

	TOPIC	GRADES	SMSC	LITERACY	ASSESSMENTS
A U T U M N	<p><b>TASK 2 -</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>• Research International cuisine. What it is and how has it changed. What the factors are that have influenced the availability in the UK. How the availability has changed according to customer demand.</li> <li>• The factors that influence the ability to produce food from specific countries/cultures in a hotel in the UK (availability of ingredients, equipment, staff training/skills)</li> <li>• Research in depth country of choice. In depth knowledge of ingredients, understanding of culture, relevant preparation skills.</li> <li>• Research to be obtained from a variety of sources, demonstrations, books, magazines, internet, tv, restaurant visits and interviews.</li> </ul>	<p><b>Grade 1/2:</b> Start to demonstrate some relevant knowledge and understanding of the concepts, principles and properties of cooking and nutrition.</p> <p><i>Safely apply some skills to some equipment and ingredients. To plan, prepare and present simple dishes. To make straightforward and obvious comments on issues relating to food, food choices, provenance and production.</i></p> <p><b>Grade 4/5:</b> Demonstrate relevant knowledge and understanding of the concepts, principles and properties of cooking and nutrition.</p> <p><i>Safely and effectively apply skills to most basic equipment and ingredients, plan, prepare and present several compound dishes and discuss their development. Evaluate in some detail and comment on: issues relating to food, food</i></p>	<p>How have different eating styles and products developed from cultural requirements?</p> <p>Healthy eating and consideration of this in catering.</p> <p>Changes in eating habits over the years.</p>	<p>Following instructions from recipes.</p> <p>Oral discussion, debate and interview techniques.</p> <p>Evaluation skills, use of subjective and objective analysis.</p>	<p><b>Mid-Point:</b> Plan, make and evaluate a dish(es) suitable for International cuisine (<b>AO2 and AO3</b>)</p> <p><b>End-Point:</b> Plan, make and evaluate a dish(es) suitable for International cuisine (<b>AO2 and AO3</b>)</p>

	<ul style="list-style-type: none"> <li>• Conduct interviews for fact gathering.</li> <li>• Trial products suitable for task, experimenting, improving and developing ideas, analysing and carrying out sensory analysis.</li> <li>• Nutritional analysis and comparison with Government guidelines for healthy eating</li> <li>• Consideration of the comparative cost of ingredients and how this affects the suitability of the task.</li> <li>• The target market for the assessment.</li> </ul>	<p><i>choices, provenance and production.</i></p> <p><b>Grade 7/8:</b> <i>Demonstrate relevant and comprehensive knowledge and understanding of the concepts,, principles and properties of cooking and nutrition. Safely and effectively apply precise and sophisticated technical skills when using a wide range of equipment and ingredients to plan, prepare and present complex dishes. To critically analyse and evaluate.</i></p>			
	<p>UNIT 4 (EXAM PREP)</p> <p><b>Food additives.</b></p> <ul style="list-style-type: none"> <li>• Do we need them?</li> <li>• What do they do?</li> <li>• How are they regulated?</li> </ul> <p><b>Allergies and the responsibilities of the caterer.</b></p> <p><b>Catering for specific needs</b></p> <ul style="list-style-type: none"> <li>• The elderly</li> <li>• Children and young people</li> <li>• Vegetarian and vegan – lifestyle choices</li> <li>• Specific medical dietary needs</li> </ul>	<p><b>As above</b></p>	<p>The needs of the elderly in society. (social welfare)</p> <p>Lifestyle decisions, religious, social and moral (eg vegetarian and animal welfare)</p> <p>Environmental issues – reduction of carbon footprint.</p>	<p>Identifying key points in exam style questions.</p> <p>Recap: discuss, explain and describe.</p>	<p><b>Mid-Point:</b> Exam style questions <b>(AO1)</b></p> <p><b>End-Point:</b> Past exam paper <b>(AO1)</b></p>

<ul style="list-style-type: none"><li>• Multi cultural customs, requirements and adaptations</li><li>• Catering in residential establishments</li></ul> <p><b>Environmental issues</b></p> <ul style="list-style-type: none"><li>• The 3 Rs</li><li>• How can the caterer reduce the carbon footprint of his business</li></ul> <p><b>Specialist equipment</b></p> <ul style="list-style-type: none"><li>• Recapping every day equipment</li><li>• Equipment for larger scale catering/multicultural catering</li><li>• New and innovative techniques and equipment required</li></ul> <p><b>Cooking methods (2)</b></p> <p><b>Adapting menus to accommodate healthy eating (2)</b></p> <p><b>Commodities (2)</b></p> <ul style="list-style-type: none"><li>• Fats and oils</li><li>• Meat</li><li>• Fish</li></ul> <p><b>Communication and teamwork in the catering industry</b></p> <p><b>IT and its use in catering</b></p>				
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S P R I N G	<p><b>TASK 2 -</b></p> <p>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.</p> <p><b>Controlled time preparation of planning and research element for Task 2.</b></p> <p><b>Further trials and time planning</b></p> <p><b>Practical assessment</b></p> <p><b>Evaluation of practical assessment</b></p> <ul style="list-style-type: none"> <li>• Evaluation of products prepared</li> <li>• Improvement ideas</li> <li>• Development ideas</li> <li>• Nutritional value of the meal</li> <li>• Accurate costing of the meal to include selling price and discussion of profit and overheads</li> <li>• Matching assessment to brief.</li> </ul>	<i>As above</i>	Healthy eating and nutritional values	<p>Wide range of skills for demonstration of research (oral, IT and written)</p> <p>Analytical evaluation skills.</p> <p>Condensing written work to focus on required material.</p>	<p><b>Mid-Point:</b> Plan, make and evaluate a dish(es) suitable for International cuisine <b>(AO2 and AO3)</b></p> <p><b>End-Point:</b> complete Controlled Assessment (plan, make and evaluate task) <b>(AO2 and AO3)</b></p>
	<p><b>UNIT 4 – EXAM PREPARATION (REVISION)</b></p> <ul style="list-style-type: none"> <li>• Hygiene</li> </ul>	<i>As above</i>	Personal hygiene Healthy eating	Developing concise answering skills and picking key points from questions.	<p><b>Assessment:</b> Exam style questions <b>(AO1)</b></p> <p><b>Assessment:</b> Past papers <b>(AO1)</b></p>

	<ul style="list-style-type: none"> <li>• Bacteria, the importance of temperature control and contamination</li> <li>• The law</li> <li>• Environmental Health Officers – their role and consequences of a visit.</li> <li>• HACCP</li> <li>• Safety in the workplace, risk assessments.</li> <li>• Catering establishments – outside catering, the kitchen brigade. Required attributes and experience for the role)</li> <li>• Menu planning (residential care, hotels, restaurants, themed etc)</li> <li>• Terminology</li> <li>• Portion control and costing</li> </ul>				
S U M M E R	<p><b>UNIT 4 - REVISION</b></p> <ul style="list-style-type: none"> <li>• Special dietary requirements – age, medical, lifestyle, cultural</li> <li>• Commodities – meat, fish, dairy, fats and oils, cereals, fruit and vegetables, oils, flavourings, sauces and seasonings</li> <li>• Nutrition</li> <li>• Environmental issues</li> <li>• IT and communication</li> </ul>	<i>As above</i>	Nutrition and environment		<p><b><u>Assessment:</u></b> Exam style questions <b>(AO1)</b></p> <p><b><u>Assessment:</u></b> Past papers <b>(AO1)</b></p>