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GRADE 8

HOSPITALITY STUDIES

GR 8 TG

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- Recommended portions per day and portion sizes
- Suitable menu items for street vending
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- Suitable ingredients for hamburgers

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- Identification and interpretation of an A la Carte menu
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- Basic design & layout of an A la Carte menu card
- Interpretation of menus related to table accessories

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- Costing ingredients of a dish
- Calculate the selling price

Class Discussion: Recording of food intake for a day and evaluate it.

Practical lesson: (PAT preparation) Written - Plan different hamburgers for selling to each include at least FIVE of the food groups.

Practical Lesson 3: Performance test

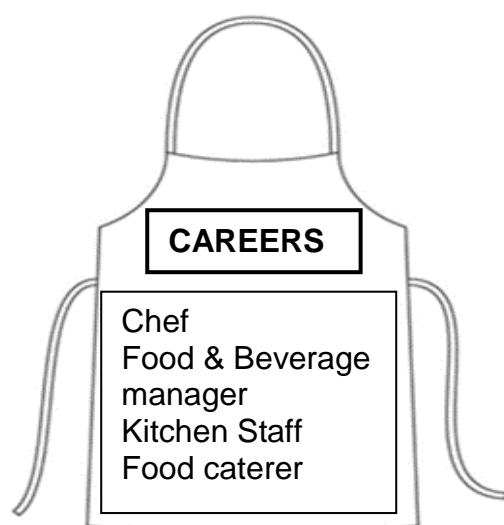
Prepare and serve the different types of hamburgers that was planned: Assess the nutritional value (inclusion of food groups), customer appeal.

Practical lesson: (PAT preparation) Written – Street vending continue – costing hamburger ingredients and calculate the selling price.

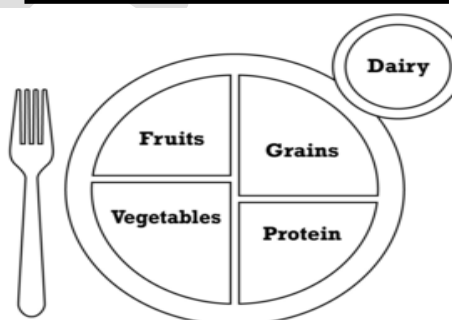
Practical Skills Test: None

MODULE 4: NUTRITION AND MENU PLANNING

Unit 4.1: SA Food Pyramid and Food Groups <ul style="list-style-type: none"> - SA food pyramid and food groups: food examples - Analysis of food intake with food examples - Recommended portions per day and portion sizes - Suitable menu items for street vending - Street / Vending Food - food suitable for vegans, Halaal, allergies e.g., gluten intolerances/ dietary concerns e.g., Diabetics - Suitable ingredients for hamburgers 	Unit 4.2: Menu planning <ul style="list-style-type: none"> - Identification and interpretation of an A la Carte menu - Basic characteristics of planning an A la Carte menu - Basic design & layout of an A la Carte menu card - Interpretation of menus related to table accessories 	Unit 4.3: Costing <ul style="list-style-type: none"> - Costing ingredients of a dish - Calculate the selling price
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ENTREPRENEURSHIP



- *Costing recipes for local caterers at a fee
- *Designing menus for local catering companies
- *Analysing food intake for local community members

KEY CONCEPTS		
Food pyramid Nutrients	Food groups Menu	Courses Food costs Conversions
SOFT SKILLS		
Creativity Self-confidence Flexibility	Intercultural respect Attentiveness Leadership	Innovation Listening skills Empathy

LESSON PLAN – HOSPITALITY STUDIES					
GRADE	8	Planned date		Date completed	
TOPIC Sub-topic(s)	NUTRITION AND MENU PLANNING Unit 4.1: SA Food Pyramid and Food Groups <ul style="list-style-type: none"> - SA food pyramid and food groups: food examples - Analysis of food intake with food examples - Recommended portions per day and portion sizes - Suitable menu items for street venting - Street Vending Food - Food suitable for Vegans, Halaal, allergies e.g., gluten intolerance, dietary concerns e.g., diabetics - Suitable ingredients for hamburgers 				
CAPS	Term 2 Week 4/5				
REFERENCE	Term 3 Week 6				
DURATION	2 X 60 minutes				
LESSON RESOURCES	Videos Examples/pictures of various food groups and plate portions Food Group Chart PAT document Pictures on Vending stall layout https://thecreamery.co.za/va-market-on-the-wharf-elements-of-our-stall/ <ul style="list-style-type: none"> • Food hygiene certifications • Street trading licences • Risk Assessment / HACCP completion • Gas safety certificates 				
ACTIVITIES	Activity Class Discussion – Recording of daily food intake over a period of 5 days (weekend included).				
PREAMBLE	Discuss Food Pyramid & food groups in respect of: <ul style="list-style-type: none"> • The SA food pyramid and food groups: food examples • Recommended number of portions per day and portion size • Suitable items for Street vending • Ingredients for hamburgers • Procedure plan for street vending 				
EXPECTED OUTCOMES	The ability to apply basic skills to: <ul style="list-style-type: none"> • Classify food items into the food groups 				

	<ul style="list-style-type: none"> • Understand and apply the daily recommended portion sizes and portion numbers to a diet • Be able to select suitable items for street vending. • Be able to select suitable ingredients for hamburgers • Be able to choose a suitable location for the product being sold. • Plan the layout of the stall • Market the product • Consider hygiene and safety factors when selling the product • Choose a suitable heating medium • Calculate the cost of the product with the aim of making a profit
DETERMINE PRIOR KNOWLEDGE	<ul style="list-style-type: none"> • Are you conscious of each food item that you consume daily? • Do you ever think what the value is of each food item to your body? • What food items do you think may be harmful to your body? • SA Food Pyramid and food groups • Suitable locations for street vending • Methods of marketing food sales • Hygiene and safety practices
INTRODUCTION TO THE TOPIC	<ul style="list-style-type: none"> • Pictures of dishes (healthy and unhealthy) • Various food items (healthy and unhealthy) • Video on Street vending • https://www.youtube.com/watch?v=bV5sMLSrA9E • Learners to name lucrative foods for street vending
PRACTICAL WORK	<p>Activity & Class Discussion – SA Food Pyramid & Recording of daily food intake over a period of 5 days (weekend included).</p> <p>PAT – planning product for Project.</p> <p>PAT – Menu Planning taking into consideration the customer needs in planning for the street vending stal</p>
CONCEPTS AND TERMINOLOGY	
Concept / Term	Meaning in Hospitality studies context
Evaluate	In an evaluation question you are expected to present a careful appraisal of the problem stressing both advantages and limitations.
Portion size	A recommended serving size that you are supposed to eat during a meal or snack
Food groups	It is a collection of foods that share similar nutritional properties
List	You are expected in such questions to present an itemised series or tabulation. Such answers should always be given in concise form.
Allergens	A food item which can cause an allergic reaction, e.g. eczema, itchy skin, breathing difficulties

Vegetarianism	When a person who does not consume food from an animal source.
Entrepreneurship	The activity of setting up a business and taking on financial risks in the hope of making a profit.
Street vending	It is the means whereby the entrepreneur can use urban public spaces to earn a living by selling foods that are sellable
Self-employment	Working for oneself as the owner of a business rather than for an employer.
LESSON PRESENTATION and INFORMAL ASSESSMENT	Lesson Content: <ul style="list-style-type: none"> - SA food pyramid and food groups: food examples - Analysis of food intake with food examples - Recommended portions per day and portion sizes - Suitable menu items for street venting - Suitable ingredients for hamburgers - Recap the food pyramid and food groups - Suitable menu items for street vending - Ingredients for hamburgers Activity & Class Discussion – SA Food Pyramid & Recording of daily food intake over a period of 5 days (weekend included). Activity – ingredients for hamburgers Video on street vending Plan for street vending - Customer needs
EAC INTEGRATION	Demonstration: Visual interpretation of the grouping of food items into food groups and the actual size of a portion of some of these food items Activity: Recording of daily food intake over a period of 5 days (weekend included).
EXTENDED OPPORTUNITIES	Entrepreneurship <ul style="list-style-type: none"> • Planning healthy street vending products • Entrepreneurship –producing and selling tea and coffee at pop-up restaurants and crafters markets. • Developing of soft skills such as diligence and hard work, respect, teamwork, integrity, social and communication skills when working with customers and personnel in the workplace.
SELF-REFLECTION	

INTRODUCTION

In recent year's dietary concerns have come under the spotlight. The trend is moving towards maintaining a healthy lifestyle. The food pyramid is a useful tool that can be used as a guideline in terms of healthy, balanced eating.

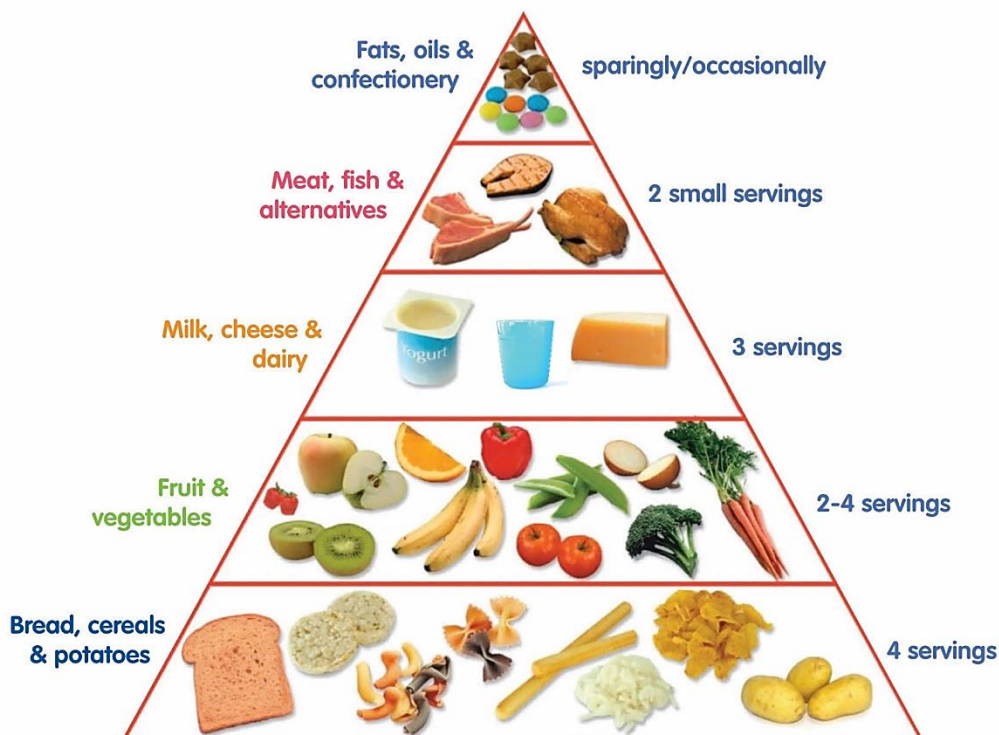
Good menu planning skills is required to plan healthy nutritional meals. Menu planning is an important task because it saves time and money, promotes healthier choices, improves grocery shopping skills, and keeps mealtimes fresh with variety.



Unit 4.1: SA FOOD PYRAMID AND FOOD GROUPS

- SA food pyramid and food groups: food examples
- Analysis of food intake with food examples
- Recommended portions per day and portion sizes
- Suitable menu items for street venting
- Suitable ingredients for hamburgers

4.1.1 A FOOD PYRAMID AND FOOD GROUPS



[Source: www.firstthousanddays.com]

4.1.2 DAILY RECOMMENDED PORTION NUMBERS AND SIZES

FOOD GROUP	FOOD (examples)	DAILY RECOMMENDED PORTION NUMBERS AND SIZES
Cereal and Starch products	Brown or whole wheat bread, samp, pasta, oats, breakfast cereals, potatoes	6 – 11 portions daily 1 portion = 250 ml breakfast cereals 125 ml cooked porridge / rice / pasta 1 slice of bread 1 muffin
Vegetables	Spinach, green beans, beetroot, carrots, onion, cabbage	Vegetables 3-5 portions daily 1 portion = 125 ml raw or cooked vegetables 250 ml fresh leavy vegetables / salad
Fruit	Apples, pears, bananas, grapes, berries, stewed dried fruit	Fruit = 2-4 portions daily 1 medium fruit (apple / pear/orange/banana) 65 ml dried fruit 200ml fruit juice
Milk and milk products	Milk, cheese, yogurt, ice cream	2 - 3 portions daily 1 portion = 250ml milk/yoghurt 125ml custard / ice cream / cream cheese Cheese = 30g
Meat and meat alternatives	Meat, fish, chicken, nuts, soy products, dry beans, eggs	2 - 3 portions 1 portion = 60 - 90 g cooked meat / chicken / fish 1 egg 125 – 250 ml cooked dry beans, peas / lentils 30 ml of peanut butter
Fats, oils, sugars, food with a high salt content	Butter, oils, margarine, cream, cakes, chocolates, doughnuts	2 portions / use sparingly daily 1 portion = 10 ml mayonnaise / low fat margarine / salad dressing 1 strip of bacon 5 ml butter / margarine / oil

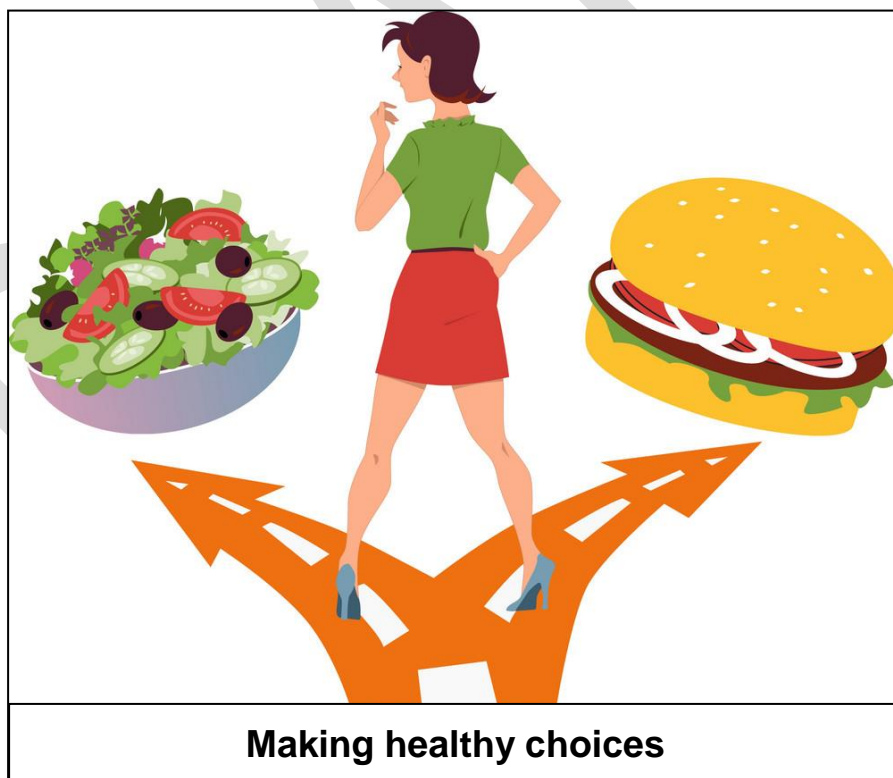
The base of the pyramid should be taken in large amounts whereas the intake of food at the top of the pyramid should be limited.

Daily portion numbers are determined by:

- your body size,
- gender,
- age,
- lifestyle and
- activity level.

The human body needs water, vitamins, and minerals in foods on a daily basis to:

- Supply heat and energy to the body
- Build and repair body cells
- Regulate bodily processes



4.1.3 Suitable menu items for street vending

SAVOURY	SWEET
Pizzas	Donuts
Sausage rolls	Churros
Hot dogs	Pancakes
Samoosas	Cup cakes
Slap chips	Sweet Muffins
Vetkoek	Fudge
Corn Dogs	Koeksisters

4.1.4 STREET VENDING FOOD

- Food suitable for Vegans, Halaal, allergies e.g., gluten intolerance, dietary concerns e.g., diabetics

Street /vending food stalls



source: www.istockphoto

Customer needs

The most popular dietary needs must be considered when involved in food preparation and service when operating a street or vending food stall. Catering for people with special dietary needs e.g. vegetarianism, extends your potential customers and this will result in greater profits

Allergens

It is also important to know the ingredients used in your food products in order to notify customers of potential allergens such as nuts, seeds, eggs or seafood: Possible allergens can be indicated on the packaging or if customers ask it could be communicated verbally



Vegetarianism

Consider the diversity of customers when planning the menu for the vending stall.

Vegetarianism	
General Characteristics	Do not eat food that is of animal origin or that which contains any animal products.
Foods Allowed or Recommended	Vegetables and fruits, Legume and legume products e.g., dried beans, peas and lentils Nuts, seeds, tofu, seaweed, and cereal products
Foods Avoided, depending on the type of vegetarian	Animal food e.g., meat, chicken, fish, poultry, seafood, dairy, eggs, bee products, gelatine, food additives of animal origin.

4.1.5 Suitable ingredients for Hamburgers

A mixture of minced meat (chicken, beef, mutton, venison and pork) or vegetables are enhanced with salt and flavouring.



INFORMAL ACTIVITY

Activity & Class Discussion – SA Food Pyramid & Recording of daily food intake over a period of 5 days (weekend included).

THE SA FOOD PYRAMID

MODULE	Surname, Name:	Gr 8:
Nutrition, Menu Planning and Costing	OBJECTIVES: Students will be able to: <ul style="list-style-type: none"> Analyse their food intake over a 5-day period Draw conclusions on their weekly food intake Adjust their eating plans accordingly, if need be 	SOFT SKILLS: <ul style="list-style-type: none"> Analytical skills Problem-solving Decision Making Attention to detail Communication Creativity

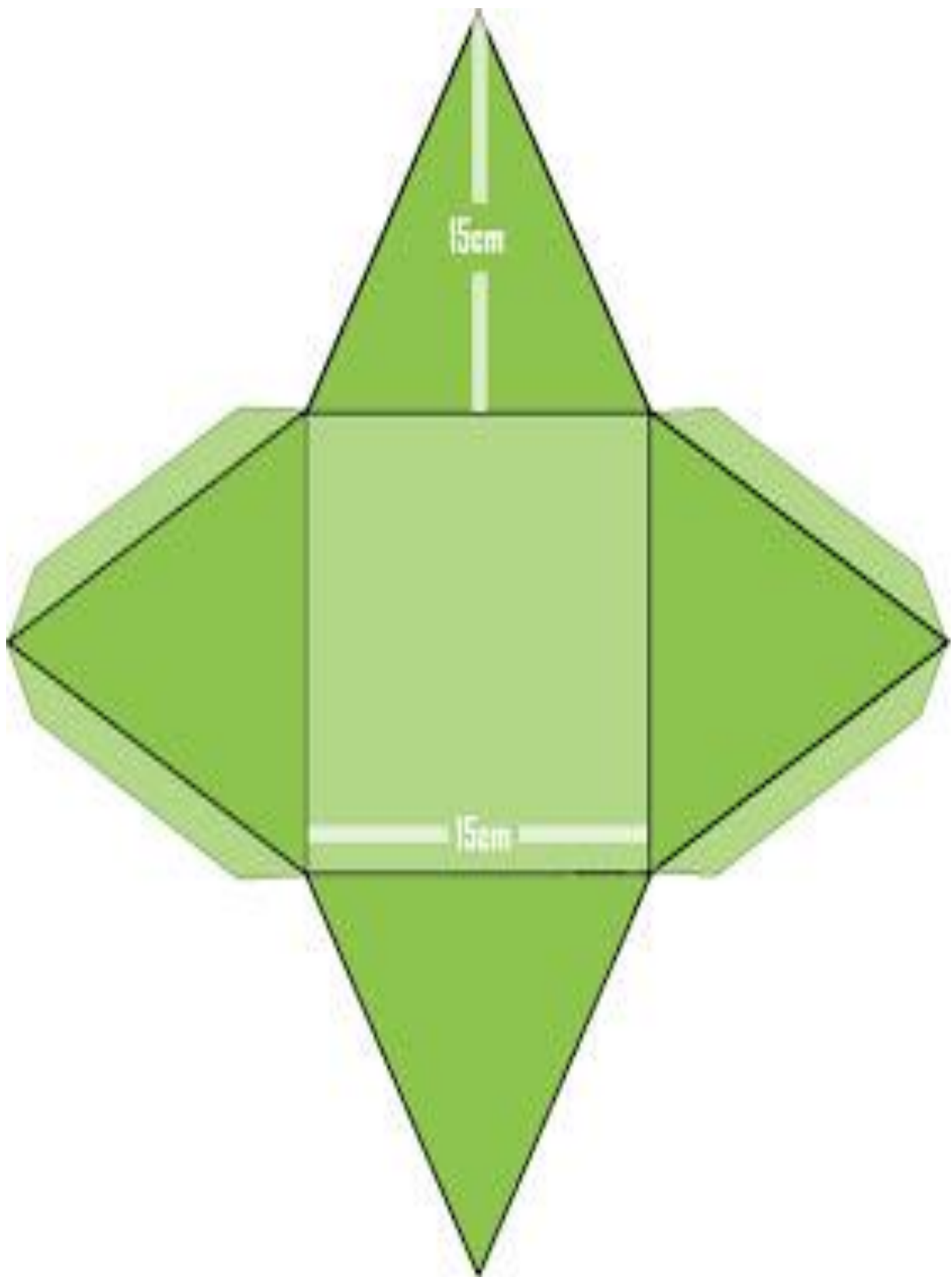
ASSESSMENT				
Personal hygiene		Recording & Summarising	Questions	TOTAL
[5]		[15]	[5]	25
Hair	2			
Nails	1			
Apron	2			

A] INTRODUCTION (5 minutes)

Perform a teacher-led demonstration on hair-restraint, apron, etc. [5]

- B] [15]
- Shape your own food pyramid and paste pictures of relevant food within the correct food groups. Make use of the template provided. [5]





Recording of daily food intake over a period of 5 days (weekend included).

- Be honest with yourself – write down everything you **eat** as indicated in the table below. Each item must be written in its own line. [10]

Day & date	Breakfast	Snack	Lunch	Snack	Supper
1. Wednesday 08/04/2020	Oats porridge Milk Sugar	Sandwich – 2 slices of bread Margarine Cheese	2-minute Noodles	Kit Kat	Boerewors Mashed potatoes
2.					
3.					
4.					
5.					

- Summarise your weekly intake as follows:

Food groups	Starch and grain products	Vegetables	Fruit	Milk and milk products	Meat and meat alternatives	Fats, oils, sugars, food with a high salt content
Number of portions						

C] Based on your weekly intake and summary, develop your own conclusion: **[5]**

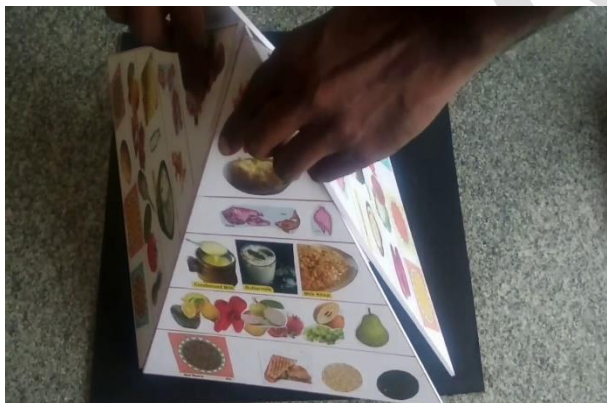


INFORMAL ACTIVITY

Activity & Class Discussion – SA Food Pyramid & Recording of daily food intake over a period of 5 days (weekend included).

THE SA FOOD PYRAMID – MARKING GUIDELINE

B] Examples of food pyramids ✓✓✓✓✓



Criteria	Marks	Learner Mark
Shape	1	
Appearance	2	
Creativity & Effort	2	

2. Summarise your weekly intake as follows: ✓✓✓✓✓✓✓✓✓✓

Food groups	Starch and grain products	Vegetables	Fruit	Milk and milk products	Meat and meat alternatives	Fats, oils, sugars, food with a high salt content
Number of portions	The learner will enter his own portion numbers					

Criteria	Marks	Learner Mark
Completed food intake entries-5 days	5	
Number of portions indicated	3	
Effort	2	

C]

The learner will develop his/her own conclusion, based on his/her weekly intake. The purpose of this question is for the learner to realise that he may be following a healthy / unhealthy eating pattern, and that he/she will have to add some food items and perhaps limit or omit others. ✓✓✓✓✓

[5]

TOTAL:25 MARKS



INFORMAL ACTIVITY

Based on food groups and vegetables

NAME: _____

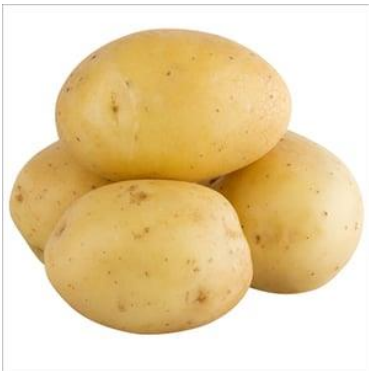



GR8 _____

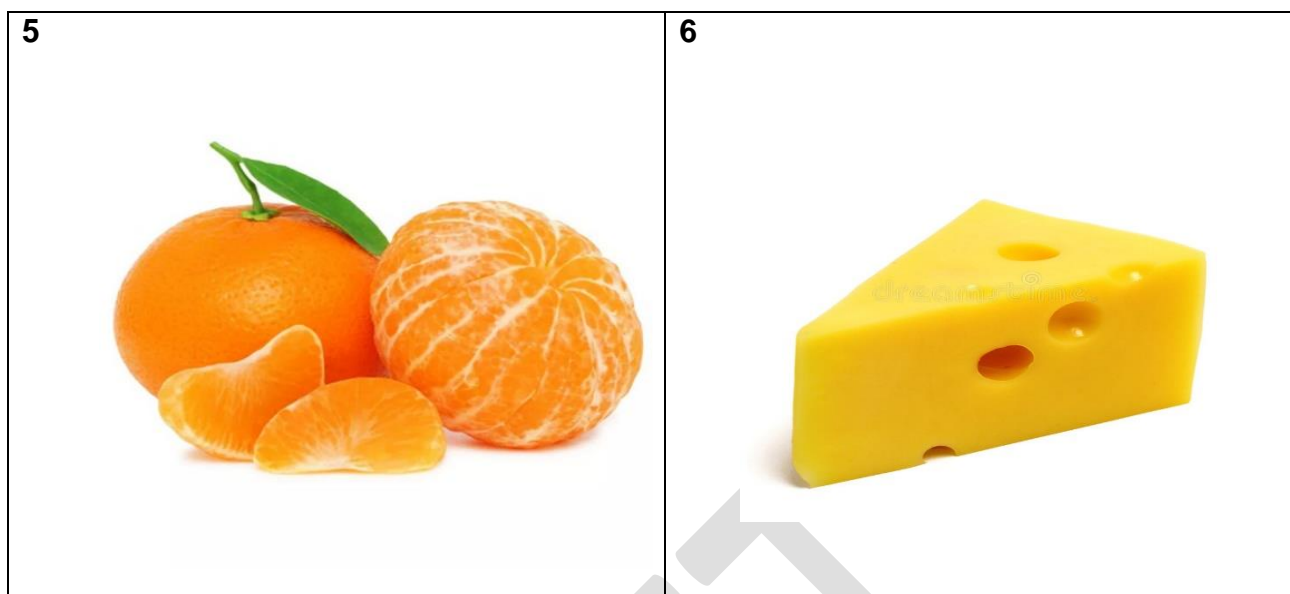
DATE: _____

Total: 15 MARKS

Time: 20 minutes






- 1.1. Match the food in Table A with the correct food groups in Table B. Only write the number of the food in Table A (1-4) under the correct heading in Table B.
- 1.2. Write the number of portions that should be taken in per day of each food group in the second row of Table B.



Table A – Food	
1	
2	
3	
4	



1.1. Table B – Match food above with correct food group below: (6)					
Cereal and starch	Vegetables	Fruits	Milk and milk products	Meat and meat alternatives	Fats, oils and sweets
1.2. Number of portions that should be taken in per day of the:					
1.2.1 Cereal and starch group:			1.2.2 Vegetable group		
(1)			(1)		

2. Write the name and classification of the vegetables displayed in column A next to it in the spaces provided in the table. (7)

	Column A – Vegetables	Name of vegetable	Classification
1			
2	 <small>shutterstock.com - 793795156</small>		
3			
4			
5			

6			
7			

TOTAL: 15 MARKS



INFORMAL ACTIVITY – MARKING GUIDELINE

Based on food groups and vegetables

1.1 Table B – Match food above with correct food group below: (6)					
Cereal and starch	Vegetables	Fruits	Milk and milk products	Meat and meat alternatives	Fats, oils and sweets
	Potatoes ✓	Tomatoes ✓ Naartjie ✓	Cheese ✓	Legumes ✓	Cream ✓
1.2 Number of portions that should be taken in per day of the:					
1.2.1 Cereal and group: starch			1.2.2 Vegetable group		
6- 11 servings per day ✓			3-4 portions ✓		
(1)			(1)		

2.	Column A – Vegetables	Name of vegetable	Classification
1		Capsicum / Sweet peppers ✓	Fruit ✓
2		Corn ✓	Seeds ✓
3		Brussel sprouts ✓	Leaves ✓

4		Aparagus ✓	Stems ✓
5		Butternut ✓	Fruit ✓
6		Cauliflower ✓	Flower ✓
7		Mushrooms ✓	Fungi ✓

TOTAL: 15 MARKS



PRACTICAL ASSESSMENT TASK CRAFTER'S MARKET / PICNIC BASKET – WRITTEN PLANNING

Planning of Hamburgers:

- Plan different hamburgers for selling to each include at least FIVE of the food groups.
- Keep in mind the suitability of the menu for the: Venue – outdoors; Available facilities; Customers regarding nutritional value and personal preferences



4. Planning of hamburger types to meet the needs of group members(individual):

- 4.1 Each team member plans a hamburger variation by using the planning template provided: indicate the ingredients used for the hamburger as well as the food group to which each ingredient belongs. Try to include all six food groups in your hamburger. (8)
- 4.2 Each team member provides a final presentation of their burger which includes:
 - an original name for the hamburger (1),
 - a menu description (1)
 - and a picture (5). (7)

ASSESSMENT OF TEAM MEMBER'S CONTRIBUTION		
Name of members	Task done/Type of contribution	Mark (complete/halfway/nothing)

ASSESSMENT CRITERIA: PRACTICAL ASSESMENT TASK

4	Planning of hamburger types (individual)						
4.1	Planning template: ingredients and food groups	8					
4.2	Burger presentation: name of burger, description, picture: colour, clear, neat, creative, original, attractive	2					
4.3	Costing	6					

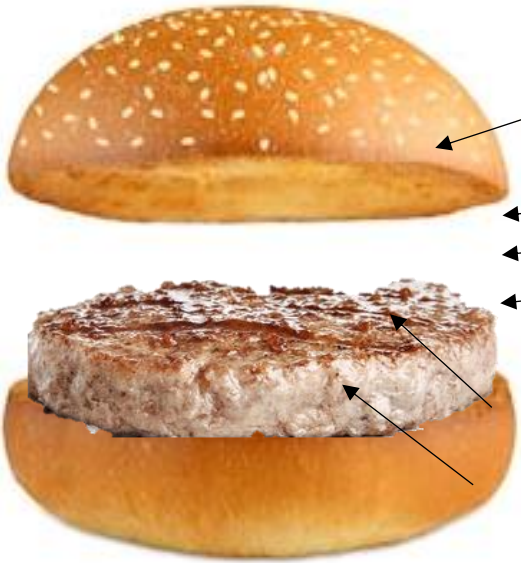


PRACTICAL ASSESMENT TASK CRAFTER'S MARKET / PICNIC BASKET – WRITTEN PLANNING – MARKING GUIDELINE

Planning of Hamburgers:

PLANNING OF HAMBURGER

- 4.1. Planning of hamburger:** write the extra ingredients of your hamburger in the following table and classify each ingredient in the correct food group in the second table.

	TYPE OF FOOD (write extra ingredients) ✓✓	NUTRIENT
	Bread roll	Carbohydrates
	Meat	Proteins
	Margarine	Fats
	Bread roll	Carbohydrates

Analyse your hamburger with regards to the six food groups (write the ingredients above under the correct group):

Cereal and starch	Fats and oils	Meat and meat alternatives	Milk- and milk products	Vegetables	Fruits
✓	✓	✓	✓	✓	✓

(8)

4.2. Hamburger presentation:

(7)

Name of your hamburger: _____ ✓

Description: _____ ✓
 _____ ✓

Picture of your hamburger: colour✓, clear✓, neat✓, creative/ original✓, attractive✓




PRACTICAL LESSON 3: PERFORMANCE TEST

Performance test:

- Prepare and serve Chicken hamburger that was planned:
- Assess the nutritional value (inclusion of food groups),
- Assess the customer appeal


CHICKEN HAMBURGERS

Surname, Name:		GR 8:	
MENU PLANNING: CHICKEN HAMBURGERS 		OBJECTIVES: Learners will be able to: <ul style="list-style-type: none"> • Analyse the given recipe • Complete the mise en place form 	
		SOFT SKILLS to strengthen hard skills: <ul style="list-style-type: none"> • Analytical skills • Decisiveness • Critical Thinking 	
CHARACTERISTICS OF THE PRODUCT			
Appearance	Texture	Taste	
Colourful	Crunchy	Flavourful	

ASSESSMENT								
Personal hygiene [5]			"Clean as you go" [4]	Prep sheet [5]	Final product [6]		Questions [5]	TOTAL
								25
Hair	2				Appearance	2		
Nails	1				Texture	2		
Apron	2				Taste	2		

A. INTRODUCTION (5 minutes)

B. Study the recipe carefully and complete the mise en place form provided.

<p>BEEF HAMBURGERS</p> <p>PORTIONS/YIELD: 1</p> <p>INGREDIENTS</p> <p>1 Chicken Patty</p> <p>10ml Oil</p> <p>1 Burger bun</p> <p>25ml Mayonnaise</p> <p>2 Lettuce leaves</p> <p>4 Onion Rings</p> <p>2 Slice tomato</p> <p>1 Slice Cheese</p> <p>1 Pineapple ring</p> <p>METHOD</p> <ol style="list-style-type: none"> 1. Pre heat frying pan 2. Wash and prepare vegetables 3. Shallow fry the beef patty. Drain on absorbent paper 4. Cut the hamburger bun. 5. Spread with mayonnaise 6. Place on the bottom part of the hamburger bun lettuce, onion, tomato, pineapple, patty and cheese. 7. Cover with the top part of the bun and serve. 	
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C. Mise en place

NAME OF RECIPE: CHICKEN HAMBURGER			
Ingredients	Recipe Amount	Mise en place of ingredients	[2]

Mise en place-apparatus [2]		Mise en place of additional equipment not found at your workstation [1]
		Number of portions: [1]
Technique Applied:		[1]
Description of dish:		[1]
Oven/temperature control on stove:		[1]
Cooking Method:		[1]
		TOTAL = 10/2=5

C. ANSWER THE FOLLOWING QUESTIONS


1. Discuss the nutritive value of the chicken hamburger.

[5]

TOTAL: 25 MARKS

OR

MAKING OF HAMBURGERS

Surname & Name: _____			GR 8:: _____						
MODULE Food and Beverage Service	OBJECTIVES: Learners will be able to: <ul style="list-style-type: none"> Assess the nutritional value (inclusion of food groups), customer appeal. Make proper patties and burgers according to new trends 	SOFT SKILLS to strengthen hard skills: <ul style="list-style-type: none"> Analytical skills Creativity Critical Thinking 							
CHARACTERISTICS OF THE PRODUCT <table border="1"> <tr> <td>Appearance</td> <td>Texture</td> <td>Taste</td> </tr> <tr> <td>Brown in colour Moist Buns colourful / with sesame seeds on</td> <td>course (meat) crispy (bun)</td> <td>Savoury and sweet taste depending on sauces and garnish used.</td> </tr> </table>			Appearance	Texture	Taste	Brown in colour Moist Buns colourful / with sesame seeds on	course (meat) crispy (bun)	Savoury and sweet taste depending on sauces and garnish used.	
Appearance	Texture	Taste							
Brown in colour Moist Buns colourful / with sesame seeds on	course (meat) crispy (bun)	Savoury and sweet taste depending on sauces and garnish used.							

Nutrition

Serving: 1burger | Calories: 654kcal | Carbohydrates: 6g | Protein: 30g | Fat: 56g | Saturated Fat: 16g | Trans Fat: 2g | Cholesterol: 174mg | Sodium: 1125mg | Potassium: 508mg | Fiber: 1g | Sugar: 3g | Vitamin A: 237IU | Vitamin C: 3mg | Calcium: 66mg | Iron: 4mg

ASSESSMENT


Personal hygiene			“Clean as you go”		Prep sheet	Final product			Questions	TOTAL
5			4			5			5	25
Hair	2		Sink (2)			Appearance	2			
Nails	1					Texture	2			
Apron	2		Station (2)			Taste	2			


INTRODUCTION (5 minutes)

A. Perform a teacher-led demonstration on preparation of Hamburger

Study the recipe carefully and complete the mise en place form provided.

Easy Juicy Homemade Burgers		Yields: 6
Ingredients		
Ingredients		
<ul style="list-style-type: none">• 900 g 80% lean ground beef use high quality beef that's 20% fat for best results• 1 1/2 teaspoons (7,5 ml) sea salt• 3/4 teaspoon (1,6 ml) black pepper• 1 1/2 teaspoons (7,5 ml) Worcestershire sauce• 3/4 teaspoon (1,6 ml) smoked paprika• 3 cloves (15 ml) garlic finely pressed• 1 medium onion very finely minced (so it's almost a paste)• 2 medium eggs• 36 g breadcrumbs (optional, or use less if desired)		
Instructions		
<ol style="list-style-type: none">1. Add the beef to a large bowl, and let it sit for about 10-20 minutes at room temperature.2. Add the salt, pepper, Worcestershire sauce, paprika, garlic, onion, eggs and breadcrumbs.3. Mix well with your hands just until combined and all the ingredients are distributed evenly4. throughout the mixture.		





5. Divide the mixture into 6 balls that are the same size. Use a burger press to form the
6. burgers into a patty shape, or use your hands to pack the burgers into evenly shaped
7. patties. Place a small divot in the middle of one side of each of the burgers to prevent them
8. from shrinking while grilling.
9. Chill the patties in the fridge for about 30 minutes before placing them on the grill.
10. Grill over medium-high heat (or fry in a frying pan over medium-high heat) for about 5-6
11. minutes per side, or until the internal temperature of the burgers reach 160 degrees
12. Fahrenheit (71 Celsius) measured with an instant read thermometer.
13. Remove the burgers from the heat and let them sit for about 5 minutes before serving.
- This
14. helps them stay juicy and prevents them from falling apart.
15. Serve on toasted buns with lettuce, tomatoes, cheese, onions and my Easy Homemade
16. Burger Sauce.



B. Mise en place

NAME OF RECIPE:			
Ingredients	Quantity	Mise en place - Ingredients (2)	
Mise en place- Apparatus (1)		Cooking method	Deep fat frying
			(4)
Technique:			(1)
Description of Technique			(2)
			(5)

C. Answer the following questions

1. Indicate which cooking method are used to cook the patty. (1)
2. Identify THREE food groups that this burger can be grouped in. (3)
3. Name another ground meat that can be used as replacement for beef mince. (1)

TOTAL: 25 MARKS



PRACTICAL LESSON 3: PERFORMANCE TEST

Performance test:

MARKING GUIDEILNE

Prepare and present a Chicken Burger

NAME OF RECIPE: CHICKEN HAMBURGERS		
Ingredients	Recipe Amount	Mise en place of ingredients [2]
Patty	1	Collecting all ingredients ✓
Oil	10ml	Measuring the required amounts ✓
Burger bun	1	
Mayonnaise	25ml	
Lettuce leaves	2	
Onion Rings	4	
Slice tomato	2	
Slice Cheese	1	
Pineapple ring	1	
Mise en place-apparatus [2]		Mise en place of additional equipment not found at your workstation [1]
Frying pan heated ✓		Collect large mixing bowls and spatulas ✓
Colander for washing vegetables ✓		
Knife skills ✓		
		Number of portions: 1 ✓ [1]
Technique Applied: knife skills/		[1]
Description of dish: Crisp, crunchy ✓		[1]
Stove/ Fryer/Oven temperature: medium ✓		[1]
Cooking Method: shallow frying ✓		[1]
TOTAL = 10/2=5		

C. ANSWER THE FOLLOWING QUESTIONS

1. Discuss the nutritive value of the vegetable hamburger

[5]

- Hamburger bun- carbohydrates✓
- Vegetables- vitamins and mineral substance✓
- Burger patty- protein✓
- Mayonnaise- fats and oil✓
- Cheese- Milk and milk product✓

TOTAL: 25 MARKS

OR

MAKING OF HAMBURGERS - MARKING GUIDELINE

B. Mise en place

NAME OF RECIPE:			
Ingredients	Quantity	Mise en place - Ingredients (2)	
80% lean ground beef	900 g		
sea salt	1 1/2 tsp (7,5 ml)		
black pepper	3/4 tsp (1,6 ml)		
Worcestershire sauce	1 1/2 tsp (7,5 ml)		
smoked paprika	3/4 tsp (1,6 ml)		
garlic	3 cloves (15 ml)	finely pressed ✓	
onion	1 medium	very finely minced (so it's almost a paste) ✓	
Eggs, medium	2		
breadcrumbs (optional, or use less if desired)	36 g		
Mise en place- Apparatus (1)		Cooking method	Grilling ✓
		Time/Temperature	1h30 min ✓
Pre-heat the gas burner / start the fire ✓		Garnish	Lettuce, tomato & cheese ✓
		Course	Lunch / Supper ✓
		(4)	
Technique: Shaping & Basting ✓		(1)	
Description of Technique		(2)	
The beef patties are shaped into medium sized meatballs and then flattened. ✓			
On the grill the patties are basted with a sauce to keep it moist ✓			
		10 ÷ 2 = 5	(5)

C. Answer the following questions

1. Indicate which cooking method are used to cook the patty. (1)

- Grilling over open flame / gas ✓

2. Identify THREE food groups that this burger can be grouped in. (3)

- Starch / Cereals ✓
- Vegetables ✓
- Meat and Meat products ✓
- Fats and Oils ✓
- Dairy products ✓

3. Name another ground meat that can be used as replacement for beef mince. (1)

- Ostrich / Chicken ✓

(5)

TOTAL: 25 MARKS

LESSON PLAN – HOSPITALITY STUDIES					
GRADE	8	Planned date		Date completed	
TOPIC Sub-topic(s)	NUTRITION AND MENU PLANNING Unit 4.2: Menu planning <ul style="list-style-type: none">• Identification and interpretation of an A la Carte menu• Basic characteristics of planning an A la Carte menu• Basic design & layout of an A la Carte menu card• Interpretation of menus related to table accessories				
CAPS REFERENCE	Term 4 Week 2/3				
DURATION	60 minutes				
LESSON RESOURCES	Video – on A la Carte menu samples Examples of menus of various food items				
ACTIVITIES	None – teacher can develop one for designing a menu.				
PREAMBLE	Discuss menu planning in respect of: <ul style="list-style-type: none">• Identification and interpretation of an Á la Carte menu card• Basic characteristics of an Á la Carte menu card• Basic design and layout of an Á la Carte menu card				
EXPECTED OUTCOMES	The ability to apply basic skills to: <ul style="list-style-type: none">• Identify an A la Carte Menu• Design a A la Carte menu card following the rules.				
DETERMINE PRIOR KNOWLEDGE	What is a menu? How is a menu card designed?				
INTRODUCTION TO THE TOPIC	<ul style="list-style-type: none">• Show examples of A la Carte Menus from local restaurants / pictures on the internet				
PRACTICAL WORK	None				
CONCEPTS AND TERMINOLOGY					
Concept / Term	Meaning in Hospitality studies context				
Evaluate	In an evaluation question you are expected to present a careful appraisal of the problem stressing both advantages and limitations.				
Meal Plan	a list of all the different kinds of food that is needed for a specific meal or meals of the day.				
A course	is a specific set of food items that are served together during a meal, all at the same time				

Design	to create, fashion, execute, or construct according to plan
LESSON PRESENTATION and INFORMAL ASSESSMENT	Lesson Content: <ul style="list-style-type: none"> • Identification and interpretation of an Á la Carte menu card • Basic characteristics of an Á la Carte menu card • Basic design and layout of an Á la Carte menu card Activity – Plan and Design an A la Carte menu for your Vending Stall based on what will be sold
EAC INTEGRATION	Demonstration: Visual interpretation of the grouping of food items into food groups and the actual size of a portion of some of these food items Activity: Recording of daily food intake over a period of 5 days (weekend included).
EXTENDED OPPORTUNITIES	Entrepreneurship <ul style="list-style-type: none"> • Designing menus for Restaurants
SELF-REFLECTION	



Unit 4.2: MENUS PLANNING

- Identification and interpretation of an A la Carte menu
- Basic characteristics of planning an A la Carte menu
- Basic design & layout of an A la Carte menu card
- Interpretation of menus related to table accessories

4.2.1 Identification and interpretation of an A la Carte menu

Menus refer to a list of dishes available in a restaurant. The menu is a tool for communicating between the **customer** and the **waiter**. The consumer chooses the food and beverages they need according to the menu and recommending the dish to the guest is one of the service contents of the waiter. The consumer and the waiter start talking through the menu.

COURSES IN A MENU

A Meal plan is a list of all the different kinds of food that is needed for a specific meal or meals of the day.

A course is a specific set of food items that are served together during a meal, all at the same time. A course may include multiple dishes or only one, and often includes items with some variety of flavours.

Breakfasts are made up of one or more courses: **a starter, main dish, and baker's selection**. You will sometimes see restaurants offering a full menu with these three items.

4.2.2 Basic characteristics of planning an A la Carte menu

Characteristics of an A la Carte menu

- Menu that is priced separately from appetizers / starters to desserts
- Customers may select any number of courses from the dishes on the menu.
- Customers can select various dishes and side dishes.
- Food is cooked to order, and customers should be willing to wait.



Basic Guidelines when planning an A la Carte Menu

Basic guidelines to consider when planning an A la Carte Menu

- Know your guests
- Know your operation / business - that will include the theme / food served, the equipment available, personnel assisting, quality standards and the budget.
- The menu selected needs to be nutritionally balanced.

4.2.3 Basic design & layout of an A la Carte menu card

Menu Layout planning looking at courses / categories & Design



Food stall / pop up restaurant

Source: www.creatingastorm.co.za

When writing you're A la Carte Menu

Ensure to make use of:

- Appealing language
- Short descriptions
- Ensure the name of the dish are listed
- Indicate the categories the dish will fall under / belong to
- The price must be included next to the name of each dish

Similar food items are grouped together on an A la Carte menu

- Burgers
- Pastas
- Beverages

Elements to look at when planning & writing the menu

- Headings – includes major headings, subheadings, and names of menu items
- Descriptive information – informs the guests about the menu items and helps increase the sales. The item's main & second ingredients with method of preparation included
- Also include basic information like address, telephone number, days and hours of work, meals served, reservations and payment policies.



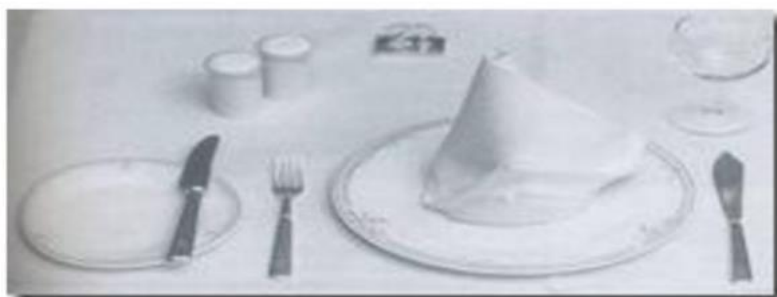
Source: www.zomato.com

Interpretation of the A la Carte menu in relation to the cover and accessories

For A la Carte Menu:

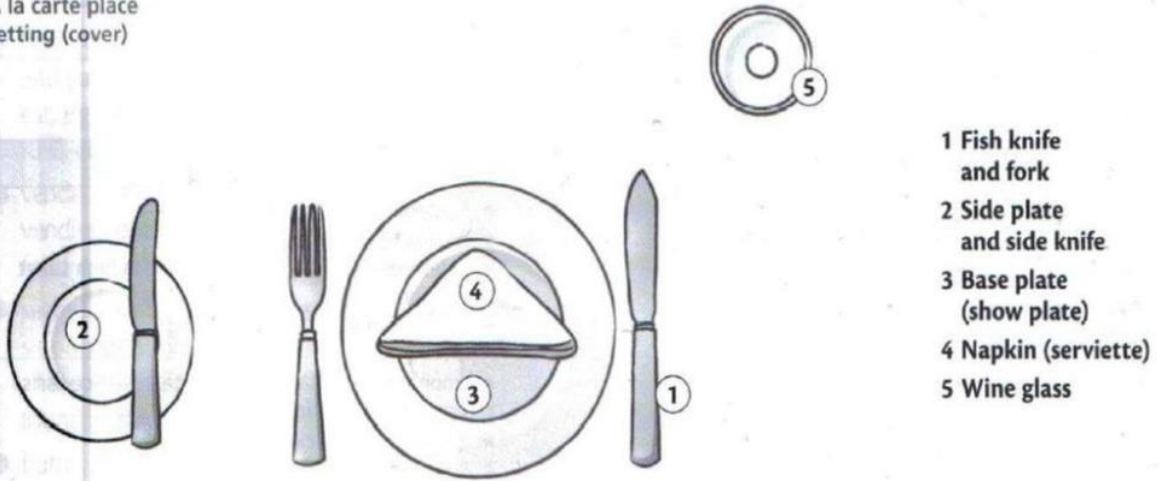
This a table setting normally laid in a good class restaurant, dining room or hotel in readiness for serving of either lunch or dinner. It would usually consist of the following:

- Main Plate
- Napkin
- Main knife
- Main fork
- Side plate
- Side knife
- Water or wine glass.



For A la Carte Menu:

A la carte place setting (cover)



4.2.4 Interpretation of menus related to table accessories

- Menu card: match the décor
- Be correct for the meal being served
- Correctly written
- Attractive to look at
- Simple to handle
- Neat and undamaged

Extra accessories on the table will included:

- Salt & Pepper
- Table number
- Flower vase



Source: ehire.co.za & theutterblog.wordpress.com



Source: dreamstime.com

LESSON PLAN – HOSPITALITY STUDIES					
GRADE	8	Planned date		Date completed	
TOPIC Sub-topic(s)	NUTRITION AND MENU PLANNING Unit 4.3: Costing <ul style="list-style-type: none">Costing ingredients of a dishCalculate the selling price				
CAPS REFERENCE	Term 4 Week 1				
DURATION	60 minutes				
LESSON RESOURCES	Costing template & calculator				
ACTIVITIES	Activity – calculate the ingredients of a recipe				
PREAMBLE	Discuss costing in respect of: <ul style="list-style-type: none">Costing of ingredientsCalculate the selling price				
EXPECTED OUTCOMES	The ability to apply basic skills to: <ul style="list-style-type: none">Calculate the cost of a product based on the ingredientsCalculate the selling price of the whole dish to be able to sell the product				
DETERMINE PRIOR KNOWLEDGE	Basic calculation skills of adding / subtracting / multiplying. Understanding formulas Understand what it means to cost a recipe and why.				
INTRODUCTION TO THE TOPIC	<ul style="list-style-type: none">Costing template and formula to useReading a recipe and interpreting recipe properly				
PRACTICAL WORK	Practical lesson: (PAT preparation) Written – Street vending continue – costing hamburger ingredients and calculate the selling price.				
CONCEPTS AND TERMINOLOGY					
Concept / Term	Meaning in Hospitality studies context				
Profit	a financial gain, especially the difference between the amount earned and the amount spent in buying, operating, or producing something.				
Unit Price	price of a single product, used for example when buying several things together to refer to the price of each one				
Actual Cost	Actual cost is an accounting term that means the amount of money that was paid to acquire a product or asset.				
Quantity bought	are the weight unit / size in which the product was bought in, e.g., kg, g, L, ml, etc.				

LESSON PRESENTATION and INFORMAL ASSESSMENT	Lesson Content: <ul style="list-style-type: none"> • Costing ingredients of a dish • Calculate the selling price Practical lesson: (PAT preparation) Written – Street vending continue – costing hamburger ingredients and calculate the selling price.
EAC INTEGRATION	Demonstration: Costing of an easy recipe showing each process to follow and understanding the formulas Activity: Cost a simple recipe of a Hamburger
EXTENDED OPPORTUNITIES	Entrepreneurship <ul style="list-style-type: none"> • Costing of recipes -
SELF-REFLECTION	



UNIT 4.3: COSTING

- Costing ingredients of a dish
- Calculate the selling price

4.3.1 Costing ingredients of a dish

Running a restaurant, catering service, or vending stall can be expensive. The cost of ingredients, the overheads (rent, electricity etc.) and labour costs must be calculated to determine the selling price. The **AIM** is to make a **PROFIT**.

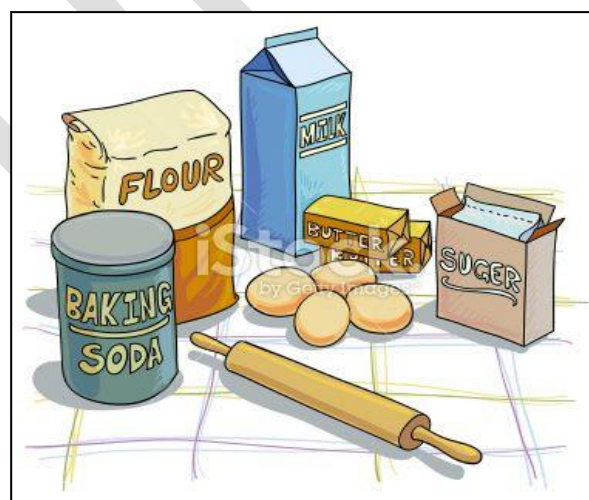
Ingredients are seldom bought in the specific quantities required by a recipe; therefore, the unit price of each ingredient must first be calculated.

4.3.2 How to calculate the unit price of each ingredient

The following formula are needed:

Actual Cost (AC) of ingredient = $\frac{\text{number of units required by recipe (QU)}}{\text{purchase unit (QB)}} \times \text{purchase price}$

OR $QU/QB \times PP = AC$

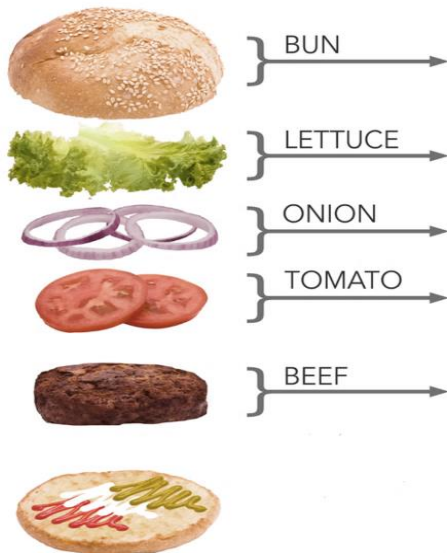


Source: pinterest.com

Before you determine the price of your vending stall meals, you have to know how much they cost to make. You need to figure out how much it costs your stall to make one hamburger on your menu.

Hamburgers, deconstructed

The cost of ingredients in a typical hamburger



Total cost to make:

**Calculate food cost
per HAMBURGER**

**COST PER SERVING =
SUM OF INGREDIENTS
FOR ONE BURGER**

-Add the price of each
ingredient to make up one
burger which will give you
the total cost of ONE burger

EXAMPLE

Makes 6 Burgers

Ingredient	Quantity Used (Recipe amounts)	Quantity Bought	Purchase Price	Price (QU/QB x PP = AC)	Cost to make-up ONE burger
Burger Buns	6	8	R10.00	$\frac{6}{8} \times R10.00$	R7.50
Beef Patty	6	8	R 45.00	$\frac{6}{8} \times R40.00$	R30.00
Lettuce	1	1	R12.00	$\frac{1}{1} \times R12.00$	R12.00
Tomatoes	2	2	R5.00	$\frac{2}{2} \times R5.00$	R5.00
Onions	2	2	R4.00	$\frac{2}{2} \times R4.00$	R4.00
					R58.50
				Devided by 6	9.75 = R10.00

Total cost of the
recipe / product

PRICE FOR ONE BURGER



INFORMAL ACTIVITY

Practical lesson: (PAT preparation) Written – Street vending continue – costing hamburger ingredients and calculate the selling price.

Easy Juicy Homemade Burgers

Prep Time 20 minutes

Cook Time 10 minutes

Chilling Time 30 minutes

Total Time 1 hour

Servings 6 burgers

Calories 654kcal



Ingredients

- 900 g 80% lean ground beef use high quality beef that's fat for best results
- 1 1/2 teaspoons (7,5 ml) sea salt
- 3/4 teaspoon (1,6 ml) black pepper
- 1 1/2 teaspoons (7,5 ml) Worcestershire sauce
- 3/4 teaspoon (1,6 ml) smoked paprika
- 3 cloves (15 ml) garlic finely pressed
- 1 medium onion very finely minced (so it's almost a paste)
- 2 medium eggs
- 36 g breadcrumbs (optional, or use less if desired)

20%

Instructions

1. Add the beef to a large bowl, and let it sit for about 10-20 minutes at room temperature.
2. Add the salt, pepper, Worcestershire sauce, paprika, garlic, onion, eggs and breadcrumbs.
3. Mix well with your hands just until combined and all the ingredients are distributed evenly throughout the mixture.
4. Divide the mixture into 6 balls that are exactly the same size. Use a burger press to form the burgers into a patty shape, or use your hands to pack the burgers into evenly shaped patties. Place a small divot in the middle of one side of each of the burgers to prevent them from shrinking while grilling.
5. Chill the patties in the fridge for about 30 minutes before placing them on the grill.
6. Grill over medium-high heat (or fry in a frying pan over medium-high heat) for about 5-6 minutes per side, or until the internal temperature of the burgers reach 160 degrees

Fahrenheit (71 Celsius) measured with an instant read thermometer.

7. Remove the burgers from the heat and let them sit for about 5 minutes before serving. This helps them stay juicy and prevents them from falling apart.
8. Serve on toasted buns with lettuce, tomatoes, cheese, onions and my Easy Homemade Burger Sauce.

Nutrition

Serving: 1burger | Calories: 654kcal | Carbohydrates: 6g | Protein: 30g | Fat: 56g | Saturated

Fat: 16g | Trans

Fat: 2g | Cholesterol: 174mg | Sodium: 1125mg | Potassium: 508mg | Fiber: 1g | Sugar: 3g | Vitamin

A: 237IU | Vitamin C: 3mg | Calcium: 66mg | Iron: 4mg

Resource: [Easy Juicy Homemade Burgers - The Busy Baker](#)

Makes 6 Burgers

Ingredient	Quantity Used (Recipe amounts)	Quantity Bought	Purchase Price	Price (QU/QB x PP = AC)	Cost to make-up ONE burger
					R
				Devided by ____	R

Draw your deconstructed, labeled burger your are planning to make



INFORMAL ACTIVITY – MARKING GUIDELINE
Practical lesson: (PAT preparation) Written – Street vending
 continue – costing hamburger ingredients and calculate the
 selling price.

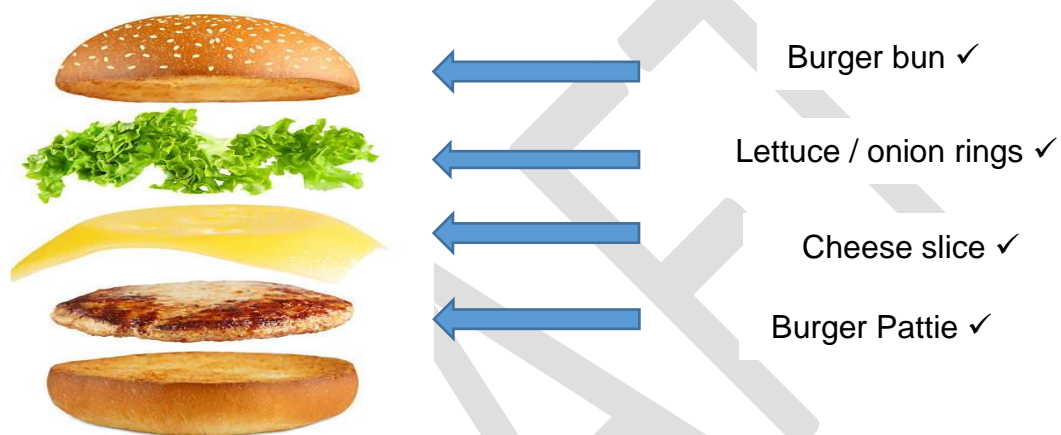
Costing of Burgers

Makes 6 Burgers

Ingredient	Quantity Used (Recipe amounts)	Quantity Bought	Purchase Price	Price (QU/QB x PP = AC)	Cost to make-up ONE burger
lean ground beef	900 g	900 g ✓	R56,00	$\frac{900g}{900g} \times R56.00$ ✓	R56,00 ✓
sea salt	1 1/2 teaspoons (7,5 ml)	250g ✓	R9,99	$\frac{7,5 ml}{250g} \times R9.99$ ✓	R0,30c ✓
black pepper	3/4 teaspoon (1,6 ml)	100g ✓	R12.99	$\frac{1.6 ml}{100g} \times R12.99$ ✓	R0,21c ✓
Worcestershire sauce	1 1/2 teaspoons (7,5 ml)	750 ml ✓	R19,99	$\frac{7.5 ml}{750ml} \times R19.99$ ✓	R0,20c ✓
paprika	3/4 teaspoon (1,6 ml)	100g ✓	R12.99	$\frac{1.6 ml}{100g} \times R12.99$ ✓	R0,21c ✓
garlic finely pressed	3 cloves (15 ml)	50 ml ✓	R18.99	$\frac{15 ml}{50 ml} \times R18.99$ ✓	R5,70 ✓
onion	1 medium	1 ✓	R1.20	$\frac{1}{1} \times R1.20$	R1,20 ✓

				1 ✓	
eggs	2 medium	6 ✓	R8.99	$\frac{2}{6} \times R8.99$ ✓	R2.98 ✓
breadcrumbs (optional, or use less if desired)	36 g	200g ✓	R15,99	$\frac{36\text{ g}}{200\text{ g}} \times R15.99$ ✓	R2,88 ✓
					R 69.68 ✓
				Devided by _6✓	R 11.60 ✓

Draw your deconstructed, labeled burger your are planning to make





PRACTICAL WRITTEN ACTIVITY

Planning of hamburger for the PAT identifying suitable ingredients for the Hamburger and planning your ideal hamburger for the PAT.

1. Describe your ideal hamburger in 5 words. (4)

.....

.....

2. List three ingredients which cannot be used when making a hamburger for a vegetarian. (3)

.....

3. When preparing a hamburger, it is advisable to include all 5 food groups.
Give an example of a food item that can be used from the following food groups: (3)

Fats and Oils:

Fruit and Vegetable :

Milk and Milk Products:

TOTAL: 10 MARKS



PRACTICAL WRITTEN ACTIVITY MARKING GUIDELINE

1. Describe your ideal hamburger in 5 words. (4)

Any suitable words, e.g.

Meaty, juicy, flavoursome, saucy, ✓✓✓✓

1. List three ingredients which cannot be used when making a hamburger for a vegetarian. (3)

Animal food e.g., meat, chicken, fish, poultry, seafood, dairy, eggs ✓✓✓

2. When preparing a hamburger, it is advisable to include all 5 food groups.
Give an example of a food item that can be used from the following food groups: (3)

Fats and Oils: butter/ margarine/ mayonnaise ✓

Fruit and Vegetable: lettuce / tomatoes/ gherkins / pineapple ✓

Milk and Milk Products: cheese ✓

TOTAL: 10 MARKS



RESOURCES

VIDEOS & POWERPOINTS

<http://youtube.com/watch?v=hS8pb8IRBc4>

Food Pyramid, The 5 Different Food Groups, Learn ... - YouTube

<http://youtube.com/watch?v=t--qlvHkkGY>

Hamburger Activity

[Easy Juicy Homemade Burgers - The Busy Baker](#)

Food and nutrients - The food pyramid - YouTube

https://www.youtube.com/watch?v=w_eVbjEMijQ

Setting The Table (Breakfast)

<http://youtube.com/watch?v=00ujvLANyE4>

Breakfast Table Setting - Table Setting is an art by C3 – YouTube

Pictures on Vending stall layout

<https://thecreamery.co.za/va-market-on-the-wharf-elements-of-our-stall/>



SUMMARIES

CONTENT SUMMARY: Nutrition and menu planning and Costing

KEY CONCEPTS

Unit 4.1

- The food pyramid assists in creating balanced meal plans.
- The food pyramid divides food into five food groups with attached daily recommended servings.
- The human body needs water, vitamins and minerals daily to get through a day.

Unit 4.2

- A menu refers to a list of dishes offered to a customer.
- It serves as a communication tool.
- Remember to always apply the basic rules of menu planning to create and offer pleasing meals.
- A course refers to food items served together in a meal.

CONTENT SUMMARY: Costing

Unit 4.3

- The cost of ingredients of a dish. The **AIM** is to make a **PROFIT**. Costing ingredients
- Calculate the selling price



EXAM PRACTICE QUESTIONS

Exam practice: Menu Planning

SECTION A: SHORT QUESTIONS

1.1 Various options are provided as possible answers to the following questions. Choose the correct answer and write the symbol (A - D) next to the question number (1.1.1 - 1.1.3) on the ANSWER BOOK

1.1.1 A food pyramid refers to...

- A a list of dishes offered at a fixed price.
- B a plan detailing food groups and servings.
- C a set menu with no variations.
- D a plan of meals served in a day.

(1)

1.1.2 The human body needs nutrients to...

- A regulate body processes.
- B be able to attend work, daily
- C listen clearly to conversations
- D socialise with others

(1)

1.1.3 A list of dishes available in the restaurant

- A Eating Plan
- B Menu
- C Tick list
- D Itinerary

(1)
(3)

1.2 MATCH ITEMS

Choose a description from COLUMN B to match the term in COLUMN A.
Write only the symbol (A - J) next to the question number (1.2.1.1 - 1.2.1.3)
on the ANSWER BOOK.

1.2.1

COLUMN A TERM	COLUMN B DESCRIPTION
1.2.1.1 Appetiser	A A sweet course concluding a meal
1.2.1.2 Dessert	B Includes tea and coffee service
1.2.1.3 Main Course	C A small dish eaten as a meal
	D Served only in fine dining restaurants
	E The main dish in a meal with courses

(3)

1.3.1 Identify THREE principles of menu planning from the list below. Write only the symbol (A - F) next to the question number (1.3.1) on your ANSWER BOOK.

- A Keep to one size of food e.g., vegetables
- B Know your guests and their preferences
- C Pleasing presentation of the food
- D Ensure only one kind of food is served
- E Serving a variety of food
- F Ensuring that meals are spicy

(3)

1.3.2 Identify THREE functions of nutrients that is needed by our body from the list below. Write only the symbol (A-F) next to the question number (1.3.2) on your ANSWER BOOK.

- A Assists in cleansing our body
- B Regulates body processes
- C Keeps our body warm by building fat cells
- D Provides energy to the body
- E Gives shape to the body
- F Builds and maintains body cells

(3)

- 1.4 Give ONE word/term for each of the following descriptions. Write only the word/term next to the question number (1.4.1 – 1.4.3) on the ANSWER BOOK.
- 1.4.1 Selecting a menu for a specific function.
- 1.4.2 A collection of *foods* that contain specific nutrients and are plotted into a food pyramid.
- 1.4.3 Food items that are separated and presented at different stages in a meal (3)

SECTION B: LONG QUESTIONS

- 2.1 Name TWO food groups arranged in a food pyramid that is essential for a healthy lifestyle. **LO** (2)
- 2.2 Explain the difference between a menu and a meal plan. **MO** (4)
- 2.3 “Good menu planning serves as a promotional technique for a restaurant.” Motivate this statement in respect of the factors influencing menu planning. **HO** (4)

TOTAL: 25 MARKS



EXAM PRACTICE QUESTIONS – MARKING GUIDELINE

Exam practice: Menu Planning

SECTION A: SHORT QUESTIONS

- 1.1 Various options are provided as possible answers to the following questions. Choose the correct answer and write the symbol (A - D) next to the question number (1.1.1 - 1.1.3) on the ANSWER BOOK

1.1.1 D✓

1.1.2 A✓

1.1.3 B✓

(3)

- 1.2 **MATCH ITEMS**

Choose a description from COLUMN B to match the term in COLUMN A. Write only the symbol (A - J) next to the question number (1.2.1.1 - 1.2.1.3) on the ANSWER BOOK.

- 1.2.1

	COLUMN A TERM
1.2.1.1	C✓
1.2.1.2	A✓
1.2.1.3	E✓

(3)

- 1.3.1 Identify THREE principles of menu planning from the list below. Write only the symbol (A - F) next to the question number (1.3.1) on your ANSWER BOOK.

- B Know your guests and their preferences✓
- C Pleasing presentation of the food✓
- E Serving a variety of food✓

(3)

- 1.3.2 Identify THREE functions of nutrients that is needed by our body from the list below. Write only the symbol (A-F) next to the question number (1.3.2) on your ANSWER BOOK.
- B Regulates body processes✓
D Provides energy to the body✓
F Builds and maintains body cells✓
- (3)
- 1.4 Give ONE word/term for each of the following descriptions. Write only the word/term next to the question number (1.4.1 – 1.4.10) on the ANSWER BOOK.
- 1.4.1 Table d'hote. ✓
1.4.2 Food groups✓
1.4.3 Courses ✓
- (3)

SECTION B: LONG QUESTIONS

- 2.1 Name TWO food groups arranged in a food pyramid that is essential for a healthy lifestyle.
- LO**
- (2)
- Fruits and vegetables✓
 - Starch and starch products✓
 - Meat and meat alternative✓
 - Milk and Milk Products✓
 - Fats & Oils ✓
- (Any 2)
- 2.2 Explain the difference between a menu and a meal plan.
- MO**
- (4)

MENU	MEAL PLAN
a list of dishes available in a restaurant✓	is a list ✓of all the different kinds of food✓ that is needed for a specific meal or meals of the day. ✓

2.3

- Know your guests✓
- Know your operation / business - that will include the theme / food
✓served, the equipment available, personnel assisting, quality
standards and the budget. ✓
- The menu selected needs to be nutritionally balanced. ✓

HO
(4)

TOTAL: 25 MARKS

DRAFT