



An Roinn Oideachais  
Department of Education

# LCA HCT Subject Development Day 2022

Session 1	Welcome and Introductions Learning outcomes An Overview of the LCA Programme An Overview of LCA Assessment
Tea/Coffee Break	
Session 2	Subject specific content Activity and discussion
Lunch	
Session 3	Subject area: Practical strategies for teaching, learning and assessment Plenary and Evaluations

## By the end of this session participants will have:

Become familiar with the curriculum and assessment procedures in Leaving Certificate Applied.

Explored the approaches to teaching, learning and assessment in LCA.

Become familiar with your Subject Specific Module Descriptor.

## PDST - Introduction

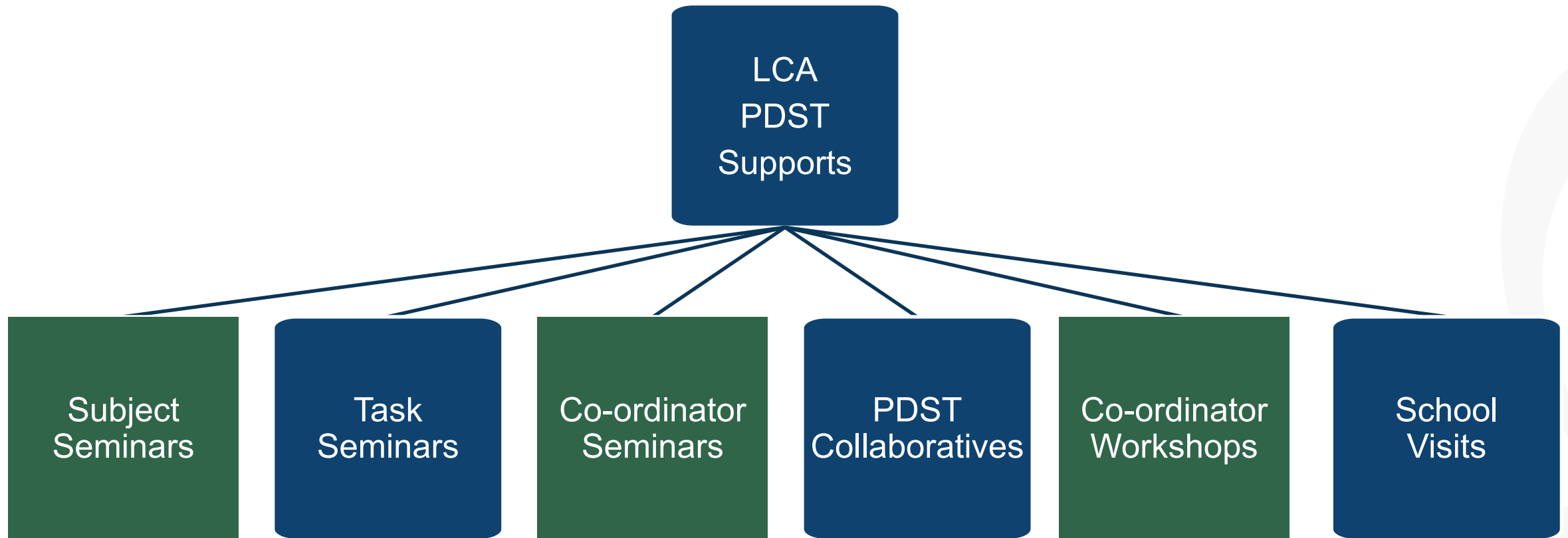
### What we are

Teachers & School Leaders  
Teacher Educators  
Facilitators/Enablers  
Purveyors of Lifelong Learning

### What we are not

Evaluators  
Policy Makers  
Curriculum Developers

# LCA Supports Provided by PDST



@PDST\_LCA

Email: [lca@pdst.ie](mailto:lca@pdst.ie)



# LCA Curriculum Framework

<b>Vocational Education</b>	<b>Mathematical Applications</b> (Exam = 10 credits)	1	1
	<b>Vocational Specialisms</b> Choose 2 from 11 options (Exams = 12 credits each)	1	1
		1	1
	<b>Information Technology</b>	→	2
			VOC ED TASK
<b>General Education</b>	<b>Arts Education</b> (Drama, Dance, Visual Arts, Music)	→	2
	<b>Social Education</b> (Exam = 10 credits)	1 My/Com	1 Ctp/Iss1
		→	1 Soc/Health
	<b>Languages</b> (2 exams = 6 credits each)	1	1
<b>Leisure &amp; Recreation</b> (including P.E.)	→	2	

**PERSONAL RELECTION TASK PART 1**

1 Leisure	1 Wk/Life
1	1
1	1
→	2
VOC ED TASK	
→	2
1 Ctp/Iss 2	1 Tk/Charge
	1 Soc/Health
1	1
→	2



# LCA Curriculum Framework

<b>Vocational Preparation</b>	<ul style="list-style-type: none"> <li>• Vocational Preparation &amp; Guidance</li> <li>• English &amp; Communications</li> </ul>
<b>Vocational Education</b>	<ul style="list-style-type: none"> <li>• Mathematical Applications</li> <li>• Vocational Specialisms* (<i>Choose 2 from 11 options</i>)</li> <li>• Introduction to Information Communication Technology</li> </ul>
<b>General Education</b>	<ul style="list-style-type: none"> <li>• Arts Education (<i>Dance, Drama, Music, Visual Arts</i>)</li> <li>• Social Education</li> <li>• Languages (<i>Gaeilge and French/Italian/German/Spanish</i>)</li> <li>• Leisure &amp; Recreation (<i>including Physical Education</i>)</li> </ul>
<b>Elective Courses</b>	<ul style="list-style-type: none"> <li>• Religious Education (for example)</li> <li>• Science (for example)</li> </ul>

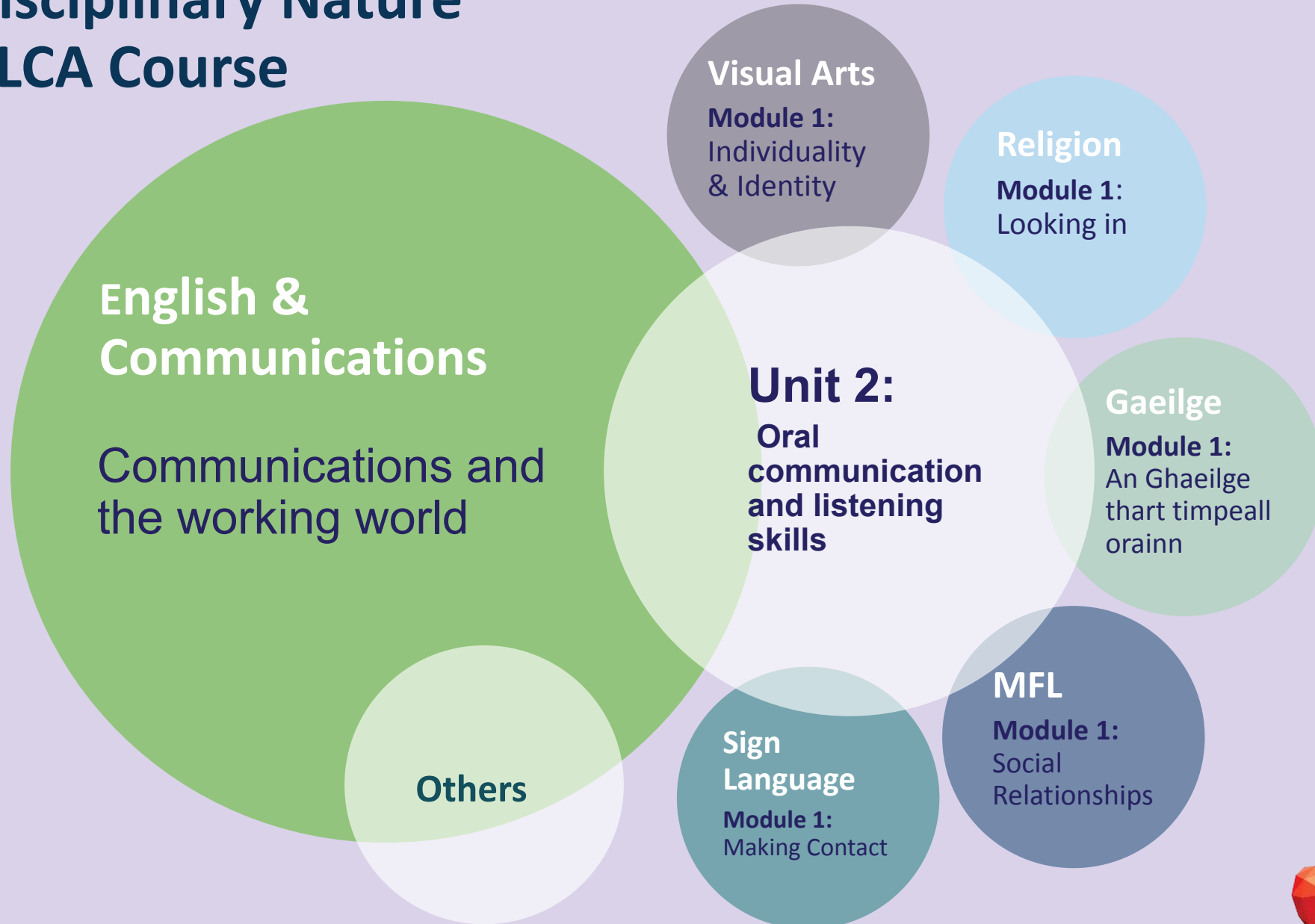
# Layout of Module Descriptors

**Cross-curricular Links**  
**Rationale**  
**Number and sequence of modules**  
**Description of Modules**  
**General Recommendations**  
**Modules**  
**Purpose**  
**Prerequisites**  
**Aims**  
**Units**  
**Learning Outcomes**  
**Teacher Guidelines**  
**Key Assignments**

<https://www.curriculumonline.ie/Senior-cycle/LCA/>



# Transdisciplinary Nature of the LCA Course



# LCA Assessment

# LCA Certification

## Awarded at three levels

### Pass

120 - 139 credits

60-69%

### Merit

140 - 169 credits

70-84%

### Distinction

170 - 200 credits

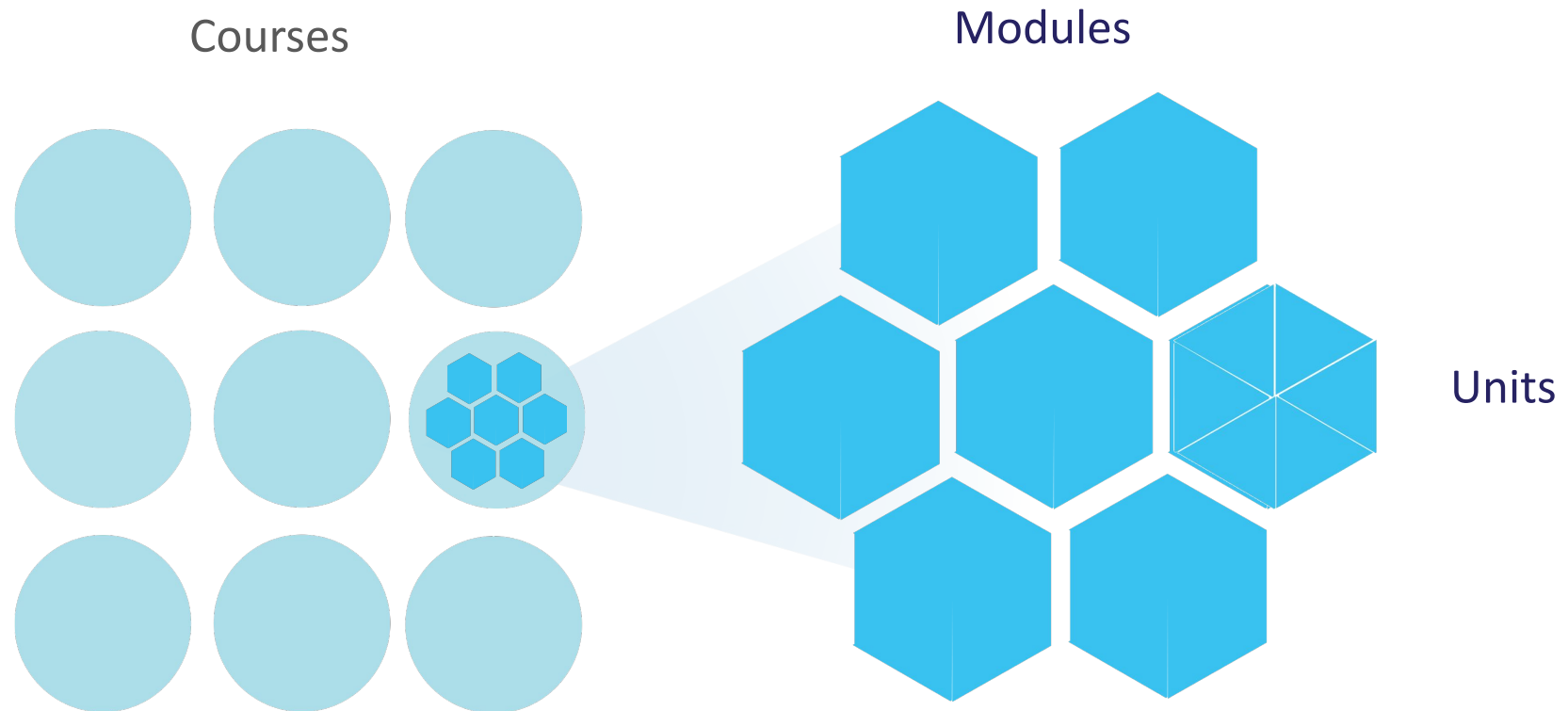
85-100%

Students who acquire less than 120 credits or who leave the programme early will receive a **“Record of Experience”**.

# LCA Modes of Assessment

Satisfactory completion of modules + 90% attendance					62 credits	31%
<ul style="list-style-type: none"> <li>Evidence of completion of <b>4 key assignments</b> for each module</li> <li>One credit per course module in which there is a final exam</li> <li>Two credits per course module in which there is NO final exam</li> </ul>						
<b>7 Student tasks</b> @ 10 credits each					70 credits	35%
<i>Vocational Preparation</i>		<i>Vocational Education (x2)</i>		<i>General Education</i>		
<i>Contemporary Issue</i>		<i>Personal Reflection</i>		<i>Practical Achievement</i>		
<b>Final examinations</b>					68 credits	34%
English & Communication	Vocational Specialisms (x2)	Languages (x2)	Social Education	Mathematical Applications		
12 credits	12 credits each	6 credits each	10 credits	10 credits		
<b>Total</b>					200 credits	100%

# LCA Programme Structure



# LCA Modes of Assessment

<p>Satisfactory completion of modules + 90% attendance</p> <ul style="list-style-type: none"> <li>• Evidence of completion of <b>key assignments</b> for each module</li> <li>• One credit per course module in which there is a final exam</li> <li>• Two credits per course module in which there is NO final exam</li> </ul>	<p>62 credits</p>	<p>31%</p>
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[gov.ie](http://gov.ie) - Reopening our post primary schools



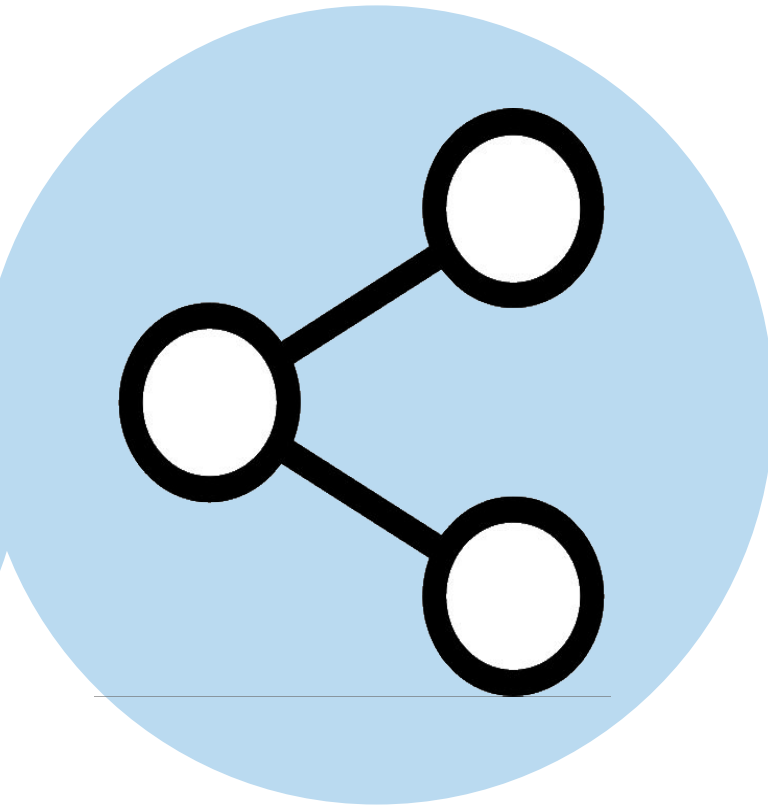
# What is a key assignment?



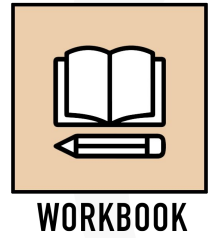
**Think**



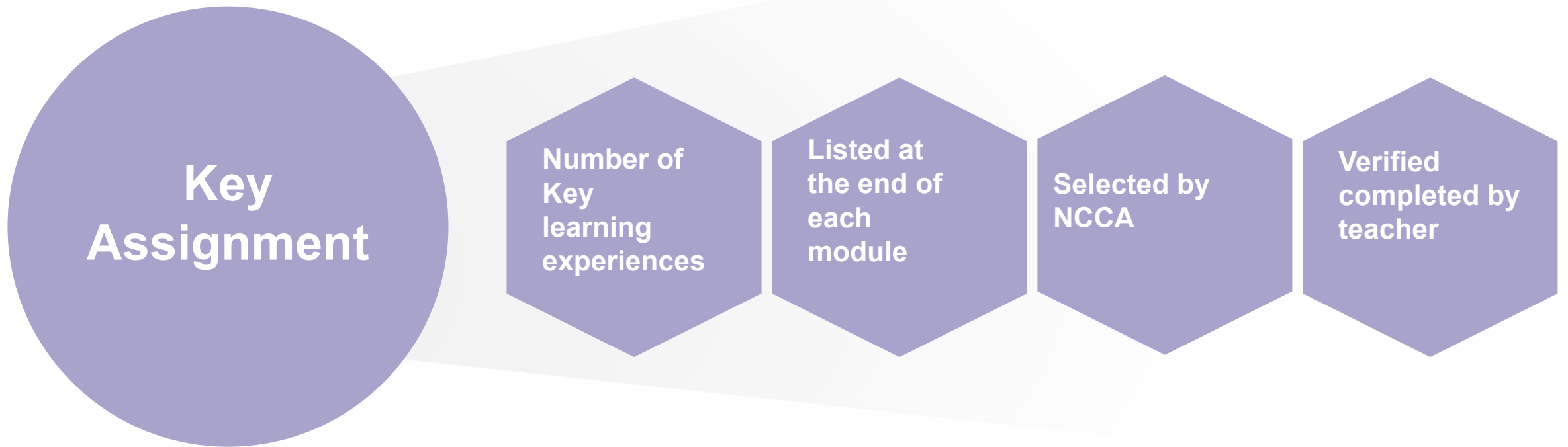
**Pair**



**Share**



# Key Assignments



<https://www.gov.ie/en/publication/7acad-reopening-our-post-primary-schools/>



# LCA Modes of Assessment

Satisfactory completion of modules + 90% attendance <ul style="list-style-type: none"> <li>Evidence of completion of <b>4 key assignments</b> for each module</li> <li>One credit per course module in which there is a final exam</li> <li>Two credits per course module in which there is NO final exam</li> </ul>	62 credits	31%
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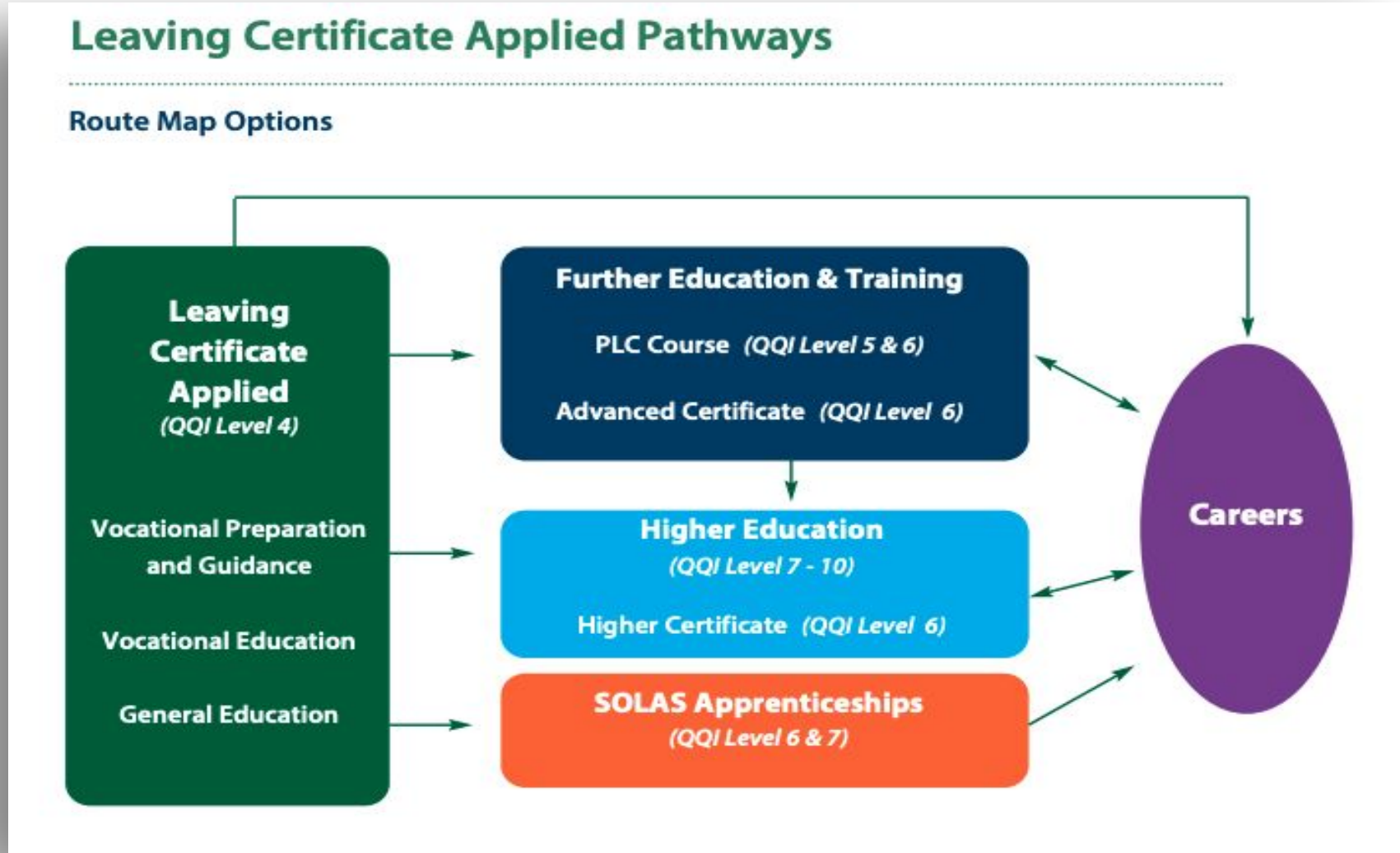
**7 Student tasks @ 10 credits each**

<i>Vocational Preparation</i>	<i>Vocational Education (x2)</i>	<i>General Education</i>
<i>Contemporary Issue</i>	<i>Personal Reflection</i>	<i>Practical Achievement</i>

70 credits	35%
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<https://www.gov.ie/en/publication/7acad-reopening-our-post-primary-schools/>

# The Leaving Certificate Applied Route Map



# Useful Links

Post-Primary Resource Overview	Access to Post-Primary Resource	
 <p>Blended Learning: Post-Primary Resource Overview</p>	 <p>Post-Primary Level</p> <p>Access Resource Here</p>	 <p>scoilnet</p> <p>PRIMARY POST-PRIMARY</p>

## Recommended Reading

### LCA Chief Examiners Report 2014

For full details go to [examinations.ie](http://examinations.ie)

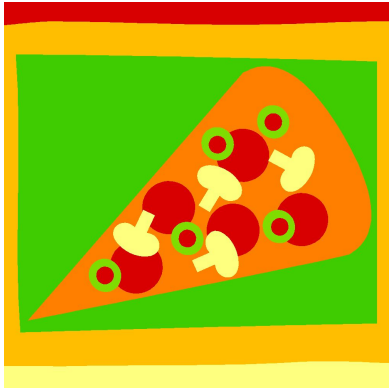
### DES Inspectorate Report

<https://www.education.ie/en/Publications/Inspection-Reports-Publications/>

# End of Session 1







# Hotel catering and tourism

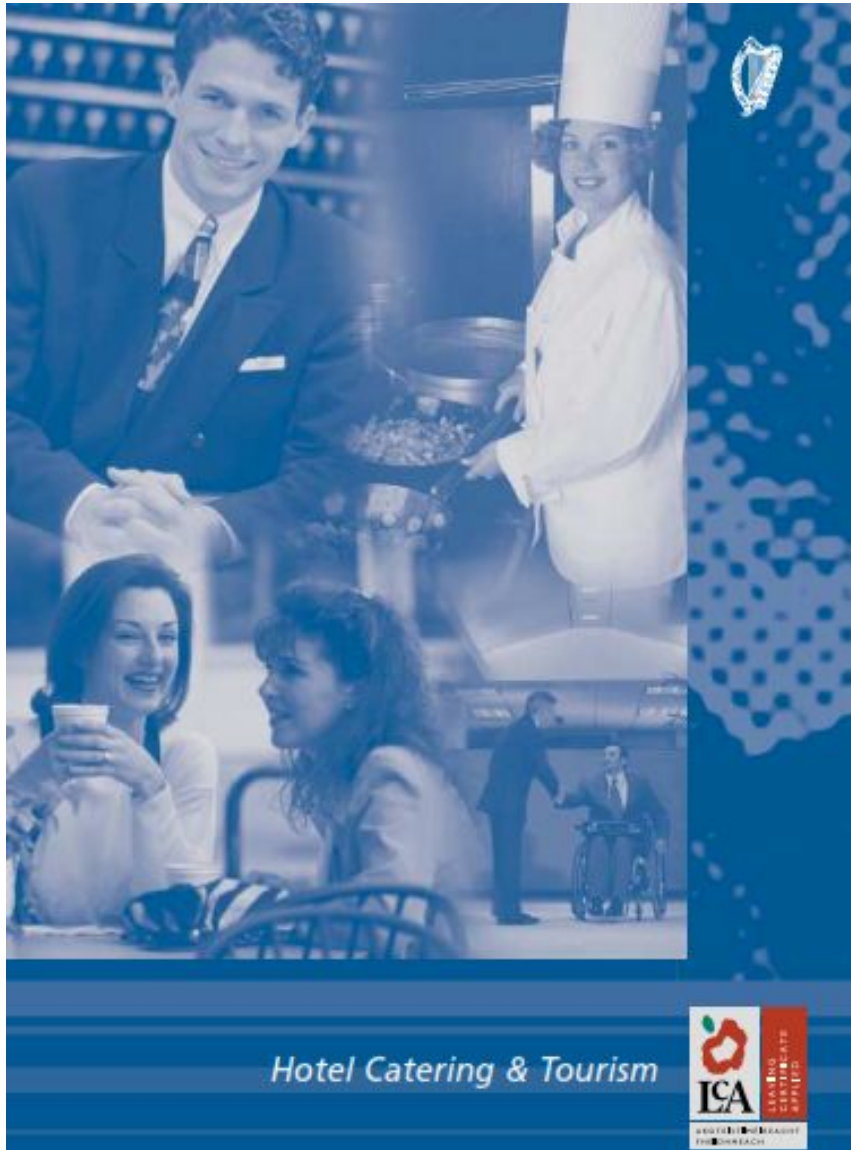
A teacher's guide....





## Outcomes for this presentation

- Overview of Hotel tourism and catering
- Hotel catering and tourism within LCA
- Overview of the two years
- Approaches to planning
- Approaches to teaching
- Assessment –Task Practical
- Resources and supports



- Modular descriptor
- Outline of course
- Suggested approaches
- Learning outcomes
- Resources
- Key Assignments
- [www.pdst.ie](http://www.pdst.ie)
- [http://www.pdst.ie/sites/default/files/Hotel\\_Catering.pdf](http://www.pdst.ie/sites/default/files/Hotel_Catering.pdf)

The hotel catering and tourism course reflects the overall philosophy of the Leaving Certificate Applied Programme by helping students develop competencies of a broad personal and vocational nature. Emphasis is placed on social inclusion, team work, quality consciousness, interpersonal skills, creativity and dexterity. Progression opportunities for interested students to the Hotel Catering and Tourism industry are available through a number of routes e.g. Post-Leaving Certificate Courses, CERT Basic Skills, full-time training programmes or directly into local employment opportunities.

(Taken from modular descriptor for subject)



# Language of hotel catering and tourism/LCA

## Generic terms from LCA

## What

Module



Section of course

Key assignment



Small project/varies in size

Task-



Larger project

Credits



Marks awarded

Session 1 -4



Time frame over two years



# Module

There are **four modules**:

Module 1: Eating Out – The Fast Food Way

Module 2: Eating Out – Hotels, Restaurants and Institutions

Module 3: Irish Hospitality

Module 4: Catering for Diversity

**Year  
one**

**Year  
two**

# Sequence of modules

Module 1:  
Eating Out – The Fast Food Way

Recommended to be completed in first session, but modules can be selected and completed in any order

### KEY ASSIGNMENTS

MODULE 1 EATING OUT: THE FAST FOOD WAY

#### CHECKLIST

- I identified and described the range of fast food outlets in my area
- I explored one fast food operation in detail and presented the findings to my class
- As part of a team I was actively involved in planning, developing and running a mini fast food operation for four or more people
- Using a diary/log I reflected on the fast food industry: at the beginning of this module; during this module and when I had completed it.

### KEY ASSIGNMENTS

MODULE 2 HOSPITALITY IN TOURISM

#### CHECKLIST

- I have identified on a map of Ireland the main local and national attractions and described these.
- I have planned, participated in a tourist trail and presented my findings or recorded my experience
- As an individual assignment I surveyed students' experiences as tourists
- I participated in a group assignment to design a tourist brochure or an accommodation guide for visitors to Ireland using I.C.T.
- Or
- I participated in a group assignment to produce and present a promotional video tape/slide presentation or original photographic/art display of some aspects of the local area.

### KEY ASSIGNMENTS

MODULE 3 EATING OUT: HOTELS, RESTAURANTS AND INSTITUTIONS

#### CHECKLIST

- I have completed an assignment comparing catering in a restaurant or hotel with an institutional catering outlet according to set criteria
- Using I.C.T. I have presented a menu and taken an order for a 5 course meal. I have written up the docket for the kitchen
- I have participated in a team assignment organising a simple 3 course lunch for 4 people or a special catering event of our choice following a set procedure
- I have identified, located and recorded the safety equipment present in the food preparation and service area.

### KEY ASSIGNMENTS

MODULE 4 CATERING FOR DIVERSITY

#### CHECKLIST

- I participated in preparing, cooking and serving menu ideas for an ethnic meal according to given guidelines
- I participated in preparing cooking and serving menu ideas for special diets according to given guidelines
- I have researched the local restaurants to find out:  
how many menus offer vegetarian options – the type and range of dishes offered and the method of presentation and I presented my findings
- or
- attitudes towards people with special dietary needs using their facilities and services and I presented my findings
- I hosted a simple 3 course catering event with an ethnic theme for a group of 4 or more people.

Short assignments

Vary in length

Students ability

One credit per session

90 % attendance



# KEY ASSIGNMENTS

MODULE 1 : EATING OUT: THE FAST FOOD WAY

## CHECKLIST

I identified and described the range of fast food outlets in my area

I explored one fast food operation in detail and presented the findings to my class

As part of a team I was actively involved in planning, developing and running a mini fast food operation for four or more people

Using a diary/log I reflected on the fast food industry: at the beginning of this module; during this module and when I had completed it.

# KEY ASSIGNMENTS

MODULE 2: EATING OUT: HOTELS RESTAURANTS AND INSTITUTIONS

## CHECKLIST

I have completed an assignment comparing catering in a restaurant or hotel with an institutional catering outlet according to set criteria

Using I.C.T. I have presented a menu and taken an order for a 3 course meal. I have written up the docket for the kitchen

I have participated in a team assignment organising a simple 3 course lunch for 4 people or a special catering event of our choice following a set procedure

I have identified, located and recorded the safety equipment present in the food preparation and service area.

# KEY ASSIGNMENTS

MODULE 3: HOSPITALITY IN TOURISM

## CHECKLIST

I have identified on a map of Ireland the main local and national attractions and described these

I have planned, participated in a tourist trail and presented my findings or recorded my experience

As an individual assignment I surveyed students' experiences as tourists

I participated in a group assignment to design a tourist brochure or an accommodation guide for visitors to Ireland using I.C.T.

*Or*

I participated in a group assignment to produce and present a promotional video tape/slide presentation or original photographic/art display of some aspects of the local area.

# KEY ASSIGNMENTS

UNIT 1: CATERING FOR DIVERSITY

## CHECKLIST

I participated in preparing, cooking and serving menu ideas for an ethnic meal according to given guidelines

I participated in preparing cooking and serving menu ideas for special diets according to given guidelines

I have researched the local restaurants to find out:

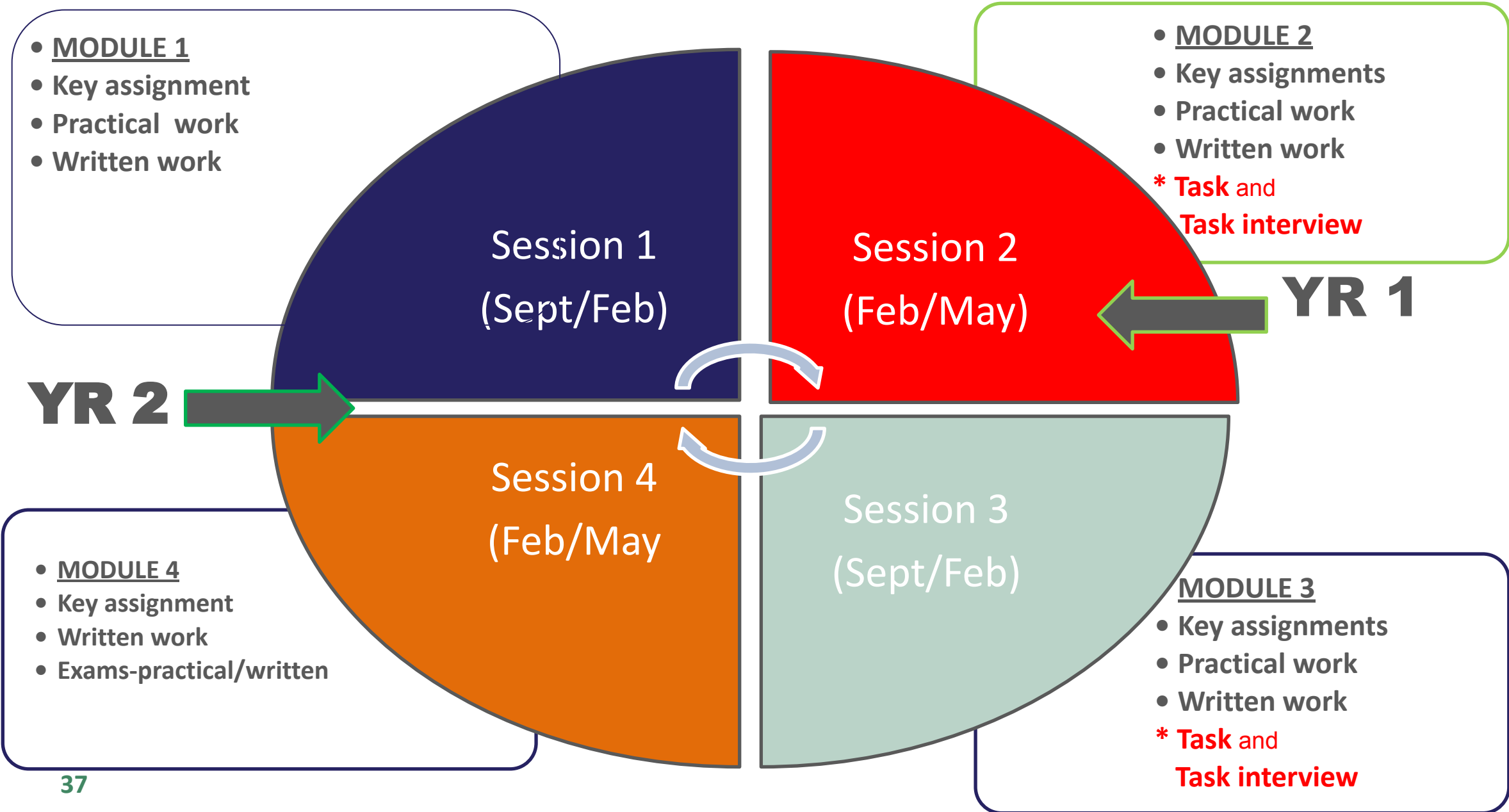
how many menus offer vegetarian options – the type and range of dishes offered and the method of presentation and I presented my findings

*or*

attitudes towards people with special dietary needs using their facilities and services and I presented my findings

I hosted a simple 3 course catering event with an ethnic theme for a group of 4 or more people.







## Award of credits

### At the end of each session a credit is awarded by teacher:

To award a credit students must:

90% attendance

Have key assignments done for subject

### Credits are awarded by SEC Examiner

Task – Session two or three

Task interview- May of Session two or February of Session three



# Assessment

Credits –marks awarded per session

## Assessment of learning

Record that students have completed work/skills/report/activity

## Assessment for learning-

Concrete progress report for students- see how they are doing/are they achieving

# Where to start

## Student

*Assess the students literacy and numeracy skills*

## How ?

Get student to write the step by step instruction in how to make their favourite food.....



## You will learn...

Penmanship

Literacy levels

Spelling

Vocabulary

Numeracy- list /sequence /order

Ultimately- Differentiation within the class.Like/dislike

writing-Literacy

## Students needs....

Need to reinforce learning

Need to break down tasks

Need to make learning relevant

Visual- instructions- powerpoints  
practical lessons

Need to help organise notes work

Repetition to gain  
skills-scone/pizza/pastry/

Step by step

Explain why this is useful

Visual /auditory/ tactile/learning styles

Folder/mem book/files on computer

Link to other subjects

## Suggested approach

Look at key assignments

Work from simple to complex

Build on Knowledge, Skills, Competence, Confidence.

**Knowledge** - new vocabulary, concepts

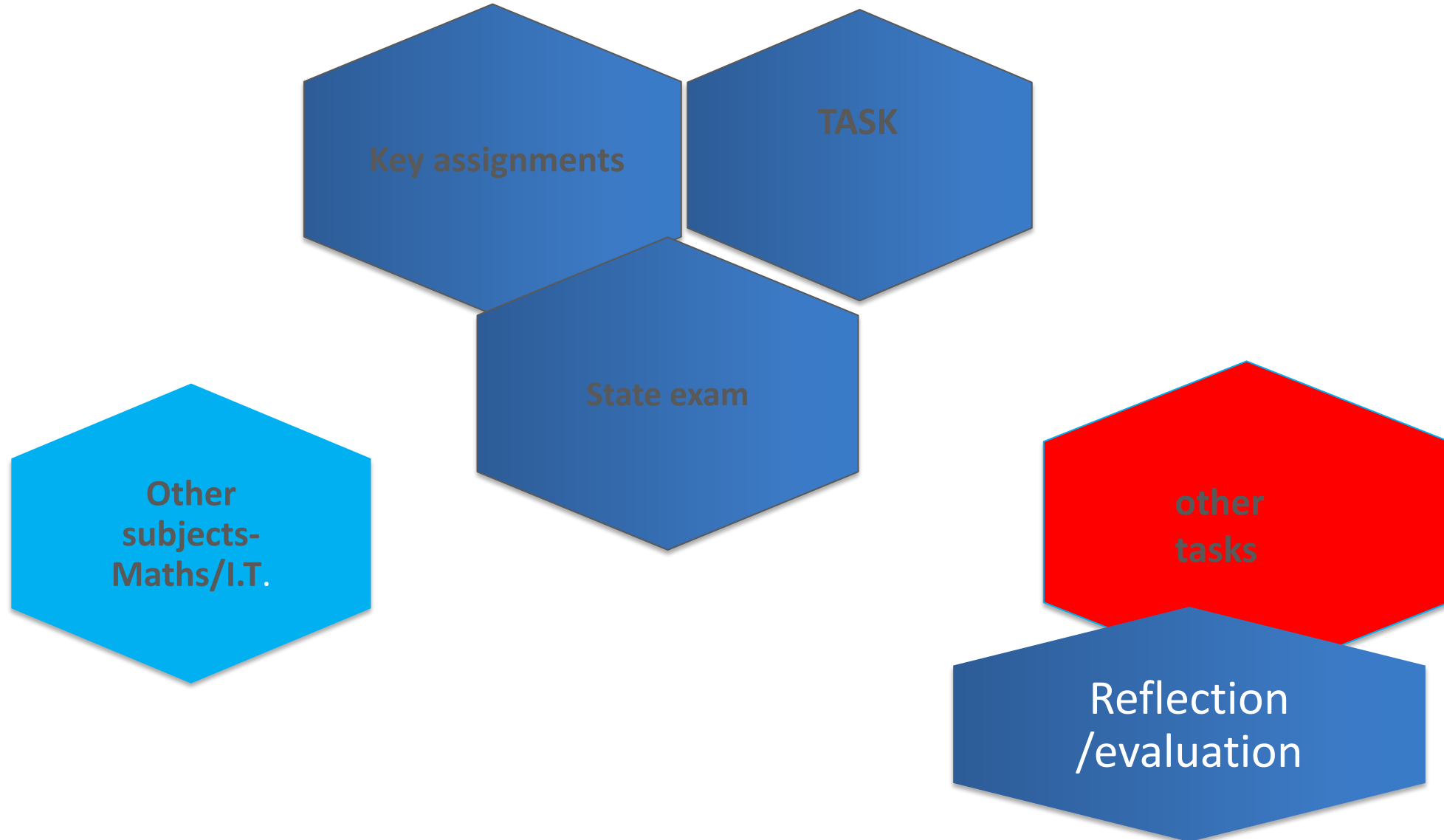
**Skills** - organisational, I.T., Practical cookery skills,

**Competence** - Feeling of success

**Confidence** - within school.

# Hotel catering and tourism

## Key areas to consider



# Understanding the Modules



We are going to form **FOUR** groups.

Using the module descriptor ([https://pdst.ie/sites/default/files/Hotel\\_Catering.pdf](https://pdst.ie/sites/default/files/Hotel_Catering.pdf)) each group will work on one of the modules.

Please read the Learning Outcomes and Teacher Guidelines for your group's module and summarise onto a large page:

1. Key concepts you will need to teach
2. Possible Task Ideas within this module
3. Dishes that could be cooked

# Units in Module 1

Unit 1: Finding out

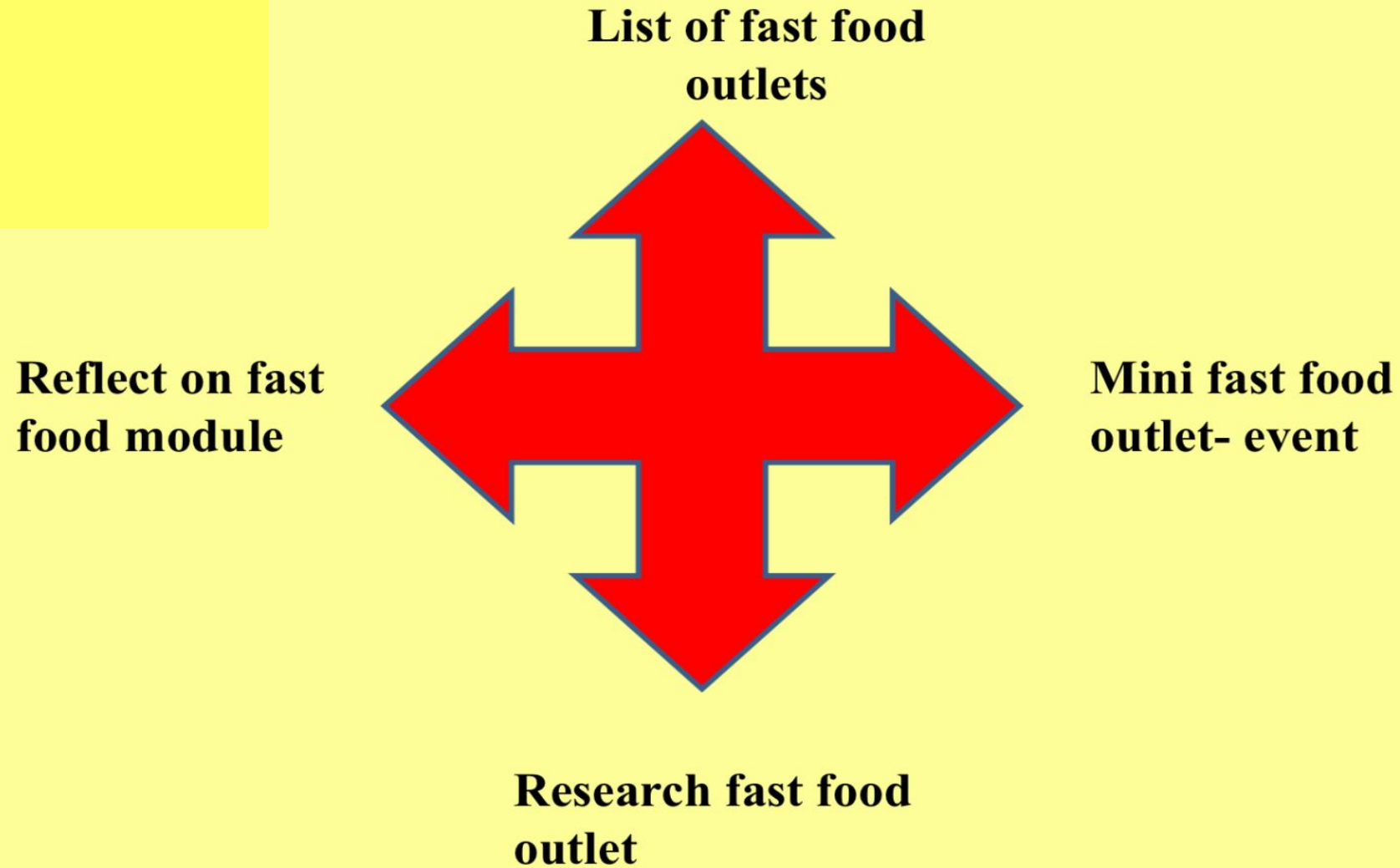
Unit 2: Stimulating fast food operations

Unit 3: Reviewing and Evaluating

# End of Session 2



# Module 1: Eating Out – The Fast Food Way





Session 1	Module one- Eating out the fast food way			
Triple class Single class	List of fast food outlets Coffee shop Deli Pub Grub Chipper/take away	Research a fast food outlet	Fast food experience	Reflection work
Literacy	Key words	Survey, Writing skills	Planning Brainstorming	Writing skills punctuation
Numeracy	Classify	Layout document, files	Costing	Classifying
Differentiation	Group work	Group work/ number of questions	Assign jobs according to strengths	Amount of detail in reflection Frame approach
I.T	Typing skills/Word	Computer- Word, docs, folders, files	Labels files folders	Create a report
Taxonomy	1.knowledge	4.Analysis	3. Application	6. Evaluate
Practical skills	Map reading Recipes from each outlet Motor skills**	Recipes from each outlet/** Hygiene safety Intercommunication	Recipes from each outlet/** Coffee afternoon Apple tart sale Sandwich sale	Evaluate food Writing skills
Intelligences	Mathematical	Body/kinaesthetic; Interpersonal	linguistic	Linguistic;intrapersonal

## Units in Module 2

Unit 1: Finding Out

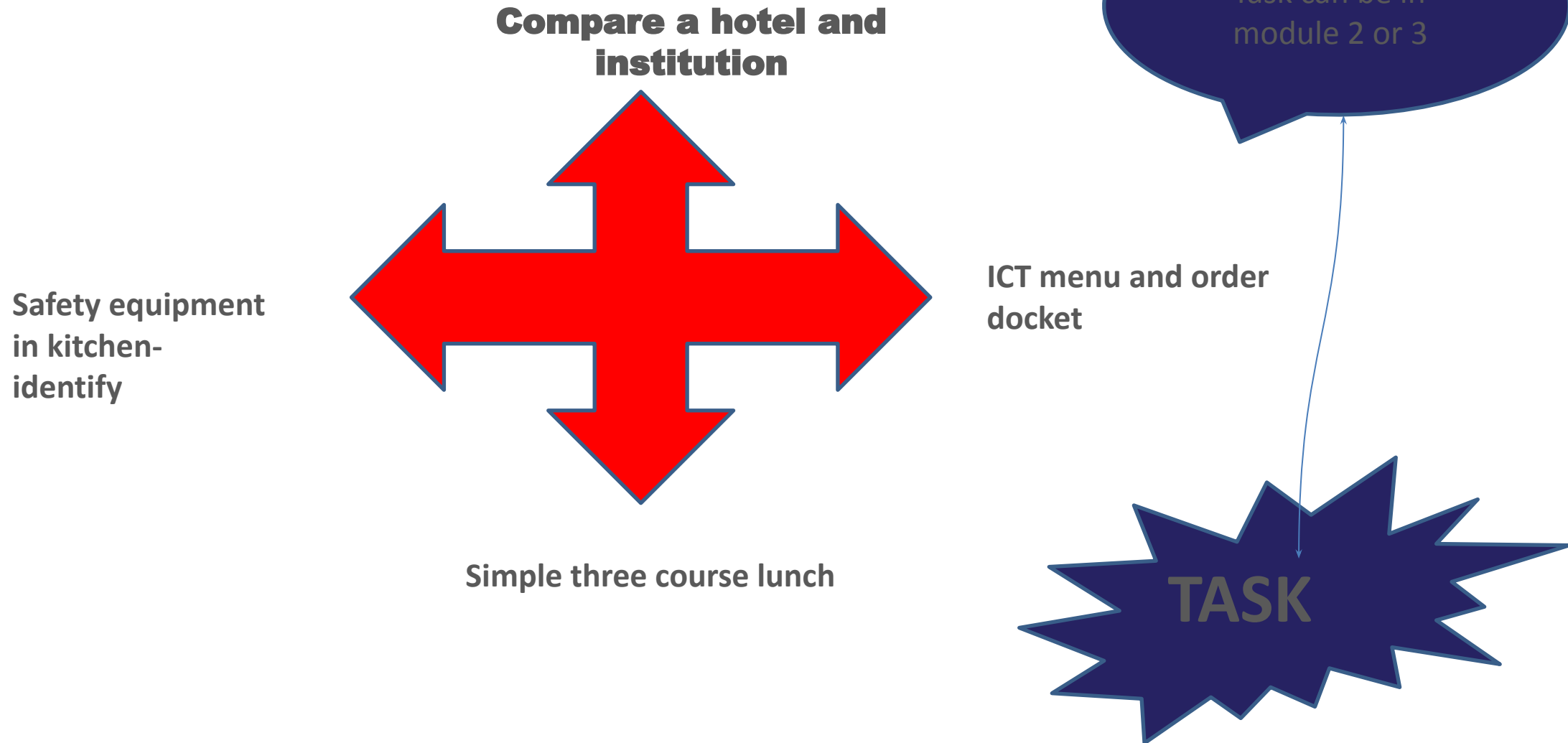
Unit 2: Getting Started

Unit 3: The Meal Events

Unit 4: Reviewing and Evaluating

Module 2:

EATING OUT: HOTELS, RESTAURANTS AND INSTITUTIONS



Session 2	Module two- Hotels restaurants and institutions			
Triple class Single class	<b>Compare a hotel and institution</b>	ICT menu and order docket	Simple three course lunch	Safety equipment in kitchen- identify
<b>MAY-ASSESS.</b>	<b>TASK*****TASK*****TASK*****TASK*****TASK*****TASK*****TASK*****TASK*****TASK*****</b>			
Literacy	Written/keywords	Written/keywords	Written/plan/brainstorm	Written/key words
Numeracy	Set of criteria	Addition/layout	Shop/ budget/ time sequence	Order/system/
Differentiation	Required detail Group work	Detail required can vary. I.T	Skills/competence Level/ Assign jobs	Writing frame/key words/
I.T	Document	Insert table/Word	Signs, labels,lists	Diagrams
Taxonomy	Analysis/knowledge	Synthesis-Create	Application	Evaluation/knowledge
Practical skills	Hotel visit Create a report	Create a menu Create a docket	Plan design carry out evaluate Cook meal	Create a safety statement- work Experience link
Intelligences	Interpersonal	Linguistic/visual/	Body/kinaesthetic/ Interpersonal/visual	Visual/

<b>TaTask Service-</b>	<b>Compare a hotel and institution</b>	<b>ICT menu and order docket</b>	<b>Simple three course lunch</b>	<b>Safety equipment in kitchen- identify</b>
<b>Research Plan/ brainstorm</b>	<b>Visit a hotel</b>	Research what goes on a docket/menu	Try out different courses	Review all safety equipment
<b>Group aims</b>	<b>Restaurant</b>	theme	3 course	Hygiene safe
<b>Individual aims</b>	<b>Assign students jobs based on skills, competence-research shop, plan, cook, prepare, serve clean up,</b>			
<b>Make a plan</b>	<b>Type up plans, keep a log, show evidence of planning, research</b>			
<b>Carry out the plan</b>	<b>Each student is given different jobs to do and carry out on the day.</b>			
<b>Evidence of the task</b>	<b>Pictures, lists, receipts, comment cards,</b>			
<b>Safety factors</b>	<b>Hygiene and safety factors researched/carried out/evaluated</b>			
<b>Subject links</b>	<b>Maths- cost/calculation/estimation/ Time/sequence</b>		<b>I.T. documents menus report research</b>	
<b>Evaluation</b>	<b>Students will review their aims and conclude with learning points modifications,</b>			
<b>Practical skills</b>	<b>Written exam material</b>	<b>Key assign</b>	<b>Task</b>	<b>Reflection</b>



# Year 2

## Session 3 and 4

### Key assignments

Practical examination- incorporate practical cookery to keep up skills level

Written examination- a lot of key assignment are written in nature

## Module 3: Units

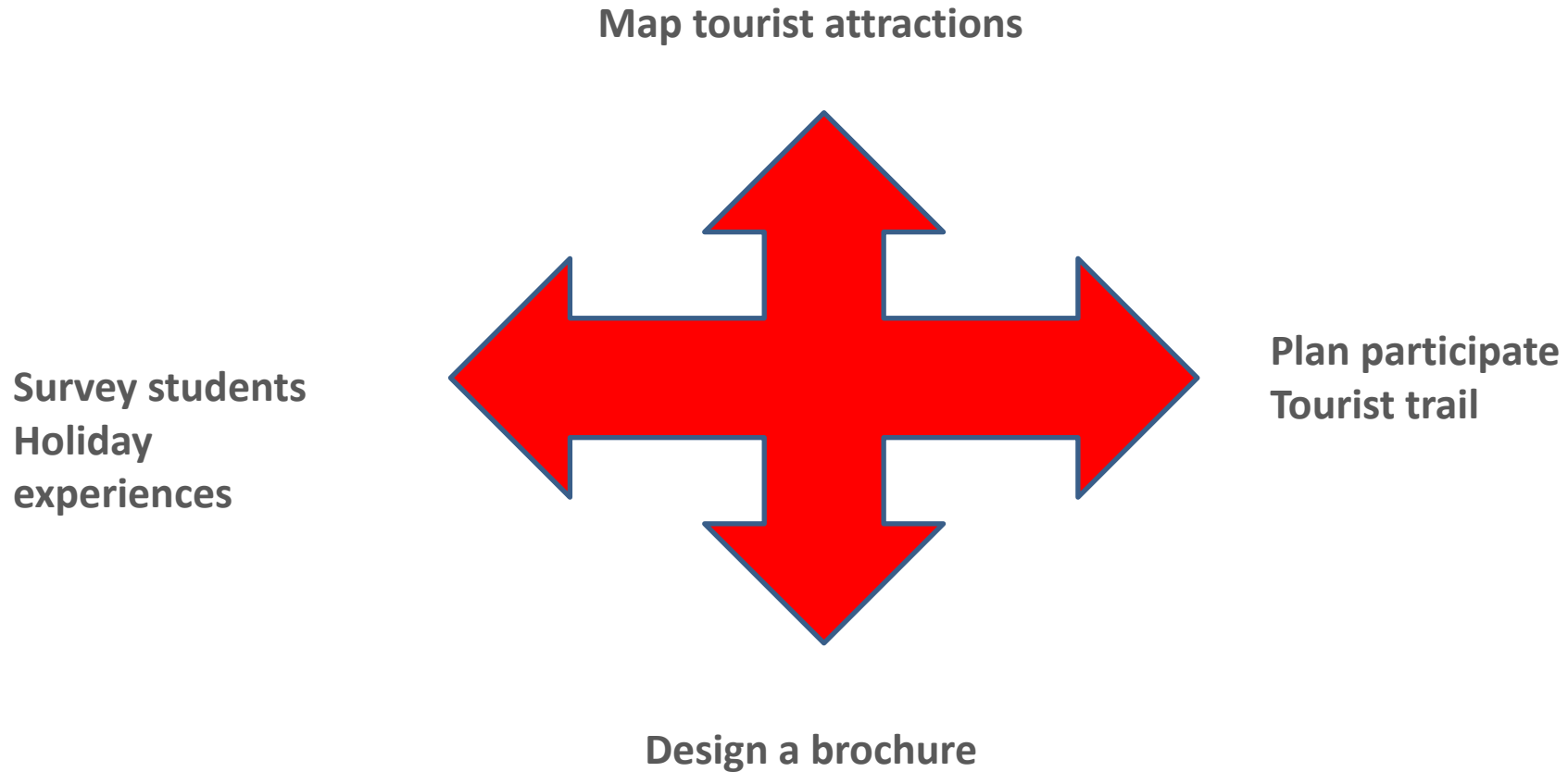
Unit 1: Getting Places – within Ireland

Unit 2: Tourism Trails

Unit 3: Tourist Services

**Module 3:    Module Three-Hospitality in Tourism**

**Task can be  
completed in session  
2 or 3**





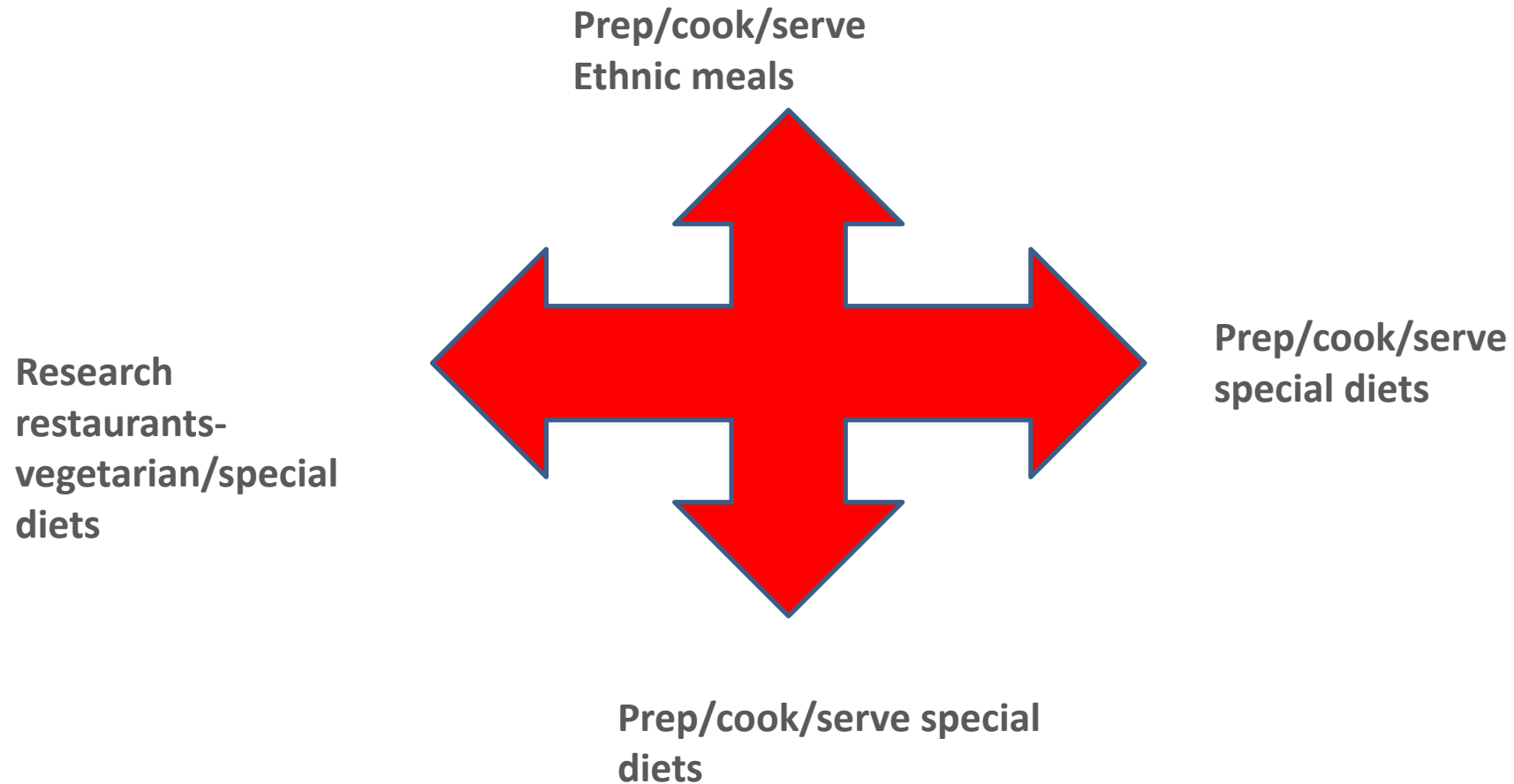
Session 3	Module Three-Hospitality in Tourism			
Triple class Single class Single class(5)	Map tourist attractions	Plan participate Tourist trail	Design a brochure	Survey students Holiday experiences
Practical	Traditional Irish foods	Breakfasts	Food souvenirs	Mock exam
Literacy	Written	Written	New vocabulary	Written verbal
Numeracy	Maps regions classification	Diagrams sequence Time distance cost	Different formats	Layout Sequence research
Differentiation	Level of detail	Level of detail	Level of detail/creativity	Number of question
I.T	Create a PowerPoint/ Research-internet	Use google maps	Use <i>Word/Publisher Apps</i>	Create form <i>Excel</i>
Taxonomy	Knowledge	Synthesis	Application	Evaluate Analysis
Practical skills	Computer skills Research skills Food souvenirs	Visit different attractions Planning	Planning research Making creativity	Pair and share Oral literacy
Intelligences	Visual linguistic	Mathematic visual linguistic	Visual/mathematic	interpersonal

# Module 4: Units

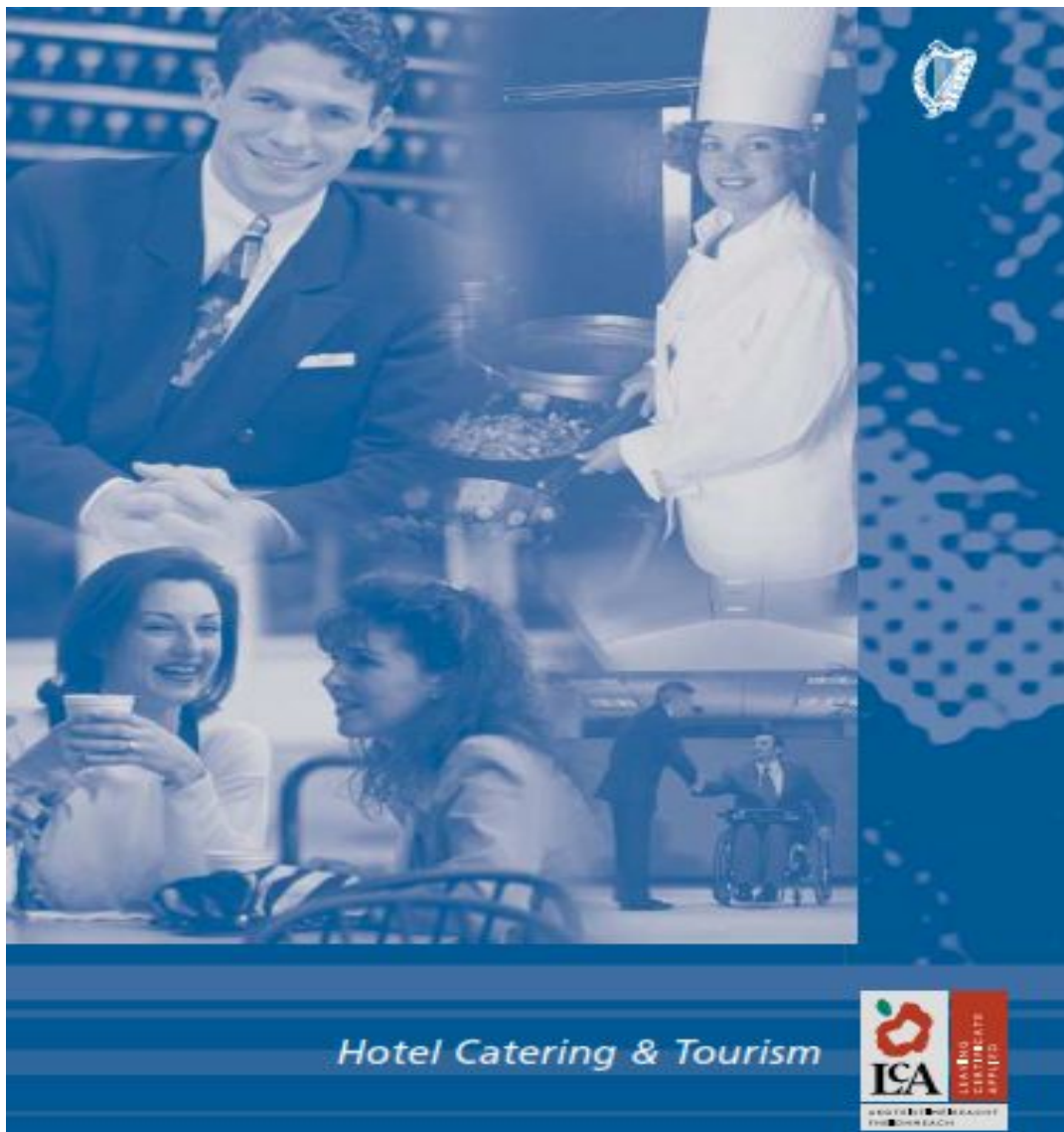
Unit 1: Ethnic Options

Unit 2: Special Diets

## Module 4: Catering for Diversity



Session 4	Module Four- Catering for Diversity			
Triple class Single class Single class(5)	Prep/cook/serve Ethnic meals	Prep/cook/serve special diets	3 course catering event-ethnic theme	Research restaurants-vegetarian/special diets
Practical	Design brief approach for practical cookery assignments in preparation for end of year cookery examination. (May)			
Literacy	Verbal written	Verbal written	Written	Written
Numeracy	Time sequence	Time sequence	Time sequence Cost prices	Sequence order
Differentiation	Skills level	Skill level	Skill level	Skill level
I.T	Menu making web research	Menu making	<i>Menu. Research skills</i>	<i>Create a document</i>
Taxonomy	Knowledge Application	Knowledge Application	Knowledge Application	Knowledge Application
Practical skills	Italian chinese Indian mexican	Low fat/vegetarian coeliac	Meals =students =small group	Group project Local area
Intelligences	Linguistic kinaesthetic spatial	Linguistic kinaesthetic spatial	Linguistic kinaesthetic spatial	Interpersonal Visual mathematic



## RESOURCES

### REFERENCE BOOKS

*Selection of Ethnic Cookery Books* – a wide range available from all book stores

*A World of Cooking* Ameris

*Which Way to Healthier Diet* Consumer Guides

*The Classic Vegetarian Cookery Book* – by Rose Elliot

*The Times Book of Vegetarian Cookery* – by Frances Bissell

*Healthy Living Cook Book* – by Sarah Brown

*Interculture Learning in the Classroom* – a Guide for Post Primary Teachers Interculture, 10A Lower Camden Street, Dublin 2

### LEAFLETS/VIDEOS/DEMONSTRATIONS

Sharwood's, 14 Leeson Park, Dublin 6

Food Safety Authority of Ireland Abbey Court,  
Lower Abbey St., Dublin 1

### Unit 1: Getting Places within Ireland

#### LEARNING OUTCOMES

The student will be able to:

1. outline some of their own experiences of tourists or as tourists
2. draw up a questionnaire and conduct a survey of tourism experiences among peers, relatives or friends
3. show why people travel and the factors which govern their destination decisions
4. identify, map and describe the main local and national tourist attractions and their location

#### TEACHER GUIDELINES

- ▶ When starting this section it is important to get an overview of the general areas being covered in this course to facilitate a holistic view of Hospitality.
- ▶ As social beings, we are acting and interacting with others all the time – thus our need for an awareness of public and private hospitality and its place in our lives.
- ▶ By its very nature tourism is an integrated area of knowledge and skills

**PDST**

Professional Development Service for Teachers | An tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí

[www.pdst.ie](http://www.pdst.ie)



## **Hotel Catering & Tourism Student Workbook**

*Post-Primary Resource*





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## GAEILGE

### Chief Examiners' Reports

Chief Examiners' Reports provide a review of the performance of candidates in the examinations and detailed analysis of the standards of answering. The reports are published in a selected number of subjects and programmes each year. You can access the reports by selecting from the lists below.

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Business Studies

Home Economics

##### LEAVING CERTIFICATE

Applied Maths

Geography



LEAVING CERTIFICATE APPLIED



Leaving  
Certificate  
Applied



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# Leaving Certificate Applied **TEACHER HANDBOOK**

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*Post-Primary Resource*

## Final examination = 12 credits

### **Written paper 50%**

One and half hours

Four questions

Choice within each module

Fill in format

### **Practical exam 50%**

Assignment briefs

May

Written planning

Written evaluation

Menu

## 1.2 The Examination

The Final Examination component of the Leaving Certificate Applied has a total weighing of 68 credits. The final examination in Hotel, Catering and Tourism is assessed out of a maximum of 12 credits. The examination format comprises:

- A practical performance test (50%)
- A written examination (50%)



**Coimisiún na Scrúduithe Stáit  
State Examinations Commission**

2010. AP 9.1

*Leaving Certificate Applied 2010*

Total Mark

**Vocational Specialism**  
**Hotel, Catering and Tourism**  
(200 marks)

Credit

**Friday, 11 June, 2010**  
**Afternoon, 2.00 – 3.30**

Answer four questions – one from each module.  
Eight questions on paper.

## **Advice for Teaching HCT**

- \* Encourage students to read the full paper and choose their BEST four questions and IF time allows they can choose to do extra.
- \* Students should list their answers in points so they are aware how many different points they have made.
- \* Students need to know the definitions for cooking ie baking, frying etc.
- \* Students need to know the nutrients and the food groups.

## **Advice for Teaching HCT (Continued)**

- \* Students need to have knowledge of the different health conditions ie coeliac, low cholesterol / fat and different types of vegetarian diets and suggested menus of each.
- \* It helps to get the Career guidance teacher involved in HCT so that the students are aware of the careers in the hotel and tourism industry , the qualities and qualifications that are needed.
- \* It helps to have word banks in the classroom and kitchen ( poster form ) that fully explain key words used in exam questions ie explain , describe, recommend, suggest, methods, evaluate and plan.

# Practical examination

May

2 hours

Preparation half hour with teacher

Tasks vary – based on module themes

Written preparation

Evaluation at end of examination





1. Cake Sales are popular ways of raising funds.

List a selection of baked items suitable for a Cake Sale.

Using **three** methods of cake making, prepare, bake and display **three** items from the selection you have listed.

Make an icing and pipe it or apply it creatively to **one** of the baked items.

Calculate the cost of making any **one** of the baked items and display the selling price of **each** item.

2015

2. Ethnic Cuisine has become popular in recent years in Ireland.

Plan and set out a Table d'Hôte menu based on the cuisine of a country of your choice.

Prepare and present a starter from the menu.

Prepare, cook and serve a main course and a dessert from the menu.

Lay a table to reflect the cuisine you have chosen.

2015

3. You have been asked to cater for a Graduation Party for a group of friends.

Plan and set out a buffet menu suitable for the party.

Prepare, cook and serve **three** food items from the menu you have planned.

Include at least **one** main course dish.

Lay a buffet table for the occasion.

2015



4. Take-away outlets provide a wide variety of foods.

List a selection of healthy dishes that can be bought in these outlets.

Prepare, cook and serve **three** dishes from the selection you have listed.

Include **one** savoury dish, **one** sweet dish and **one** other.

Package and present **one** portion of **each** dish you have cooked for take-away and attach the selling price to **each** portion.

2015

5. Catering establishments are required to cater for customers with special dietary needs. Name **one** special diet and outline its requirements.

Plan and set out a **three** course dinner menu, suitable for the special diet you have named.

Prepare and cook the main course from the menu.

Prepare, cook (where appropriate) and serve **two** other items from the menu you have planned.

Lay **one** place setting and using plate service, serve **one** portion of the main course you have prepared.

2015

6. You have been asked to provide a light meal using local produce, and with a 'Taste of Ireland' theme for a group of French exchange students.

List some food and beverage items suitable for the meal.

Prepare, cook and serve **three** food items, and **one** beverage from the list.

2015

7. You have been asked to cater for an 18<sup>th</sup> Birthday Party.

Plan and set out a suitable menu.

Prepare, cook and serve **one** main course dish from the menu.

Prepare, bake and serve an iced celebration cake **or** iced small cakes for the party.

Prepare and present a fruit smoothie.

Set and decorate the table for the celebration.

2015

8. World class athletes have long recognised the benefits of a diet which is high in protein and Omega 3 fatty acids.

Set out a suitable **two** course menu.

Prepare, cook and serve the main course, to include a portion of fresh fish.

Prepare, cook and serve a starter **or** a dessert from the menu.

Set the table for **two** people.

2015

- 10.** Various types of pastry can be used to make sweet and savoury dishes suitable for coffee shop menus.  
List some sweet pastry dishes and savoury pastry dishes which could be served in such an outlet.  
Using a variation of homemade short crust pastry, prepare, cook and serve **one** sweet dish and **one** savoury dish from the list.  
Prepare and serve a pot of tea **or** freshly ground coffee on a tray for **two** people.

2015

## Teacher Tips for Practicals

Try to get access to computer room

Students have poly-pocket folders

Students have memorandum notebook

Create files on computer- based on modules

Use comic san font for powerpoints- easier to read

Use off white for powerpoints easier to read

A camera/ tablet- pictures

## Some tips....

Year 2 can be very busy...

Remember 50% of final credits for practical examination

# Resources

<http://www.pdst.ie/node/2983>

[http://www.pdst.ie/sites/default/files/Hotel\\_Catering.pdf](http://www.pdst.ie/sites/default/files/Hotel_Catering.pdf)

**Thank you for your attention**

Questions.....

# End of Seminar