

BTEC Level 2 Technical Extended Diploma in

PROFESSIONAL COOKERY

UNIT 2: KITCHEN OPERATIONS



SAMPLE ASSESSMENT MATERIALS (SAMs)

First teaching: September 2017 | First certification: Summer 2018

ISSUE 1

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Pearson BTEC Level 2 Technicals

<p>Write your name here</p> <input type="text"/>		<p>Level</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;">2</div>
<p>Learner Registration Number</p> <input type="text"/>	<p>Centre Number</p> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input style="background-color: #ccc;" type="text"/>	
<p>Professional Cookery</p> <p>Set task: Unit 2: Kitchen Operations</p>		<p>Marks</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; width: 40px; height: 40px; margin: 0 auto;"></div>
<p>Extended Diploma</p> <p>Sample assessment material for first teaching</p> <p>September 2017</p>		<p>Supervised hours</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; width: 40px; height: 40px; margin: 0 auto;">4</div>

Information

- This booklet contains material for the completion of the set task under supervised conditions.
- The set task is out of 62 marks.
- This booklet is specific to each series and this material must be issued only to learners who have been entered to take the task in the specified series.
- This booklet should be kept securely until the start of the supervised assessment period.
- This set task should be undertaken in the period timetabled by Pearson.

Paper reference

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Instructions for teachers/tutors and/or invigilators

This paper must be read in conjunction with the unit information in the specification and the *BTEC Technical Certificates Information for Conducting External Assessments (ICEA)* document. For further details please see the Pearson website.

The set task should be completed during the period of one day timetabled by Pearson.

The set task must be carried out under supervised conditions. The set task must take place in one session.

Learners may take prepared notes into supervised sessions.

Learners must complete the set task using this task and answer booklet.

The set task is a formal external assessment and must be conducted with reference to the instructions in this task booklet and the *BTEC Technical Certificates Information for Conducting External Assessments (ICEA)* document to ensure that the supervised period is conducted correctly and that learners have the opportunity to carry out the required activities independently.

Teachers/tutors and invigilators are responsible for maintaining security and for reporting issues to Pearson. In particular:

- only permitted materials for the set task can be brought into the supervised environment
- during any permitted break and at the end of the session, materials must be kept securely and no items removed from the supervised environment,

After the session the teacher/tutor or invigilator will confirm that all learner work was completed independently as part of the authentication submitted to Pearson.

Outcomes for submission

This task and answer booklet should be submitted to Pearson.

The prepared notes do not need to be submitted with the final outcomes to Pearson.

Each learner must complete an authentication sheet.

Instructions for learners

Read the set task information carefully.

This contains all the information you need to complete each activity in the set task.

You must plan your time for each part of the task. You have a total of four hours in this session to complete the task.

Refer to your notes to complete the set task as given in the set task information.

You will complete this set task under supervision and your work will be kept securely during any breaks taken.

You must work independently throughout the supervised assessment period and should not share your work with other learners.

Outcomes for submission

You should complete the task in this answer book.

Your prepared notes do not need to be submitted with the final outcomes to Pearson.

You must complete an authentication sheet.

Set task information

Scenario

A group of 12 customers have booked into the Harbour restaurant where you have offered them the set menu below. However, you have now been informed that two members of the group have special dietary requests: one vegan and one coeliac. The menu will have to be discussed with the customers to be able to accommodate their needs.

Dinner menu

Starters

Melon fan with prawns and raspberry coulis
Tomato and mozzarella salad with bruschetta
Parmesan coated chicken goujons with pesto dip
Asparagus soup

Mains

Pan fried salmon with capers
Beef Wellington with pâté
Beef and mushroom stroganoff
Broccoli and bean stir fry

Selection of potatoes and vegetables

Crispy turmeric roast potatoes
Bacon mashed potatoes
Mixed root vegetables
Corn and courgette fritters
Green beans in basil
Spanish stuffed tomatoes

Sweets

Flambéed crêpes Suzette
Chocolate chilli tart
Baked apples with sultanas and hazelnuts
Cream profiteroles

Recipe cards

Melon fan with prawns and raspberry coulis

Serves: 12

- ◊ 700 g frozen raspberries
- ◊ 2 teaspoons lemon juice
- ◊ 4 tablespoons clear honey
- ◊ 700 g prawns
- ◊ 2 large, ripe cantaloupe melons
- ◊ 2 medium honeydew melons

fresh mint leaves, to garnish

Tomato and mozzarella salad with bruschetta

Serves: 12

- ◊ 750 g buffalo Mozzarella cheese
- ◊ 12 tomatoes
- ◊ 2 sprigs basil leaves, thinly sliced
- ◊ ¼ pint olive oil
- ◊ 6 tablespoons balsamic vinegar
- ◊ bruschetta – Italian bread

salt and pepper, to taste

Parmesan coated chicken goujons with pesto dip

Serves: 12

- ◊ 3 bunches basil (only leaves)
- ◊ 50 g pine nuts
- ◊ 100 g grated parmesan
- ◊ ¼ pint extra virgin olive oil
- ◊ 1 head of garlic
- ◊ Pinch salt and pepper
- ◊ 6 large chicken breasts
- ◊ 100 g seasoned plain flour
- ◊ 6 eggs, beaten
- ◊ 200 g grated parmesan
- ◊ 200 g oatmeal
- ◊ 3 lemons
- ◊ Oil (for frying)

Asparagus soup

Serves: 12

- ◊ 1 kg asparagus
- ◊ 100 g butter
- ◊ 100 g flour
- ◊ 1.5 litre stock
- ◊ salt and sugar, to taste

chives and parsley, to garnish

Pan fried salmon with capers

Serves: 12

- 12 fillets salmon
- ¼ tablespoon olive oil
- 100g capers
- salt and ground black pepper, to taste
- 12 wedges lemon

Beef Wellington with pâté

Serves: 12

- 3 kg beef fillet
- 8 tablespoons butter, softened
- 4 tablespoons butter
- 2 onions, peeled and diced
- 1 cup sliced fresh mushrooms
- 120 g liver pâté
- 4 tablespoons butter, softened
- salt and pepper, to taste
- 1 kg frozen puff pastry, thawed
- 2 egg yolks, beaten
- 500 ml beef stock
- 4 tablespoons red wine

Beef and mushroom stroganoff

Serves: 12

- 100 g butter
- 150 g onion, diced
- 4 cloves of garlic
- 750 g fresh mushrooms, sliced
- 1 teaspoon curry powder
- 1.5 kg beef top sirloin, thinly sliced
- 550 ml white stock
- 750 g white mushrooms
- 550 g shiitake mushrooms
- 750 ml thickened cream
- 750 g fusilli pasta

Broccoli and bean stir fry

Serves: 12

- 4 tablespoons extra virgin olive oil
- 1 clove garlic, sliced
- 2 red chillis, chopped (optional)
- 2 heads fresh broccoli, chopped
- 500 g green beans
- 4 sun-dried tomatoes, cut in thin strips
- juice of 4 limes
- salt

Crispy turmeric roast potatoes

Serves: 12

- ◇ 3 kg potatoes
- ◇ 9 tablespoons vegetable oil
- ◇ 6 tablespoons flour
- ◇ 3 teaspoons oregano
- ◇ 3 teaspoons turmeric

salt and black pepper**Bacon mashed potatoes**

Serves: 12

- ◇ 1.5 kg potatoes, peeled and quartered
- ◇ 600 g turnips, peeled and cut into chunks
- ◇ 6 tablespoons butter
- ◇ 8 tablespoons milk
- ◇ 500 g rashers bacon, cooked and chopped
- ◇ 2 pinch ground nutmeg

salt and ground black pepper to taste**Corn and courgette fritters**

Serves: 12

- ◇ 3 eggs
- ◇ 3 tablespoons water, approx
- ◇ 375 g plain flour
- ◇ 3 teaspoons baking powder
- ◇ pinch of salt and pepper
- ◇ 1 kg creamed corn
- ◇ 1 kg courgettes
- ◇ 6 tablespoons vegetable oil for frying

Mixed root vegetables

Serves: 12

- ◇ 3 kg mixed root vegetables, such as potatoes, sweet potatoes, carrots, parsnips, swede and kohlrabi
- ◇ 600 g shallots
- ◇ 6 tablespoons extra virgin olive oil
- ◇ 3 teaspoons cracked black peppercorns
- ◇ few sprigs fresh thyme
- ◇ few sprigs fresh rosemary
- ◇ sprigs fresh thyme or rosemary to garnish (optional)

Green beans in basil

Serves: 12

- 1.5 kg green beans
- 4 onions, diced
- 12 tablespoons olive oil
- 8 tomatoes, peeled, seeded and diced
- 1 cup fresh basil, chopped
- 4 cloves garlic, minced
- ½ cup parsley

Spanish stuffed tomatoes

Serves: 12

- 12 large tomatoes
- 200 g fresh breadcrumbs
- 6 tablespoons parsley, chopped
- 2 pinch salt and black pepper, to taste
- 4 tablespoons butter
- 200 g onion, diced
- 2 tablespoons thyme, chopped
- 100 g cheddar cheese, grated

Flambéed crêpes Suzette

Serves: 12

Crepes

- 350 g flour
- 2 pinch salt, to taste
- 3 eggs
- 700 ml milk
- 3 tablespoons oil
- 90 g butter, for frying

Sauce

- 210 g butter
- 210 g white sugar
- 6 large oranges, juiced and zested
- ¼ pint Grand Marnier

Chocolate chilli tart

Serves: 12

Base

- 6 tablespoons coconut oil
- 450 g desiccated coconut
- 4 tablespoons almond milk

Filling

- 250 g caster sugar
- 60 g cocoa powder
- 80 g cornflour
- 700 ml almond milk
- 120 g dark chocolate, finely diced
- 1 teaspoon ground cardamom
- 1 teaspoon chilli powder
- zest of 2 oranges

Baked apples with sultanas and hazelnuts

Serves: 12

- 6 tablespoons sultanas
- 6 tablespoons finely diced hazelnuts
- 3 teaspoons softened butter
- 3 teaspoons honey
- 3 teaspoons brandy
- 12 medium apples, washed and dried
- butter for greasing

Cream profiteroles

Serves: 12

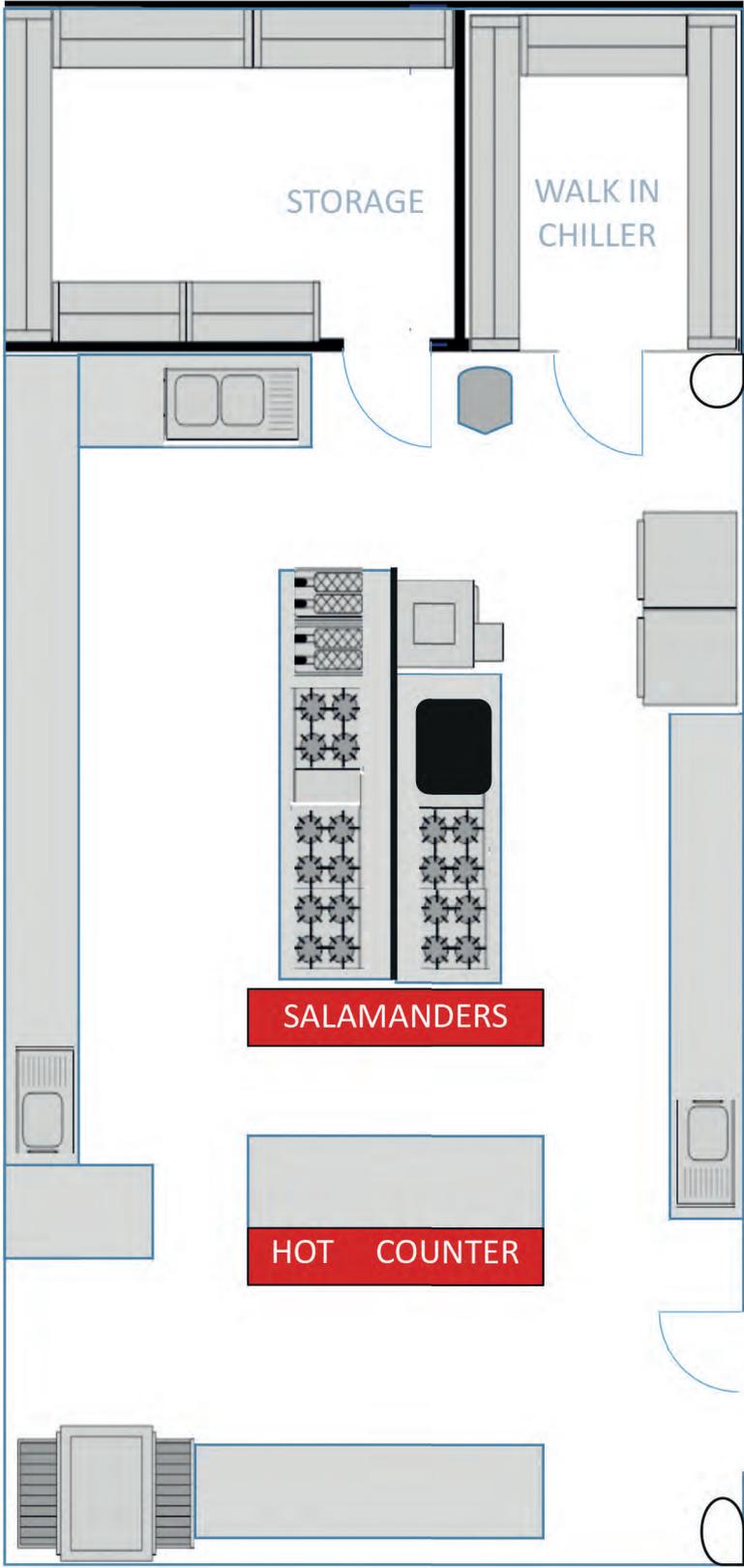
Pastry

- 315 ml water
- 115 g butter
- 160 g plain flour
- 4 eggs
- 1¼ teaspoon vanilla essence
- Grated zest of 1 lemon
- Pinch of sugar
- 1 egg yolk, for brushing
- 3 teaspoons cream

Filling

- 230 ml cream, for whipping
- 4 tablespoons icing sugar
- 1¼ teaspoons vanilla essence

KITCHEN PLAN



KEY:

Sinks		Fryers		Freezers	
Dishwasher		Steamer		Proover	
Hand-wash		Cookers		Mixer	

Set task

You must complete ALL activities in the set task.

Activity 1 – Impact on kitchen roles and workflow efficiency

Review the kitchen plan against the menu.

You will need to consider:

- the kitchen brigade
- the working sections
- workflow
- equipment and utensils.

Total for Activity 1 = 16 marks

Activity 2(a) – The menu

Review the menu against the scenario.

You will need to consider:

- how the menu contributes to a balanced diet
- the breakdown of food groups in relation to the menu
- the dishes are suitable for the scenario
- the seasonality of ingredients.

Total for Activity 2(a) = 24 marks

Activity 2(b) – Alternative menu

Suggest alternative dishes.

You will need to suggest how your alternative dishes meet:

- ◇ the customer needs in the scenario
- ◇ with kitchen cost control

Total for Activity 2(b)(i) = 14 marks

You will need to justify how your alternative dishes contribute to sustainable practice.

Total for Activity 2(b)(ii) = 8 marks

END OF TASK

TOTAL FOR TASK = 62 MARKS

Complete your work in this task booklet.

1 Review how the menu impacts on the kitchen operation.

In your answer, you will need to consider these points in relation to the menu:

- the kitchen brigade
- the working sections
- workflow
- equipment and utensils
- how kitchen operations work together.

16 marks

Area for writing the answer, consisting of a large rectangular box with horizontal dotted lines for writing.

2 (a) Review the menu against the scenario.

In your answer you will need to consider:

- how the menu contributes to a balanced diet
- the breakdown of food groups in relation to the menu
- the dishes are suitable for the scenario
- the seasonality of ingredients.

24 marks

A large rectangular box containing 20 horizontal dotted lines for writing the answer.

(b) (i) Suggest and justify alternative dishes.

In your answer you will need to suggest and justify how your alternative dishes meet:

- the customer needs in the scenario
- with kitchen cost control.

14 marks

(b) (ii) In your answer you will need to justify how your dishes contribute to sustainable practice.

8 marks

Handwriting practice area with 20 horizontal dotted lines.

Unit 2: Kitchen Operations – sample mark grid

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Marking grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark grid, not according to their perception of where the grade boundaries may lie.
- All marks on the mark grid should be used appropriately.
- All the marks on the mark grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the learner's response is not rewardable according to the mark grid.
- Where judgement is required, a mark grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the marking grid to a learner's response, a senior examiner should be consulted.

Specific marking guidance

The marking grids have been designed to assess learners' work holistically. Rows in the grids identify the assessment focus/outcome being targeted. When using a mark grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner's response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

Activity 1 – Impact on kitchen roles and workflow efficiency

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Impact of kitchen roles and workflow efficiency	<p>0</p> <p>No rewardable material</p>	<p>1-4</p> <ul style="list-style-type: none"> Limited understanding of the kitchen brigade, the purpose of roles and responsibilities and not related to the menu. Limited understanding of the working sections and not related to the requirements for each course in the menu. Limited understanding of the workflow and not able to prioritise tasks in relation to the menu. Limited understanding of the equipment and utensils required to produce the menu items. Limited understanding of how kitchen operations work together to produce the menu. 	<p>5-8</p> <ul style="list-style-type: none"> Partial understanding of the kitchen brigade, the purpose of roles and responsibilities, but able to relate to the menu. Partial understanding of the working sections but able to relate to the requirements for each course in the menu. Partial understanding of the workflow but able to prioritise tasks in relation to the menu. Partial understanding of the equipment and utensils required to produce the menu items. Partial understanding of how kitchen operations work together to produce the menu. 	<p>9-12</p> <ul style="list-style-type: none"> Detailed understanding of the kitchen brigade, the purpose of roles and responsibilities and able to relate to the menu. Detailed understanding of the working sections and able to relate to the requirements for each course in the menu. Detailed understanding of the workflow and able to prioritise tasks in relation to the menu. Detailed understanding of the equipment and utensils required to produce the menu items. Detailed understanding of how kitchen operations work together to produce the menu. 	<p>13-16</p> <ul style="list-style-type: none"> Comprehensive understanding of the kitchen brigade, the purpose of roles and responsibilities and able to relate fully to the menu. Comprehensive understanding of the working sections and able to relate fully to the requirements for each course in the menu. Comprehensive understanding of the workflow and able to prioritise tasks in relation to the menu. Comprehensive understanding of the equipment and utensils required to produce the menu items. Comprehensive understanding of how kitchen operations work together to produce the menu.

Activity 2(a) – The menu

Assessment focus	Band 0	Band 1 1–6	Band 2 7–12	Band 3 13–18	Band 4 19–24
The menu	<p>0</p> <p>No rewardable material</p>	<ul style="list-style-type: none"> Limited understanding of how the menu contributes to a balanced diet. Limited understanding of nutritional requirements of individual dishes with no evidence of relating to the food groups. Limited understanding of the breakdown of food groups in relation to the menu. Limited understanding of the seasonality of ingredients in relation to the dishes. Limited understanding of the dishes and their suitability for the scenario. 	<ul style="list-style-type: none"> Partial understanding of how the menu contributes to a balanced diet. Partial understanding of nutritional requirements of individual dishes with evidence of relating to the food groups. Partial understanding of the breakdown of food groups in relation to the menu. Partial understanding of the seasonality of ingredients in relation to the dishes. Partial understanding of the dishes and their suitability for the scenario. 	<ul style="list-style-type: none"> Detailed understanding of how the menu contributes to a balanced diet. Detailed understanding of nutritional requirements of individual dishes with some evidence of relating to the food groups. Detailed understanding of the breakdown of food groups in relation to the menu. Detailed understanding of the seasonality of ingredients in relation to the dishes. Detailed understanding of the dishes and their suitability for the scenario. 	<ul style="list-style-type: none"> Comprehensive understanding of how the menu fully contributes to a balanced diet. Comprehensive understanding of nutritional requirements of individual dishes with full evidence of relating to the food groups. Comprehensive understanding of the breakdown of food groups in relation to the menu. Comprehensive understanding of the seasonality of ingredients in relation to the dishes and the impact to the menu. Comprehensive understanding of the dishes and their suitability for the scenario.

Activity 2(b) – Alternative menu

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Suggestions and justifications of alternative dishes	<p>0</p> <p>No rewardable material</p>	<p>1-4</p> <ul style="list-style-type: none"> Suggested alternatives meet some of the customer needs in the scenario but with no consideration of impact on the customer. Suggested alternatives meet with some of the principles of kitchen cost control. Limited attempt to justify alternative menu choices and the impact on customer and kitchen cost control. 	<p>5-7</p> <ul style="list-style-type: none"> Suggested alternatives meet the customer needs in the scenario, showing some consideration of impact on the customer. Suggested alternatives meet with the principles of kitchen cost control. Partial attempt to justify alternative menu choices and the impact on customer and kitchen cost control. 	<p>8-10</p> <ul style="list-style-type: none"> Suggested alternatives fully meet the customer needs in the scenario, showing consideration of impact on the customer. Suggested alternatives fully meet with the principles of kitchen cost control. Detailed attempt to justify alternative menu choices and the impact on customer and kitchen cost control. 	<p>11-14</p> <ul style="list-style-type: none"> Suggested alternatives fully meet the customer needs in the scenario, showing full consideration of the impact of the choices on the customer. Suggestions fully meet with the principles of kitchen cost control. Comprehensive attempt to justify alternative menu choices and the impact on customer and kitchen cost control.

Activity 2(b) – Sustainable practice

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Justification for choice of alternative dishes contributing to sustainable practices	<p>0</p> <p>No rewardable material</p>	<p>1–2</p> <ul style="list-style-type: none"> Shows limited understanding of impact of alternative menus on sustainable practices. Limited justification of how alternative suggested dishes contribute to sustainable practice. 	<p>3–4</p> <ul style="list-style-type: none"> Shows partial understanding of impact of alternative menus on sustainable practices. Partial justification of how alternative suggested dishes contribute to sustainable practice with some examples to support. 	<p>5–6</p> <ul style="list-style-type: none"> Shows detailed understanding of impact of alternative menus on sustainable practices. Detailed justification of how alternative suggested dishes contribute to sustainable practice with sound examples. 	<p>7–8</p> <ul style="list-style-type: none"> Shows comprehensive understanding of impact of alternative menus on sustainable practices. Comprehensive justification of how alternative suggested dishes contribute to sustainable practice with fully reasoned examples to support.



SAMPLE ASSESSMENT MATERIALS (SAMs)



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