**Assessment details and layout**

**Task 2 coursework Guide**

You are about to begin your 2nd assessed piece of coursework for the Catering GCSE. This is worth **40 % of your final GCSE grade**.

You will have **30 hours (12 weeks of lessons)** to complete this controlled assessment in school. This whole coursework must **not be longer than 10 A4 sides of paper**. This means that you need to use a suitable sized font (11 smallest, 12 largest with the exception of titles). Copies of recipes and any other research (nutritional print outs, star diagrams, questionnaires) can be placed in an **appendix and then referred** to *e.g. you can see from the results of the nutritional analysis in my appendix that this dish is low in fat. This means…*

These worksheets will provide you will a step-by-step guide, as to how to complete the project to gain high grades.

**The project consists of 3 main parts:**

1. Investigating and Planning the task (25marks)
2. The assessed practical/ carrying out the task (40 marks) 30 minutes mise-en place and 2 ½ hours cooking/presenting.
3. The evaluation (15 marks)

**Let’s start!**

Below is your project task/brief you will need to begin your project by copying this and placing it into your own words where appropriate. This is the brief you will plan your project around.

**Task/brief :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.**

The meal you produce must be a main and dessert, as this is what would be served at our school. It must also be for 2 covers. (A "restaurant cover" is a table setting for one person, therefore two people sitting at one table would be two "covers".)

**Section 1: Investigating and Planning the task (25marks)**

Time allocated: 22 ½ hours= 2 ½ hours a week for 9 weeks.

**Week 1 – beginning your research**

1. (20 minutes) Complete a detailed time log: this is the second part of the time sheet you completed for the 1st coursework. You need to plan how long each task covered by the coursework will take. This will help to ensure you complete it all within the allocated 30 hours.
2. (5 minutes) Open a word document and add the title: **WJEC Catering Single award Task 2.** Below this copy in your **task/ brief.** In the header and footer add your name and page numbers.
3. (25 minutes) With some guidance from your teacher create a brainstorm or list of areas you will need to consider as part of your research and design choices.
4. Introduction to the need for healthy eating. Using your research and quoting from **relevant sources** where suitable, write a few paragraphs that explain/conclude why it is important that students have the option of healthy school meals (research information on links with concentration and learning and health issues that result from bad diets). Look at recent historical developments to support healthy eating such as Jamie Oliver’s campaign for healthy eating and the setting up of the Children’s Food Trust. <http://www.childrensfoodtrust.org.uk>

**Week 2 – healthy eating and nutritional guidelines.**

1. You will have the opportunity to interview the Area Manager of the school canteen. Here you will need to make notes on the price restraints and nutritional guidelines they need to follow when planning menus for our school.
2. Using your previous learning and any extra research talk about how we can follow a healthy diet. List the ways in which we can reduce, fat, sugar, salt and increase fibre, giving examples relevant to school meals.
3. Then talk about the nutritional needs of school aged children and some of the ingredients that fulfil these needs. *E.g. children need calcium to ensure they build strong bones. Foods high in calcium include…..*

**Looking at the canteen**

1. Find example menus of the foods served by the canteen and comment on these focusing on whether the foods selected our appealing and why.
2. Look at the facilities and equipment for serving school meals, the way they manage portion control and the time allocated to serve each student.
3. Find out the cost of school meals to students and the cost allocated to the canteen staff when selecting recipes. Why is cost important to the caterer?

**Week 3 - selecting potential dishes.**

1. Brainstorm dishes or list suitable dishes you could make and decide on the skill levels you could show when making these.
2. Select a range of suitable dishes you might like to make for the school canteen and create a questionnaire to ask our school students what they would appeal to them.
3. Conclude your research and use this to select the 2 dishes you will probably make.

**Week 4 &5 - practical experimentation**

1. Using your recipe state how you can make it even healthier/ suitable for vegetarians etc…
2. Make at least 2 versions of these dishes, thinking about presentation and use a taste panel to record the results.
3. Conclude the results according to suitability and make comments in your coursework on the recipe you will choose and how you can present it attractively.

**Week 6 –Costing and nutritional analysis.**

1. Use the Nutritional Programme to analyse the cost and nutritional contribution of your recipes.
2. Complete and add selling price calculations for each dish. **60%= Cost for portion X 100 ÷40**
3. What price would you need to chare to ensure profit? Draw conclusions on their suitability based on their cost for canteen service (how do they compare to the cost of current canteen dishes) and nutritional suitability for school children.
4. **Creating a food order list/ commodity list**

Here you need to write a food/ingredients list. This is similar to one that might be used within a restaurant industry. **You must use g and Kg no cups or oz. You must add up the amounts of your ingredients** *e.g. if one recipe has 100g of plain flour and another has 200g of plain flour you must list it as 300g of plain flour. Also make sure you give types e.g. mild cheddar, skimmed milk etc…*

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| **Grocers** | **Cost** | **Butchers /fishmongers** | **Cost** | **Dairy** | **Cost** | **Green Grocers** | **Cost** |
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**Week 7- reasons for choice relating to research x2**

Name of dish: Reason for choice:

* It meets with the brief because…. (include time to make it in)
* I have chosen to sell my dishes in…… This dish is suitable for this type of establishment because……
* The results of my questionnaire helped me to choose this dish as…
* I have chosen this dish as it will allow me to show….. level of skill. (Have you made it before; do you know you are good at it? The skills I will be able to demonstrate will include……….**Use technical terms for good grades *e****.g. this will allow me to show my rubbing in and shaping skills)*
* This dish is nutritionally suitable for school aged children because…. (What nutrients does it contain? Is it low in fat? etc…)
* I could adapt this dish and make it healthier by… however ….
* My practical experiments helped me to choose the ingredients and presentation for this dish as I found out that…
* The selling price of my dish is around….. at my chosen outlet. I can make it for …… the school sell their meals for ……. therefore I can make a reasonable profit.
* My dish will appeal to school children and encourage healthy eating because……….
* This dish is suitable with the other chosen as (talk about, flavour, colours and texture).

**Week 8 & 9- Detailed plan for making**

Using the methods you have found for your chosen dishes, you will now need to plan how you will make your dishes in detail.

**You must link your plans together** to ensure you can fit all dishes into 4 hours. To help you do this you may find it easier to use a different colour for each method. **You cannot use an individual method or recipe.**

When planning you need to divide your order or work into 3 sections Mise-en-place and order of work.

1. Mise-en-place= getting yourself ready, collecting ingredients (that don’t need to stay in the fridge), collecting equipment, washing fruit and vegetables and arranging your workstation.
2. **j0355649**Order of work= method required to make the dishes.
3. How you will present your dishes. You can present them in portions or as whole dishes. **A photograph as a display of all dishes together will be your evidence**

**To gain good grades for this section you need to make sure you:**

* Plan your dishes so the ones which take the longest are made 1st.
* Make sure your methods are in the correct order.
* **Talk about temperatures (including oven temperatures)** and where they may need to be adjusted.
* Cooking times, chilling times
* How you will plate up/serve your meals to make them attractive
* Plan your clearing away- clean as you go included
* Any seasoning, garnish or decoration *e.g. herbs to decorate*
* Health and safety *e.g. use oven gloves.*

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| **Time** | **Order or work/ method** | **Equipment**  **required** | **Health and safety** |
| **Mise-en-place/ preparation (30 minutes)** | | | |
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| **Order of work (2 ½ hours)** | | | |
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| **Presentation** | (include dishes, glassware, cutlery, decoration e.g. chop and sprinkle with fresh parsley) |  |  |

**Large equipment requests**

Here you need to mention any large or specialist equipment you will need to prepare, cook and serve e.g. food processor. Do not list general equipment e.g. chopping board.

**Section 2: week 10 - The assessed practical (40 marks) 2 ½ hours**

Here you will have 30 minutes for Mise-en place and 2 ½ hours to complete the practical, including cleaning down. Your teacher will give you a list of qualities they expect to see to gain a high mark (see mark scheme). You will be assessed on every aspect of the practical from start to finish, including the presentation of the final dishes. As soon as you have finished your dish and had a picture **taken for 2 covers** you will need to get others to taste your dish and record their comments ready for you to complete an evaluation.

**Section 3: week 11 &12 -Evaluation (15 marks) 5 hours**

-Add your picture to your evaluation and answer the following questions:

1. **Suitability of dishes chosen**: How suitable were the dishes you made? Did they fit with the brief? Please explain your answer.
2. Could you have completed any other research to support you if making this again*? E.g. practicing of different dishes to improve practical skills before making your choices.*
3. Was all your research relevant to helping you to make your choices?
4. What changes would you make to your choice of dishes and why? *E.g. I would make a lemon sponge instead of a jam one to add a more refreshing taste and lower the sugar content.*
5. How was your time management? How could you improve it? Did your plan help?
6. Did you use the correct equipment at all times? Give examples.
7. **Sensory analysis results:** What did tasters think of your dishes**:** talk about the results of your evaluation for **each dish** including **appearance, texture, flavour and smell** (place taste panel results in appendix).

What was good about each dish?

1. **Future improvements:** **What improvements would you make if you could make your dishes again and why?** Think about ways to improve presentation, flavour texture or smell- remember to **talk about each dish made** *e.g. I could add red peppers as well as green to make my dish more colourful and appealing to children*). Would these improvements be realistic to the time you had to make the dishes, your skill level and the cost of ingredients?
2. **Cost and portion size:** What did your taste panel think of your portion sizes? Were they suitable for school children? How could you improve your portion size to please the customer/make more profit? **What were your selling prices?** Could your selling prices make a good profit based on the cost of making?
3. **Health:** How healthy were your dishes? How did they meet the nutritional needs of school children? Talk about sugar, salt and fat content. How could they have been adapted to make them healthier?
4. What have you learnt as part of this coursework?

The end!

Check your progress against the mark scheme

**Task 2** − **Criteria for assessment**

**Investigating and planning the task (25 marks) week 1-11**

Candidates will be expected to:

• research and investigate the task

• apply knowledge and understanding in the choice of meals

• justify choice of meal - to include costing and nutritional content

• produce a sequence of work

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|  | **Levels of Achievement Marks** | **Marks** |
| **G/U** | * A limited understanding of the task. * Research includes little information from restricted resources. * Inappropriate choice of dishes with no reasons given and no reference to nutritional content or costing. * Sequence of work lacks detail. * Writing largely conveys meaning although errors and poor expression hamper communication. * Little or no use of specialist vocabulary | 0-5 |
| **F/D** | * A basic understanding of the task. * Research includes some information from restricted sources. * Some suitable dishes chosen with adequate reasons for choice and general comments on nutritional content or costing. * Sequence of work is evident. * Writing shows some evidence of structure; expression is adequate to convey meaning although errors are apparent. * Use of specialist vocabulary is limited. | 6-12 |
| **C/B** | * An understanding of the task. * Research includes information from a range of resources. * Suitable dishes chosen with reasons given and realistic reference to cost and nutritional content. * Sequence of work is logical. * Writing is structured to communicate meaning clearly and contains relatively few errors. * Use of specialist vocabulary is correct. | 13-19 |
| **A\*/A** | * A good understanding of the task. * Research is thorough using and applying a range of resources. * A good choice of dishes chosen with valid reasons given and accurate analysis of cost and nutritional content. * Sequence of work is detailed, dovetailed and logical. * Writing is well structured and fit for purpose, clearly expressed and largely error-free. * Specialist vocabulary has been used appropriately. | 20-25 |

**Carrying out the task (40 marks) week 12**

The candidate will be expected to: demonstrate skills related to –

• personal hygiene

• kitchen hygiene

• safety (food and self)

• sequence of work

• selection and use of equipment

• production of the meal

• portion control

• presentation of finished meal

• serving of the meal

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|  | **Levels of Achievement Marks** | **Marks** |
| **G/U** | * Demonstrate a limited understanding of safe working practices and sequence of work when producing and serving the meal. * Incorrect selection and use of equipment. * Meal produced with limited success. * Portion control not identified. * Presentation and serving of the meal will be limited | 0-10 |
| **F/D** | * Demonstrate a basic understanding of safe working practices and sequence of work when producing the meal. * Some knowledge of correct selection and use of equipment. * Meal produced showing a range of skills with some success. * Portion control attempted. * Presentation and serving of the meal will be basic. | 11-20 |
| **C/B** | * Demonstrate a good understanding of safe working practices and will work in a confident, competent and organised manner, using correct equipment. * Meal successfully produced using a range of appropriate skills. * Portion control will be evident. * Presentation and serving of the meal will be of a good standard. | 21-30 |
| **A\*/A** | * Demonstration of understanding and application of safe working practices, using correct equipment. * Meal produced using a variety of appropriate skills while achieving results of consistently high standard, demonstrating competence and initiative throughout. * Correct portion control will be evident. * Presentation and serving of the meal will be of a high standard. | 31-40 |

**(c) Evaluating the task (15 marks) week 13 & 14**

The candidate will be expected to:

• evaluate the acceptability of the meal to the customer

• analyse and evaluate the nutritional content of the meal

• evaluate the cost of the meal and relate to profit margins.

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|  | **Levels of Achievement Marks** | **Marks** |
| **G/U** | * A description of the finished meal with little or no reference to the customer. * Little attempt made to cost the meal with little or no reference made to profit margin. * Some reference made to nutrition. * Writing largely conveys meaning although errors and poor expression hamper communication. * Little or no use of specialist vocabulary. | 0-3 |
| **F/D** | * A brief analysis of the finished meal relating to appearance, texture and flavour with some reference to the customer. * A brief attempt made to cost the meal and calculate profit margin. * Limited analysis of nutritional content. * Writing shows some evidence of structure; expression is adequate to convey meaning although some errors are apparent. * Use of specialist language is limited. | 4-7 |
| **C/B** | * Evaluation of the finished meal covers appearance, texture and flavour, referring to acceptability to the customer. * Costing will be evaluated and reference made to profit margin. * Nutritional analysis of meal is accurate and explained. * Writing is structured to communicate meaning clearly and contains relatively few errors. * Use of specialist vocabulary is correct. | 8-11 |
| **A\*/A** | * Evaluation of the finished meal has detailed analysis of flavour, texture and appearance using appropriate measures of customer acceptability. * Meal is costed accurately and profit margins are calculated correctly using an accepted formula. * Nutritional content is analysed and evaluated in relation to the task. * Writing is well structured and fit for purpose, clearly expressed and largely error free. * This use of specialist vocabulary is appropriate. | 12-15 |