniques with precision. Quality exceeds minimum standards for all areas.	Dishes are presented independently with speed and precision using a range of techniques. Quality is outstanding and exceeds minimum standards.

Your **ONLY** evidence possible to give the exam board is the observation record from YOUR TEACHER and YOUR PHOTOGRAPH!!



SO....how will you make your photograph stand out?

....how will you show as many skills as possible?

**LOOK AT PAGE 4 OF THIS BOOKLET FOR THE SKILLS THE EXAM BOARD ARE LOOKING FOR.**

## MENU PLANNING TOP TIPS!!!!

THE FLIP FLOPS BRIEF asks that you select and make.

DISHES WHICH ARE:

- ✓ Nutritious
- ✓ Suitable for holiday park restaurant which has leisure facilities such as spa, gym, pool
- ✓ Suitable for CUSTOMER TYPE OF CHOICE
  - Different ages e.g. children, elderly???
  - Dietary needs e.g. low fat, vegetarian???
- ✓ Restaurant standard (terrace area/alcoves/cosy)
- ✓ Suitably presented
- ✓ Environmentally friendly where possible e.g. using local ingredients

AND MUST SHOW:

- ✓ 3 skills in preparation
- ✓ 3 skills in cooking

High Level skills include:

- De-boning/ portioning chicken
- Filleting fish
- Meringue dishes
- Pastry dishes including; puff, short crust, choux pastry
- Homemade pasta dishes
- Bread
- 3/4 complex accompaniments/ garnish such as precisely cut vegetables or coleslaw
- 2 or more high skills to make one product e.g. Gateau St Honor
- Chocolate run outs or spun sugar for decorated cakes
- Accurate piping skills
- Cheesecakes—gelatine, baked
- Mousse using gelatine or whisked egg whites
- Panna cotta.
- Tirimisu with homemade sponge
- Roux based sauces
- Piped or well-presented potatoes - Lyonnaise, dauphinoise potatoes.
- Meat and fish dishes that require changing the shape of the meat e.g. chicken kiev, meatballs
- Presentation skills such as fruit purees or sauces used to decorate plates

You are able to practice **elements** of dishes each week in your 1 hour practical lesson.

e.g. lasagne – hour lesson 1 practice pasta, hour lesson 2 practice meat sauce, hour lesson 3 practice white sauce

Recipes are your responsibility and can be found from:

- ❖ Good quality cook books – at home or on book case outside FO3
- ❖ BBC Good Food website
- ❖ Cook pad app or website
- ❖ Recipe bank in Red Box on top of book case outside FO3