

HOSPITALITY AND CATERING – AREAS TO GET A DISTINCTION GUIDE

Specific groups: are to be linked to the given brief. E.g.: Western Ave: Students and Elderly.

Compare: To identify similarity and differences.

Assessment criteria	Level 1 pass	Level 2 pass	Level 2 Merit	Level 2 Distinction
AC1.2 Compare nutritional needs of specific groups .	Outlines nutritional needs of two specific groups. Comparison may be implied.	Compare nutritional needs of two specific groups giving some reasons for similarities and differences.	Compare nutritional needs of two specific groups giving clear reasons for similarity and differences.	Compare nutritional needs of two specific groups giving clear and in-depth reasons for similarity and differences.
<p>Learners must cover the main content:</p> <p>AC1.2 Compare nutritional needs of specific groups.</p> <p>Specific groups</p> <ul style="list-style-type: none"> • Different life stages • Childhood • Adulthood • Later adulthood • Special diets • Medical conditions • Activity levels 				

L1P: outline: Comparison maybe implied. Not compared. Without going into too much detail, this could be a simple list.

Give some (small amount) reasons or evidence to support your opinion or view.

Give clear: Easy to understand. To the point. In way that is easy to see or understand. Covering most but not **all** of the "main content" reasons: evidence to support your opinion or view.

In-depth: All major points covered.

Outline: Description but without going into too much detail, this could be a simple list.
Level 1 at D-G grading

Contingencies: What to do if things go wrong.
E.g. Do not over rub fat in with the flour. If I do, start again as I will have tough pastry.

Performance band				
Assessment criteria	Level 1 pass	Level 2 pass	Level 2 Merit	Level 2 Distinction
AC2.4 Plan production of dishes for a menu.	Plan outlines key actions required with some omissions and errors that require amendment. There is limited consideration of contingencies.	Plan has some detail and is mainly appropriate but may have some omissions and errors that require amendment. There is some consideration of contingencies .	Plan has detail with some minor omissions . Plan does not require changes to achieve planned outcome, but would benefit from minor amendments. There are well considered contingencies .	Plan is comprehensive and detailed, incorporating well considered contingencies for most situations .
<p>AC2.4 Plan production of dishes for a menu.</p> <p>Omissions: left out/excluded or absent.</p> <p>content:</p> <p>Plan</p> <ul style="list-style-type: none"> • Sequencing • Timing • Mise en place • Cooking • Cooling • Hot holding • Completion • Serving (presented as if to be served) • Waste • Equipment • Commodity quantities • Tools • Contingencies • Health, safety and hygiene • Quality points • Storage 				

Comprehensive: to include all elements/detailed.
Credible: with evidence or justification.

Candidates need to demonstrate minimum of 3 skills in preparation, 3 cooking and presentation.

Level outcome	Assessment criteria	Performance band			
		Level 1 pass	Level 2 pass	Level 2 Merit	Level 2 Distinction
LO3 be able to cook dishes	AC3.1 Use techniques in preparation of commodities.	A number of techniques are used. Guidance may be required. Skill demonstrated may show limited precision and require additional time to meet minimum requirements. Some consideration given to food safety.	A range of techniques are used. Limited guidance is required. Skill demonstrated may show limited precision and require additional time to meet minimum requirements. Consideration to food safety given throughout.	A range of techniques are used Independently with speed and precision . Consideration to food safety given throughout.	A comprehensive range of techniques are used effectively and Independently with faultless speed and precision . Consideration to food safety given throughout.
	AC3.1 Use techniques in preparation of commodities.	<p>Learners must cover the main content:</p> <p>Techniques</p> <ul style="list-style-type: none"> • Weighing and measuring • Chopping • Shaping • Peeling • Whisking • Melting • Rub-in • Sieving • Segmenting • Slicing • Hydrating • Blending <p>Commodities</p> <ul style="list-style-type: none"> • Poultry • Meat • Fish • Eggs • Dairy products • Cereals, flour, rice, pasta • Vegetables • Fruit • Soya products 			

Guidance: With help/advice given.

Precision The quality, condition, being exact and accurate.

Independently: on their own.

Speed: within allocated time.

Assessment criteria	Level 1 pass	Level 2 pass	Level 2 Merit	Level 2 Distinction
AC3.3 Use techniques in cooking of commodities .	A number of techniques are used. Guidance may be required. Skill demonstrated may show limited precision and require additional time to meet minimum requirements. Some consideration given to food safety.	A range of techniques are used. Limited guidance is required. Skill demonstrated may show limited precision and require additional time to meet minimum requirements. Consideration to food safety given throughout.	A range of techniques are used with limited guidance. Skills demonstrated may show limited precision or require additional time to meet minimum requirements. Consideration to food safety given throughout.	A range of techniques are used Independently with speed and precision. Consideration to food safety given throughout.
Learners must cover the main content:				
AC3.3 Use techniques in cooking of commodities.	<p>Techniques</p> <ul style="list-style-type: none"> • Boiling • Blanching • Poaching • Braising • Steaming • Baking • Roasting • Grilling (griddling) • Frying • Chilling • Cooling • Hot holding 			

Guidance: With help/advice given.

Precision The quality, condition, being exact and accurate.

Independently: on their own.

Consideration: Take in to account/think about.

Speed: within allocated time.

Performance band				
Assessment criteria	Level 1 pass	Level 2 pass	Level 2 Merit	Level 2 Distinction
AC3.4 Complete dishes using presentation techniques	Dishes presented using some techniques. Quality of dishes meets minimum standards for appearance, smell and taste. Some guidance may be required. Some consideration given to food safety.	Dishes presented using a range of techniques with some precision. Quality of dishes exceeds some minimum standards for appearance, smell and taste. Limited guidance required. Consideration to food safety given throughout.	Dishes presented independently using a range of techniques with precision. Quality of dishes exceeds most minimum standards for appearance, smell and taste. Consideration to food safety given throughout.	Dishes presented independently using a range of techniques with precision. Quality of dishes exceeds minimum standards for appearance, smell and taste. Consideration to food safety given throughout.
Learners must cover the main content:				
AC3.4 complete dishes using presentation techniques	Presentation techniques <ul style="list-style-type: none"> • Portion control • Position on serving dish • Garnish • Creativity 			

Independently: on their own.

Consideration: Take in to account/think about.

Guidance: With help/advice given.

Speed: within allocated time.

<u>Assessment Criteria</u>	<u>Max Grade</u>	<u>WHAT YOU MUST DO/CHECKLIST</u>
AC1.1 Describe functions of nutrients in the human body	L2M	<p>You must mention:</p> <ul style="list-style-type: none"> Protein – Carbohydrates – Fat – Vitamins – Minerals - Water & Fibre <p>Show what they do, where we get them from (groups), how much we need.</p>
AC1.2 Compare nutritional needs of specific groups	L2D	<p>You must mention:</p> <ul style="list-style-type: none"> A brief overview of several different groups of people Choose 2 groups and give nutritional needs of each group (just the 2 you've picked) Compare the 2 groups – similarities and differences.
AC1.3 Explain characteristics of unsatisfactory nutritional intake	L2M	<p>You need to:</p> <ul style="list-style-type: none"> Take your 2 groups as a starting point and using the key nutrients you mentioned in 1.2 talk about getting too much or not enough of those nutrients. You must link all the information you give to the 2 groups from 1.2
AC1.4 Explain how cooking methods impact on nutritional value	L2P	<p>You must mention:</p> <ul style="list-style-type: none"> Lots of cooking methods and how they affect nutrients – eg locking them in or boiling them away Say which methods you might use when cooking your menu and why those methods could/would help with keeping nutrients in the food.
AC2.1 Explain factors to consider when proposing dishes for menus	L2M	<p>You need to mention the following:</p> <ul style="list-style-type: none"> Your customers – who are they, why are they coming? Prices – ingredients and menu prices Type of restaurant – what type of restaurant you'd like it to be. Time of year – inc. seasonal food Skills – of staff and planner (you) Equipment – mention if you might need special kit Speed/Time – if you think you might plan complex dishes etc will you have the time to make and serve it <p>Link each one to your task and your groups from 1.2 if you can.</p>
AC2.2 Explain how dishes on a menu address environmental issues	L2P	<p>You need to mention:</p> <ul style="list-style-type: none"> Conservation of energy Conservation of water 3 Rs – Reduce, Reuse, Recycle Food miles/Carbon footprint <p>State how you will try to help – eg local ingredients = reduction in CO2. Steaming food = reducing energy usage...</p>
AC2.3 Explain how menu dishes meet customer needs	L2M	<p>Using your 2 groups from 1.2 mention:</p> <ul style="list-style-type: none"> Nutrition – summarise how this will influence your menu choices. Cost – seasonal food, portion sizes Organoleptic – the senses, how will you ensure they are covered (sight, smell, sound, feel & taste) <p>Make sure you link these things to your 2 groups all the time.</p>
AC2.4 Plan production of dishes for a menu	L2D	<p>BIGGEST SECTION</p> <p>You need to:</p> <ul style="list-style-type: none"> Write about your 4 chosen dishes to trial (use the blue sentence starters to help you - 2.3 marks) Choose the best 2 with sides that you will cook for your practical exam – link to proposed dishes and why you picked them. Complete an order form for both ingredients for your practical exam and what equipment you will need. Write a time plan (3 ½ hours MAX) which must include: <p>1 - Dovetailed method 2 - Health, safety & hygiene points 3 - Quality checks 4 - Timings – not too long</p>

