



Non-Exam Assessment

NCFE Level 1/2 Technical Award in Food and Cookery
(603/7014/2)

Centre version

September 2023 release

V1.0

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Introduction

The non-exam assessment (NEA) is a formal synoptic assessment that requires the learner to independently apply an appropriate selection of knowledge, understanding, skills and techniques, developed through the full course of study, in response to a real-world situation, to enable them to demonstrate an integrated connection and coherence between the different elements of the qualification.

The NEA will contribute **60%** towards the overall qualification grade and therefore it is important that the learner produces work to the highest standard that they can. The learner must not start the NEA until they have been taught the full course, to ensure that they are in the best position to complete the NEA successfully.

What is synoptic Assessment?

Synoptic assessment is an important part of a high-quality vocational qualification because it shows that learners have achieved a holistic understanding of the sector and that they can make effective connections between different aspects of the subject content and across the breadth of the assessment objectives in an integrated way. The Department for Education (DfE) has consulted with Awarding Organisations and agreed the following definition for synoptic assessment:

“A form of assessment which requires a candidate to demonstrate that she / he can identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the whole vocational area, which are relevant to a key task.”

Synoptic assessment enables learners to show that they can transfer knowledge and skills learnt in one context to resolve problems raised in another. To support the development of a synoptic approach, the qualification encourages learners to make links between elements of the course and to demonstrate how they have integrated and applied their increasing knowledge and skills.

As learners progress through the course, they will use and build upon knowledge and skills learnt across units. The NEA will test the learners' ability to respond to a real-world situation.

Information for learners

Introduction

The non-exam assessment (NEA) is a formal synoptic assessment that will contribute **60%** towards your overall qualification grade. It takes the form of a synoptic project that will require you to draw on your knowledge and understanding of the entire qualification, it is therefore important that you produce work to the highest standard that you can.

You will be assessed on your ability to independently select, apply and bring together the appropriate knowledge, understanding, skills and techniques you have learnt throughout your course of study, in response to a brief, set in a real-world-situation.

The NEA will be assessed holistically using a levels of response mark grid and against five integrated assessment objectives. These assessment objectives and their weightings are shown below.

Assessment objective (AO)
AO1 – Recall knowledge and show understanding The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding. 8 marks (8.3%)
AO2 – Apply knowledge and understanding The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations. 12 marks (12.5%)
AO3 – Analyse and evaluate knowledge and understanding The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions. 26 marks (27.1%)
AO4 – Demonstrate and apply relevant technical skills, techniques, and processes The emphasis here is for learners to demonstrate the essential technical skills relevant to the vocational sector, by applying the appropriate processes, tools, and techniques. 36 marks (37.5%)
AO5 – Analyse and evaluate the demonstration of relevant skills and techniques, and processes. The emphasis here is for learners to analyse and evaluate the essential technical skills, processes, tools and techniques relevant to the vocational sector. 14 marks (14.6%)

Mark Scheme

The purpose of this mark scheme is to give you:

- examples and criteria of the types of response expected from a learner
- information on how individual marks are to be awarded
- the allocated assessment objective(s) and total marks for each question.

Marking guidelines

General guidelines

You must apply the following marking guidelines to all marking undertaken. This is to ensure fairness to all learners, who must receive the same treatment. You must mark the first student in exactly the same way as you mark the last.

- The mark scheme must be referred to throughout the marking period and applied consistently. Do not change your approach to marking once you have been standardised.
- Reward learners positively, giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the learner's response has no creditworthy material.
- Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.
- If you are in any doubt about the application of the mark scheme, you must consult with your centres internal quality assurer.

Guidelines for using extended response marking grids

Extended response mark grids have been designed to assess learners' work holistically. They consist of levels-based descriptors and indicative content.

Levels-based descriptors.

Each level is made up of several descriptors for across the AO range – AO1 to AO5, which when combined provide the quality of response that a student needs to demonstrate. Each level-based descriptor is worth varying marks.

The grids are broken down into levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.

Indicative content reflects content-related points that a student may make but is not an exhaustive list, nor is it a model answer. Learners may make all, some or none of the points included in the indicative content, as its purpose is as a guide for the relevance and expectation of the responses. Learners must be credited for any other appropriate response.

Application of extended response marking grids

When determining a level, you should use a bottom-up approach. If the response meets all the descriptors in the lowest level, you should move to the next one, and so on, until the response matches the level descriptor. Remember to look at the overall quality of the response and reward learners positively, rather than focussing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage and use the available marks within the level to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors.

Past paper

Documentation

Declaration of Authenticity

The learner and assessor **must** complete the form at the end of the assessment and before any marking takes place. The assessor **must** check the number of tasks submitted by the learner is accurate.

The completed form **must** be retained within the centre and is not to be sent to the moderator or NCFE unless specifically requested.

Learner name:	
Task(s) submitted:	
Learner declaration:	
I certify that the work submitted for this NEA is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.	
Learner signature:	
Date:	

Assessor name:	
Assessor declaration:	
I certify that the work submitted is the learner's own. The learner has clearly referenced any sources used in the work. I confirm that all work was conducted under conditions designed to assure the authenticity of the learner's work.	
Assessor signature:	
Date:	

NB: Once completed, the declaration of authenticity **must** be stored securely within the centre, in line with the following NCFE Regulations for Conduct of NEA. A copy of this declaration form **must** be made available to NCFE upon request.

GDPR Consent

Section A: This section must be completed by the learner

- NCFE may select your work for use at teacher training or standardisation events. Your work will be anonymised by removing your name. All materials will be reviewed regularly and will be removed if no longer required
- NCFE may select your work at some point in the future for use in teaching and learning resources published on QualHub.co.uk. Your work would be anonymised by removing your name. All materials will be reviewed regularly and will be removed if no longer required
- you understand that this agreement may be terminated at any time through written request
- for further details about how we process your data please read more www.ncfe.org.uk/legal-information.

Please tick the option that applies, sign and date in the box below:

	Tick one only
I consent to my work being used in the manner detailed in Section A	
I do not consent to my work being used in the manner detailed in Section A	
Learner Signature:	
Date:	

Section B: This section must be completed by any participants who feature in the work Over 13

- I am over 13 and I give my permission for my video and/or photographic image to be used as detailed in Section A (above).

Under 13

- I give my permission for my child's video and / or photographic image to be used as detailed in Section A (above).

Name of participant (Printed)	Participant/Parent signature	Date

If any of the participants have declined permission, please tick here: ☐

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Learner instructions

- Read the project brief carefully before you start the work.
- You **must** clearly identify and label all of the work you produce during the supervised time.
- You **must** hand in all of your work to the supervisor at the end of each timed session.

Learner information

- This NEA will assess your knowledge and understanding from across the qualification.
- The maximum mark for this assessment is **96**.
- The maximum completion time for this NEA is **16 hours and 30 minutes** (plus **2 hours** preparation and research time).
- All of the work you submit **must** be your own.

Resources

- You have been provided with the following documents to use during the assessment:
 - Record of Learner Observation (assessor) for Tasks 2 (a), 3 (b) and 4 (a).

Please complete the details below clearly and in BLOCK CAPITALS.

Learner name _____

Centre name _____

Centre number

Learner number

Learner signature _____

Preparation and research task

Maximum time: 2 hours

In addition to the allocated assessment time for this non-exam assessment (NEA), you are permitted to spend a maximum of **2 hours** to undertake research and develop a pack of resources that you can refer to during the formal NEA assessment time. During this 2-hour period, you may access all learning materials, the internet and other published materials.

You should use this time to create your own resource pack and it is this pack alone that you may use during the allocated time given to the NEA. This is the only support material that is permitted during the completion of NEA tasks (unless otherwise stated within each task instructions).

All research or data used in your final NEA **must** be referenced appropriately. As a minimum this should include the following:

- the use of quotation marks to clearly identify any passages not of your own words
- date accessed
- name of source / author.

Evidence requirements: research pack of no more than four sides of A4, font size 12 (if word processed) to be returned to your tutor at the end of each task / session and submitted with the completed NEA.

Formal NEA

Maximum completion time

You have been provided with a total of **16 hours and 30 minutes** to complete this NEA (plus **2 hours** for preparation and research).

You may use some or all of the time provided for each task.

You are allowed to use any remaining time given to one task to rework previous tasks up to the maximum allowed time.

You are not allowed to exceed the total number of hours.

You should not start your NEA until you have been taught the full course of study. This will ensure that you are in the best position to complete the NEA successfully.

Do not turn over until your assessor tells you to do so.

Project Brief

You work in the kitchen of a busy bakery and café, famous in the local area for the wide range of pies and tarts on its menu. The owners want to include more fresh, local, seasonal ingredients and to create links with farms in the area. They want to include as many of these seasonal ingredients into their featured recipes throughout the year.

The owners are concerned that pies are seen as not being a healthy food product. They have asked you to create a range of healthier pies to attract new customers. They would like you to focus on their best seller first, a creamy chicken and mushroom pie (recipe provided in Appendix 1). The owners want the recipe to be adapted to follow the 8 UK Government healthy eating tips where appropriate. The pie is still to have good sensory characteristics and visual appeal.

The owners are considering offering a 'Junior Diners' deal for groups of children due to a lack of child friendly restaurants in the area. There are so many fast food and finger foods on the market and the idea is to encourage sit down dining and healthier menu choices. You are being given **2 hours** in the kitchen to trial your ideas for a new 2 course menu. You need to plan and prepare either a starter and a main course or a main course and a dessert.

One of the owner's friends was diagnosed with type 2 diabetes, a health condition that affects their food choices and the owner would also like you to make a suitable cake or dessert that uses fruit or vegetables. They want this item to be on the menu all year round so are asking that you use canned, frozen or dried fruit and / or vegetables. This will make sure ingredients are available all year round and could also help to keep costs down as some fresh fruit and vegetables can be expensive and have a short shelf-life.

Assessment tasks and mark schemes

Task 1

Amending a recipe	
Maximum time	2 hours
Content areas assessed	3. Food groups, key nutrients and a balanced diet 6. Recipe amendment, development and evaluation
Assessment objectives	AO1 – 4 marks AO2 – 4 marks AO3 – 4 marks
You are required to: Plan the recipe amendments for the creamy chicken and mushroom pie: • for adults aged 20 to 65 • considering the 8 UK Government healthy eating tips where relevant • showing consideration of seasonal local ingredients. Provide the amended recipe, giving reasons for your choices of alternative ingredients and any other recipe amendments. You should also explain how you have improved the nutritional content of the dish to support a balanced diet. You are permitted to use the internet to research alternative ingredients only. [12 marks]	
Evidence	A word-processed or hand-written document which includes: • a revised healthier creamy chicken and mushroom pie recipe including any serving suggestions • reasons for choice of ingredients made when amending the recipe • nutritional information, relevant to the amended dish. Make it clear why the amended recipe is healthier and suitable for someone follows a balanced diet and the 8 UK Government healthy eating tips • examples of how you have considered the taste and texture of your amended recipe • a copy of your internet browsing which shows the sites visited during the task.

Task 1 – Amending a recipe		
Band	Marks	Descriptors
4	10–12	AO3 - Excellent analysis and evaluation of food groups, key nutrients, a balanced diet and recipe amendment that is comprehensive and highly relevant when amending the recipe. Supported with excellent justifications for the decisions taken for the amended recipe that are comprehensive, highly detailed and will significantly improve the nutritional content of the recipe. AO2 - Excellent application of knowledge and understanding of food groups, key nutrients, a balanced diet, government guidelines and recipe amendment that is comprehensive, highly detailed and will significantly improve the nutritional content of recipe. AO1 - Excellent recall of knowledge and understanding of food groups, key nutrients, a balanced diet and recipe amendment that is comprehensive and highly relevant when amending the recipe.
3	7–9	AO3 - Good analysis and evaluation of food groups, key nutrients, a balanced diet and recipe amendment that is detailed and mostly relevant when amending the recipe. Supported with good justifications for the decisions taken for the amended recipe that are detailed and will mostly improve the nutritional content of the recipe. AO2 - Good application of knowledge and understanding of food groups, key nutrients, a balanced diet, government guidelines and recipe amendment that is detailed and will mostly improve the nutritional content of recipe. AO1 - Good recall of knowledge and understanding of food groups, key nutrients, a balanced diet and recipe amendment that is detailed and mostly relevant when amending the recipe.
2	4–6	AO3 - Reasonable analysis and evaluation of food groups, key nutrients, a balanced diet and recipe amendment that has some detail and some relevance when amending the recipe, though this may be underdeveloped. Supported with reasonable justifications for the decisions taken for the amended recipe that have some detail and result in some improvement to the nutritional content of the recipe, though this may be underdeveloped. AO2 - Reasonable application of knowledge and understanding of food groups, key nutrients, a balanced diet, government guidelines and recipe amendment that has some detail and result in some improvement to the nutritional content of recipe, though this may be underdeveloped. AO1 - Reasonable recall of knowledge and understanding of food groups, key nutrients, a balanced diet and recipe amendment that has some detail and some relevance when amending the recipe.
1	1–3	AO3 - Limited analysis and evaluation of food groups, key nutrients, a balanced diet and recipe amendment that has minimal detail and minimal relevance when amending the recipe. Supported with limited justifications for the decisions taken for the amended recipe that have minimal detail and

		will result in minimal improvement to the nutritional content of the recipe and are mostly superficial. AO2 - Limited application of knowledge and understanding of food groups, key nutrients, a balanced diet, government guidelines and recipe amendment that have minimal detail and will result in minimal improvement to the nutritional content of recipe and are mostly superficial. AO1 - Limited recall of knowledge and understanding of food groups, key nutrients, a balanced diet and recipe amendment that have minimal detail and minimal relevance when amending the recipe.
	0	No rewardable material

Indicative content

NB: It is not a requirement that the learner formulates a response in their portfolio specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the IC points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

The knowledge and understanding demonstrated by the learner will be informed by the choices made when amending the recipe of the set dish. When deciding a placement within the bands, consideration should be given for the range and relevance of recalled and applied understanding (AO1 and AO2), as well as the relevance of the decisions taken and strength of justifications, in relation to the needs of the brief – a healthier option for adults aged 20 to 65 following the government healthy eating guidelines (AO3).

AO1: Recall knowledge and show understanding

The learner should recall knowledge and understanding, in their written response, of:

- key food groups and nutrients required for a balanced diet:
 - carbohydrates
 - fats
 - protein
 - vitamins
 - minerals
- current UK Government healthy eating tips relevant to the amended dish:
 - reduce saturated fat, fat and sugar
 - reduce salt intake to help stay within the recommended maximum of 6g a day
 - increase fibre content in the pastry, filling and any accompaniments if suggested
- recipe amendment:
 - seasonality
 - factors affecting food choices.

The learner should recall knowledge and understanding, in their written response, of foods a person following the healthy eating guidelines should reduce, such as:

- saturated fats
- fatty meat
- foods that are high in salt.

The learner should recall knowledge and understanding, in their written response, of ways to align with the government healthy eating guidelines:

- reduce saturated fat intake
- reduce salt intake
- increase fruit and vegetable intake
- increase fibre intake
- choose healthier methods of cookery, such as grilling, poaching, baking.

AO2: Apply knowledge and understanding

The learner should apply knowledge and understanding, in their written response, to their decisions taken for the recipe amendment, such as:

- key nutrients required for a balanced diet, which support a balanced diet, such as:
 - carbohydrates
 - fats
 - protein
 - vitamins
 - minerals.
- current UK Government healthy eating tips, which support a balanced diet, such as:
 - reduce saturated fat, fat, and sugar content in the dish
 - reduce salt levels in the dish
 - increase fibre content in the dish.
- amending and developing recipes:
 - seasonality (for example, using seasonal vegetables chosen in the dish)
 - factors affecting food choice (for example, environmental, dietary needs)
 - sensory factors
 - texture
 - appearance.

The learner should apply knowledge and understanding, in their written response, of foods a person following the healthy eating guidelines should avoid, such as:

- saturated fats – such as cream, butter or lard for example
- fatty meat – such as replacing with leaner meat or suitable alternative
- foods high in salt – such as stock cubes, bacon.

The learner should apply knowledge and understanding, in their written response, of ways to improve an adult diet in terms of the healthy eating guidelines, including:

- reduce saturated fat intake – replacing with reduced fat options (for example, skinless breast meat)
- reduce salt intake – such as replacing with lower / free from alternatives or other flavours

- increase fruit and vegetable intake – such as adding in additional vegetables to the filling
- increase fibre intake – such as the substitution of plain flour to wholemeal flour, chicken to Quorn or vegetables
- choose healthier methods of cookery, such as grilling, poaching, baking.

AO3: Analyse and evaluate knowledge and understanding

The learner may choose to swap a range of ingredients within the recipe for others with better nutritional value, and / or healthier alternatives, and will therefore provide different justifications, in their written response, for their choices. These may include:

- using skinless diced chicken breast or lean turkey to reduce the fat content - this would make the recipe more effective by helping to reduce saturated fat from the dark meat.
- replacing meat with pulses or vegetables - this is a good decision as it supports the healthy eating guidelines of consuming 5 fruit and vegetables a day
- replacing white sauce for lower fat option (for example, natural yoghurt) - this would be highly effective as reduces saturated fat
- fry chicken and vegetables in fry light / spray oil and alternative method of sauce making
- replacing butter for margarine / low fat spread - this is effective as it still allows for a range of cooking methods but will reduce the fat content
- making the sauce by blending cornflour and skimmed milk instead of butter and flour
- using additional vegetables sauce - this would be effective because it will support the advice in the Eatwell guide of eating 5 fruit and vegetables a day. It will also add flavour and texture.

Note: This is not an exhaustive list and credit should be given for other appropriate nutritional amendments and justifications.

Task 2 (a)

Preparing and cooking an amended recipe	
Maximum time	2 hours and 30 minutes
Content areas assessed	1. Health and safety relating to food, nutrition and the environment 5. Food preparation, cooking skills and techniques
Assessment objectives	AO4 – 12 marks
You are required to: Demonstrate your preparation, cooking (techniques and methods) and presentation skills by creating your amended creamy chicken and mushroom pie: • for adults aged 20 to 65 • considering the 8 UK Government healthy eating tips where relevant • showing consideration of seasonal local ingredients for adults aged 20 to 65. You should also demonstrate safe and hygienic working practices for yourself and the cooking environment throughout the completion of the dish. You are not expected to make any side dishes or serving suggestions. You are not permitted to use the internet whilst you complete this task. Additional information: You will need photographs for all stages of the creamy chicken and mushroom pie (preparation, cooking techniques, methods and presentation). You may ask someone else to take the photographs for you (such as another member of the class or tutor) as long as the annotations are only added by yourself. The annotated photographs only require an explanation of what you were doing (and why) at that point in the process. They do not require any evaluation of your skills, as this is the key focus of the next task. [12 marks]	
Evidence	A word-processed or hand-written document which includes: • annotated photographs explaining what preparation, cooking (techniques and methods) and presentation processes you were completing and why. These can be annotated after the creamy chicken and mushroom pie is complete • annotated photographs showing safe and hygienic working practices which can be annotated after the dish is complete • a photograph of the completed dish. To be completed by the assessor: • Record of Learner Observation form.

Task 2 (a) – Preparing and cooking an amended recipe		
Band	Marks	Descriptors
4	10–12	AO4- Excellent demonstration and application of a wide range of highly relevant technical skills (preparation, cooking techniques, methods and presentation), in relation to the requirements of the brief, that are mostly more technically demanding when preparing and cooking the amended dish in a comprehensive and highly effective manner. AO4- Excellent demonstration and application of a wide range of safe and hygienic working practices (including for the self, cooking environment and equipment/utensils) in a comprehensive and highly consistent manner.
3	7–9	AO4- Good demonstration and application of a range of mostly relevant technical skills (preparation, cooking techniques, methods and presentation), in relation to the requirements of the brief, that are likely to be more technically demanding when preparing and cooking the amended dish in a mostly effective manner. AO4- Good demonstration and application of a range of safe and hygienic working practices (including for the self, cooking environment and equipment / utensils) in a detailed and mostly consistent manner.
2	4–6	AO4- Reasonable demonstration and application of some technical skills (preparation, cooking techniques, methods and presentation) with some relevance and some technical demand, in relation to the requirements of the brief, when preparing and cooking the amended dish with some effectiveness, though may be underdeveloped. AO4- Reasonable demonstration and application of some safe and hygienic working practices (including for the self, cooking environment and equipment / utensils) in a reasonable manner, though may be inconsistent at times.
1	1–3	AO4- Limited demonstration and application of a minimal range of technical skills (preparation, cooking techniques, methods and presentation) that have less technical demand and minimal relevance to the requirements of the brief, when preparing and cooking the amended dish with minimal effectiveness and are mostly superficial. AO4- Limited demonstration and application of a minimal range of safe and hygienic working practices (including for the self, cooking environment and equipment / utensils) in a limited and mostly inconsistent manner.
	0	No rewardable material.

Indicative content

NB: It is not a requirement that the learner formulates a response in their portfolio specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the IC points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

The technical skills (preparation, cooking techniques and methods, presentation) demonstrated by the learner will be informed by the choices made when amending the recipe of the set dish. When deciding a placement within the bands, consideration should be given to both the range and relevance of skills. Marking judgements should balance the number (range) of selected technical skills attempted by the learner, the success and complexity of the selected techniques, and appropriateness for the dish selected in context of the brief (relevance).

AO4: Demonstrate and apply relevant technical skills, techniques, and processes

Typical responses may include the use of the following preparation skills with annotations, such as:

- weighing and measuring – ‘this photograph shows me weighing 10g of butter to help reduce the fat content making it less unhealthy’
- peeling – ‘this photograph shows me peeling away from the carrot, with the end on the board to help me stay safe’
- knife skills – ‘this photograph shows I have selected the correct knife and I am holding the knife with the blade pointing down to stay safe’.

Typical responses may include the use of the following cooking skills (techniques) with annotations, such as:

- grating – ‘this photograph shows me grating vegetables into the base sauce to increase the intake of nutrients’
- reducing – ‘this photograph shows me thickening the base sauce to help enhance its flavour’.

Typical responses may include the use of the following cooking skills (methods) with annotations, such as:

- simmering – ‘this photograph shows me simmering the pasta after I brought it to the boil, I have not added any oil to the water to reduce the fat content of the dish’
- boiling – ‘this photograph shows me bringing the sauce to the boil, the roux has been made with margarine rather than butter to reduce the saturated fat content of the dish’
- shallow frying – ‘this photograph shows me shallow frying the chicken with an oil spray to reduce the saturated fat content of the dish’
- grilling – ‘this photograph shows me grilling the chicken rather than frying it to reduce the overall fat content as stated in the government guidelines

- steaming – ‘this photograph shows me steaming the vegetables so that no fat is required to partially cook them, which is a good way of reducing fat for a person trying to follow the government healthy eating guidelines’
- cooking skill to support the overall presentation of the dish – ‘this shows my completed dish served in an oven proof dish garnished with fresh herbs’.

Please note: As the task requires learners to consider healthy eating in the design of the dish, there are some cooking skills and supporting annotations that would be less acceptable and should be placed in lower bands, such as:

- deep frying – ‘I have used this method to create deep fried dough balls as a side to add to the dish’
 - this would be unsuitable as the brief requires the learner to make the dish healthier
- shallow frying – ‘I have shallow fried the meat and vegetables in butter to enhance the flavour’
 - this would be unsuitable because the dish is for an adult following the government healthy eating guidelines as butter is high in saturated fat.

Typical responses may include the use of the following presentation skills, as illustrated by the photograph of the completed dish:

- choice of plate – ‘I selected a plate which had contrasting colours to the dish’
- choice of utensils – ‘I selected rustic utensils to compliment the local origin of the dish’
- texture – ‘I added a crunchy side of salad to add to compliment the softer texture of the dish’
- garnish – ‘I added fresh herbs to compliment the flavours’.

Note: Due the range of ways learners may choose to prepare, cook and present the dish, the above is not an exhaustive list and credit should be given for other appropriate responses.

Typical responses may include the demonstration of the following safe hygienic practices with annotations, such as:

- hand washing (self) – ‘this helps me to stop any cross contamination when working with different types of ingredients, such as meat and vegetables’
- safe preparation of self – ‘I have a cut on my finger so I have covered it with a blue plaster so that if it should come off during the preparation of a dish causing physical contamination, it will be easily identified’
- sanitising work surfaces (cooking environment) – ‘I have ensured that my cooking areas are sanitised to help limit the chance of food poisoning’
- safe preparation of equipment and utensils – ‘I have used the correct colour-coded chopping boards to prevent cross contamination of my equipment / utensils’.

Task 2 (b)

Evaluating an amended recipe	
Maximum time	1 hour and 30 minutes
Content areas assessed	2. Food legislation and food provenance 3. Food groups, key nutrients and a balanced diet 5. Food preparation, cooking skills and techniques 6. Food recipe development
Assessment objectives	AO3 – 6 marks AO5 – 6 marks
You are required to: Analyse and evaluate: the preparation, cooking (techniques and methods) and presentation skills you have used to create the creamy chicken and mushroom pie. This should include examples of how you could improve your completed, amended dish and any chosen serving suggestions. You are not permitted to use the internet whilst you complete this task. [12 marks]	
Evidence	A word-processed or hand-written document which includes: - an annotated photograph of the completed dish which evaluates the presentation - an evaluation of your preparation and cooking (techniques and methods) skills, and the overall outcome of the completed creamy chicken and mushroom pie.

Task 2 (b) – Evaluating an amended recipe		
Band	Marks	Descriptors
4	10–12	AO5 - Excellent analysis and evaluation of own preparation, cooking (techniques and methods) and presentation skills used to create the amended dish that is comprehensive and highly detailed, supported by highly relevant examples of how cooking skills could be improved. AO3 - Excellent analysis and evaluation of the completed dish, supported by highly relevant links to how the choice of ingredients impacted upon the amended dish and nutritional content in a comprehensive and highly detailed way.
3	7–9	AO5 - Good analysis and evaluation of own preparation, cooking (techniques and methods) and presentation skills used to create the amended dish that is mostly detailed, supported by mostly relevant examples of how cooking skills could be improved. AO3 - Good analysis and evaluation of the completed dish, supported by mostly relevant links, to how the choice of ingredients impacted upon the amended dish and nutritional content in a mostly detailed way.
2	4–6	AO5 - Reasonable analysis and evaluation of own preparation, cooking (techniques and methods) and presentation skills used to create the amended dish that has some detail, supported by examples that have some relevance of how the cooking skills could be improved, though may be underdeveloped. AO3 - Reasonable analysis and evaluation of the completed dish, supported by links that have some relevance to how the choice of ingredients impacted the amended dish and nutritional content and show some detail, though may be underdeveloped.
1	1–3	AO5 - Limited analysis and evaluation of own preparation, cooking (techniques and methods) and presentation skills used to create the amended dish that have minimal detail, supported by examples that have minimal or no relevance of how the cooking skills could be improved, and are mostly superficial. AO3 - Limited analysis and evaluation of the completed dish, supported by links that have minimal relevance to how the choice of ingredients impacted upon the amended dish and nutritional content and show minimal detail and may be irrelevant.
	0	No rewardable material

Indicative content

NB: It is not a requirement that the learner formulates a response in their portfolio specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the IC points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

The evaluative skills demonstrated by the learner will be informed by the choices made when evaluating the amended recipe of the set dish. When deciding a placement within the bands, consideration should be given to the range of factors evaluated, including the strength of the points provided, and the areas for improvement identified.

AO5: Analyse and evaluate the demonstration of relevant skills and techniques and processes

Typical responses may include the evaluation of the following skills, techniques and processes (which include preparation, cooking (techniques and methods) and presentation). The list includes examples of comments learners may make in terms of their effective or less effective demonstrations. If learners correctly evaluate fewer effective skills, they can still be rewarded positively as they are meeting AO5 (though it is likely they will have been awarded lower for their practical demonstration for AO4 in the previous task). Consideration should be given to the strength and relevance of their points.

Preparation:

- weighing and measuring:
 - (effective) 'I applied this skill well because I double checked the measurements and made sure I cleaned the scales between each use'
 - (less effective) 'I could have done this a bit better because I forgot to clean the spatula when measuring the butter which meant that the amount was not as accurate as it could have been. Next time, I will make sure that all of my measurements are double checked before going into the recipe'.
- peeling:
 - (effective) 'I did this well because I washed the carrots first and made sure I used the same motion to remove all of the skin'
 - (less effective) 'I could have done this more effectively because I did not manage my time well and it was a bit rushed, and some large parts of the skin were left on which impacted the texture of the dish. Next time, I would try and remove all of the skin'.
- knife skills:
 - (effective) 'this was a key strength when chopping the vegetables as I cut all of the pieces a very similar size which meant that they all cooked equally, helping with the texture and taste of the dish'
 - (less effective) 'I could have improved this, as I was rushing a bit, I used the wrong knife and it meant that my onions were chopped a bit too thick, this meant that my base sauce did not turn out as good as it could have. Next time, I would select the correct knife or take out the larger pieces of onion'.

Cooking techniques:

- grating:
 - (effective) 'I did this well because I used a steady motion and grated as much of the carrot as possible, limiting food waste'
 - (less effective) 'I did not take care to clean the grater between the different vegetables and it got a bit clogged up costing me more time. Next time, I would make sure I cleaned it quickly so that it was easier to use'.
- reducing:
 - (effective) 'I think this was done well because I planned effectively and was able to start reducing the sauce quite early, allowing plenty of time for it to really enhance the flavour'
 - (less effective) 'I didn't do this very well because I had to rush it, I tried using a really high heat to speed it up, but I ended up burning it a bit which impacted on the flavour. Next time I will try and leave it on a lower heat for longer'.

Cooking methods:

- boiling:
 - (effective) 'I did this well as I checked the softness of the vegetables to make sure they were cooked properly'
 - (less effective) 'I didn't do this very well as I forgot to check my vegetables and overcooked them which meant the nutritional value was reduced. Next time I would check more regularly to make sure I can keep the nutrient levels higher'.
- grilling:
 - (effective) 'I think I did this really well as I made sure the grill was at the correct temperature before browning the surface which made the appearance better'
 - (less effective) 'I didn't do this very well as I burnt the surface a bit. Next time, I would control the time better and check it more often so that the top didn't burn which would make the appearance better'.
- steaming:
 - (effective) 'I did this well as I checked the softness of the vegetables to make sure they were cooked properly'
 - (less effective) 'I didn't do this very well as I didn't put the lid on properly and some of the steam escaped. This meant that it took longer to cook and put me a bit behind on time. Next time, I would use the equipment differently to better cook the ingredients'.
 - Presentation (please note that this should be detailed on the annotated photograph of the final dish):
- choice of plate:
 - (effective) 'I selected an appropriately coloured plate to emphasise the dish, for example a plain white one allowed the range of colours to stand out'
 - (less effective) 'I selected a plate that was too small, and it made the dish look a bit overwhelming which wasn't what I wanted. Next time, I would select a more appropriately sized plate'

- texture:
 - (effective) 'This was a key strength of my skills as I layered the different parts of the dish on the plate to compliment the different textures of the dish which would enhance the enjoyment of eating it'
 - (less effective) 'I could have improved this because I didn't consider the softness of all my ingredients enough, which made the dish look less appealing. Next time, I would consider including an additional, crunchy side to compliment the dish'.
- garnish:
 - (effective) 'I added basil oil and leaves in a decorative manner which was really effective as it made the dish more eye catching'
 - (less effective) 'I don't think I did this effectively as I used dried herbs in olive oil which got lost in the dish and wasn't very noticeable. Next time, I would use fresh herbs so that it looks better and is more appealing'.

Note: Due the range of ways learners may choose to evaluate their preparation, cooking and presentation skills, the above is not an exhaustive list and credit should be given for other appropriate responses.

AO3: Analyse and evaluate knowledge and understanding

Typical responses when evaluating the success of the completed dish, in their written response, may include:

- choice of alternative ingredients and their effect on:
 - taste:
 - (effective) 'as I used reduced salt options, I used herbs to enhance the natural flavours, which worked really well'
 - (less effective) 'I used a meat alternative but didn't think of how to enhance the flavour of the sauce (as the alternative didn't have natural fats/oils that would usually support the taste). Next time, I could add some more stock when cooking the meat alternative'.
- nutritional content of completed dish (this may include reference to food provenance, for example, if any processed ingredients have been used) should the learner have opted to include such ingredients:
 - saturated fats – 'reducing ingredients that are high in saturated fats, such as the cheese / double cream / butter / full fat milk was really effective in meeting the needs of the brief as they should be consumed in small amounts and less often'
 - fatty meat – 'replacing with leaner meat or suitable alternative was really effective in meeting the needs of the brief as they should be consumed in smaller amounts or less often according to the government healthy eating guidelines.
- final presentation of the amended dish:
 - colour:
 - (effective) 'this photograph shows how I substituted the onions with red onions so that the colours were a more colourful version of the dish. I think this was effective because it is attractive to people'

- (less effective) ‘as I swapped the full fat cheese for a cheese alternative it did not grill as I expected and I couldn’t achieve the browned crust effect due to the lower fat content, this made the colour a little translucent and less appealing, as you can see in the photograph’.
- flavour:
 - (effective) ‘as I used a mixture of dried herbs for the sauce, complimented by fresh herbs for the garnish, the flavour was enhanced really well and, as you can see in the photograph, it looks really appetising’
 - (less effective) ‘as I used a range of reduced salt options for the meat and cheese but didn’t add any additional herbs, the flavour was a little bland and less successful. As you can see in the photograph, it doesn’t look very appetising. Next time I would try to use more herbs to enhance the taste’.

Note: Due the range of ways learners may choose to amend the dish, the above is not an exhaustive list and credit should be given for other appropriate responses.

Task 3 (a)

Menu and action planning a 2-course menu	
Maximum time	2 hours and 30 minutes
Content areas assessed	1. Health and safety relating to food, nutrition and the cooking environment 3. Food groups, key nutrients and a balanced diet 4. Factors affecting food choice 7. Menu and action planning for completed dishes
Assessment objectives	AO1 – 4 marks AO2 – 8 marks
You are required to: Plan a 2-course menu for the proposed ‘Junior Diners’ deal for children aged 5 to 10 years old. This must be completed in the time you have been allocated for trialling your ideas. You will need to: • plan two courses and each course must: ○ contain at least one of the five a day ○ demonstrate a range of preparation and cooking skills ○ show consideration of nutritional needs of the age group • create an action plan for the 2-course menu you have chosen (this must be prepared and cooked within a set, continuous 2-hour period). You are not permitted to plan and cook the same dish as you created for Task 2 (a). You are permitted to use the internet to research ingredients only. [12 marks]	
Evidence	A word-processed or hand-written document which includes: • a 2-course menu which shows your selected dishes • a completed action plan • a copy of your internet browsing which shows the sites visited during the task.

Task 3 (a) – Menu and action planning for a 2-course menu		
Band	Marks	Descriptors
4	10–12	AO2 - Excellent application of knowledge and understanding of action planning to create a 2-course menu that is comprehensive, highly detailed and highly relevant to the requirements of the brief. AO2 - Excellent application of knowledge and understanding of menu planning to create a 2-course menu that is comprehensive, highly detailed and highly relevant to the requirements of the brief. AO1 - Excellent recall of knowledge and understanding of menu and action planning that is comprehensive, highly detailed and highly relevant to the requirements of the brief.
3	7–9	AO2 - Good application of knowledge and understanding of action planning to create a 2-course menu that is mostly detailed and mostly relevant to the requirements of the brief. AO2 - Good application of knowledge and understanding of menu planning to create a 2-course menu that is mostly detailed and mostly relevant to the requirements of the brief. AO1 - Good recall of knowledge and understanding of menu and action planning that is mostly detailed and mostly relevant to the requirements of the brief.
2	4–6	AO2 - Reasonable application of knowledge and understanding of action planning to create a 2-course menu that has some detail and some relevance to the requirements of the brief, though may be underdeveloped. AO2 - Reasonable application of knowledge and understanding of menu planning to create a 2-course menu that has some detail and some relevance to the requirements of the brief, though may be underdeveloped. AO1 - Reasonable recall of knowledge and understanding of menu and action planning that has some detail and some relevance to the requirements of the brief, though may be underdeveloped.
1	1–3	AO2 - Limited application of knowledge and understanding of action planning to create a 2-course menu that has minimal detail and minimal or no relevance to the requirements of the brief and are mostly superficial. AO2 - Limited application of knowledge and understanding of menu planning to create a 2-course menu that has minimal detail and minimal or no relevance to the requirements of the brief and are mostly superficial. AO1 - Limited recall of knowledge and understanding of menu and action planning that has minimal detail and minimal relevance to the requirements of the brief and are mostly superficial.

	0	No rewardable material
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Indicative content

NB: It is not a requirement that the learner formulates a response in their portfolio specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the IC points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

The knowledge and understanding demonstrated by the learner will be informed by the choices made when completing an action plan for the 2-course menu. When deciding a placement within the bands, consideration should be given to the range and relevance of planning techniques recalled and applied and how appropriate the 2-course menu is against the requirements of the brief. The extent to which the action plan is a useable document with appropriate health and safety considerations, relevant preparation cooking and presentation skills, as well as adhering to the requirements of the brief (AO1 and AO2) should also be considered when determining a placement within the bands.

AO1: Recall knowledge and show understanding

Typical responses may include recalling knowledge and understanding of the following menu and action planning considerations:

- menu planning (as related to the requirements of the brief):
 - nutritional value:
 - ‘I have included good sources of protein in my menu, as protein is needed for growth and repair’
 - ‘I have included calcium in my menu as it is needed for strong bones and teeth’
 - ‘I have included vitamin C in my menu as it is important particularly for the immune system’
 - factors affecting food choice (for example, environmental):
 - ‘I am using local produce in my menu because it will reduce food miles and carbon footprint and support the café owner’s aims’.
- action planning:
 - safe and hygienic working practices for the self and the cooking environment:
 - ‘I will prepare myself before starting by washing my hands thoroughly, removing jewellery, tying my hair back and putting on a clean apron. I will check all my equipment for cleanliness and will sanitise my work top’
 - selection of ingredients and equipment:
 - ‘I have chosen a range of ingredients I think will appeal to the 5 to 10 year old age group and some seasonal vegetables to help reduce food miles and support the café owner’s aims’
 - timeline:
 - ‘I have chosen a menu that can realistically be completed within the 2-hour time frame’
 - dovetailing:

- 'I have identified the order I will complete each stage of each dish so that the time available is used wisely and everything is completed within the 2-hour time frame'
- fridge / oven space:
 - 'I have chosen a menu that realistically can be achieved based on the amount of fridge and oven space I have available'
- oven temperature and timing:
 - 'I have selected a menu that does not need very different oven temperatures or require very long cooking period so that I can complete my menu in the 2-hour time frame'.

AO2: Apply knowledge and understanding

Typical responses may include application of the following planning considerations:

- menu planning (as related to the requirements of the brief): 'My menu meets the requirements of the brief because I have considered the nutritional needs of this age group when selecting my menu as well as taking account of the types of foods that appeal to this age group'
 - nutritional value of the 2-course menu:
 - protein function and sources – 'my menu includes a good source of protein, both high biological value in the meat as well as low biological value in the nuts, which is needed by this age group as they are still growing, and protein is needed for growth and repair and is required by people aged 5 to 10'
 - fats functions and sources – 'my menu includes some fat, mainly unsaturated, as found in the nuts because this age group require some in their diet to provide energy, protect vital organs and as a source of fat-soluble vitamins A, D, E and K'
 - carbohydrates functions and sources – 'my menu includes some carbohydrates, which are mainly complex, for example in the chickpeas, because they provide a good source of energy which is very important to this age group'
 - vitamins functions and sources – 'my menu includes a good range of water-soluble vitamins, such as B and C, found in the raspberries and the fat-soluble nutrients; vitamin A found in the carrots; and vitamin D found in the eggs. The B vitamins are needed for release of energy and C vitamins are needed for a healthy immune system which is important in children aged 5 to 10 as their immune system develops fully. Vitamin A is needed to aid the digestive system and to support growth in this age group. Vitamin D is needed for the absorption of calcium and phosphorous for healthy bones'
 - minerals functions and sources – 'my menu includes calcium in the dairy produce used, which is needed for strong bones and teeth and the iron found in the meat is needed for carrying oxygen around the body and for healthy red blood cells'
 - factors effecting food choice:
 - environmental – 'I have used locally sourced produce to reduce food miles, and my carbon footprint supporting the café owner's aims'
 - seasonality – 'I have used seasonal produce to ensure the fruit and vegetables are at their peak, flavoursome and have a high nutritional content and support café owner's aims'.
 - action planning:

- safe and hygienic working practices for the self and the cooking environment – ‘I will prepare myself before starting by washing my hands, removing jewellery, tying my hair back and putting on a clean apron. I will check all my equipment for cleanliness and sanitise my work top to ensure I am preventing physical and cross contamination’
- selection of ingredients and equipment – ‘I have chosen seasonal vegetables to help reduce my food miles and my carbon footprint and to support the café owner’s aims. I have chosen a range of equipment that will support the completion of the menu and will aid presentation, such as the spiraliser, and some that will save time such as an electric hand whisk’
- timeline – ‘I have chosen a menu that can realistically be completed within the 2-hour time frame but still enable me to show case a range of skills in each of my dishes on my menu’
- dovetailing – ‘I have identified the order I will complete each stage of each dish and will make sure that I always have a task ongoing so that no time is wasted waiting for an item to chill or prove and that the time available is used wisely and everything is completed within the 2-hour time frame’
- fridge / oven space – ‘I have chosen a menu that uses a variety of preparation and cooking skills so that I am not over reliant on the amount of oven and fridge space available to me’
- oven temperature and timing – ‘I have selected a menu that does not need very different oven temperatures or require long cooking periods, and I have incorporated cooking methods using the hob so that I am not over reliant on the oven space available to me’.

Note: This is not an exhaustive list and credit should be given for other appropriate skills and practices

Task 3 (b)

Preparing and cooking a 2-course menu	
Set time for cooking	2 hours The cooking requirements of the task must be completed under controlled conditions of a set 2 hours only.
Maximum time for annotation	1 hour This is to complete the annotations on your photographs.
Content areas assessed	1. Health and safety relating to food, nutrition and the cooking environment 5. Food preparation, cooking skills and techniques
Assessment objectives	AO4 – 12 marks
You are required to: • follow your action plan to prepare, cook and present the 2-course menu • demonstrate safe and hygienic working practices for yourself and the cooking environment throughout the completion of the dish • demonstrate your ability to amend the sequence or timing of the action plan if necessary and only if it will lead to a better outcome for the 2-course menu. You are not permitted to use the internet whilst you complete this task. Additional information: You will need photographs for all stages of the menu (preparation, cooking techniques, methods and presentation) but you are not required to annotate them during the set 2 hours. You can ask someone else to take the photographs for you (such as another member of the class or tutor). This is to allow you to focus on completing the preparation, cooking and presentation of the dishes. After you have completed cooking the 2-course menu, you will have time to annotate your photographs. For your annotations for the photographs, you only need to explain what you were doing (and why) at that point in the process. You do not need to evaluate your skills, as this is the key focus of the next task. [12 marks]	
Evidence	A word-processed or hand-written document which includes: • an amended action plan (if you make any changes)

	• annotated photographs explaining what preparation, cooking (techniques and methods) and presentation processes you were completing and why. These will be annotated after the 2-course menu is complete • annotated photographs showing safe and hygienic working practices • photographs of the completed dishes. To be completed by the assessor: • Record of Learner Observation form.
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Past paper

Task 3 (b) – Preparing and cooking a 2-course menu		
Band	Marks	Descriptors
4	10–12	AO4 - Excellent demonstration and application of a wide range of highly relevant technical skills (preparation, cooking techniques, methods and presentation), in relation to the requirements of the brief, that are mostly more technically demanding, when preparing and cooking the amended dish in a comprehensive and highly effective manner. AO4 - Excellent demonstration and application of a wide range of safe and hygienic working practices (including for the self, cooking environment and equipment / utensils) in a comprehensive and highly consistent manner.
3	7–9	AO4 - Good demonstration and application of a range of mostly relevant technical skills (preparation, cooking techniques, methods and presentation), in relation to the requirements of the brief, that are likely to be more technically demanding, when preparing and cooking the amended dish in a mostly effective manner. AO4 - Good demonstration and application of a range of safe and hygienic working practices (including for the self, cooking environment and equipment / utensils) in a detailed and mostly consistent manner.
2	4–6	AO4 - Reasonable demonstration and application of some technical skills, (preparation, cooking techniques, methods and presentation) with some relevance and some technical demand, in relation to the requirements of the brief, when preparing and cooking the amended dish with some effectiveness, though may be underdeveloped. AO4 - Reasonable demonstration and application of some safe and hygienic working practices (including for the self, cooking environment and equipment / utensils) in a reasonable manner, though may be inconsistent at times.
1	1–3	AO4 - Limited demonstration and application of a minimal range of technical skills (preparation, cooking techniques, methods and presentation) that have less technical demand and minimal relevance to the requirements of the brief, when preparing and cooking the amended dish with minimal effectiveness and are mostly superficial. AO4 - Limited demonstration and application of a minimal range of safe and hygienic working practices (including for the self, cooking environment and equipment / utensils) in a limited and mostly inconsistent manner.
	0	No rewardable material.

Indicative content

NB: It is not a requirement that the learner formulates a response in their portfolio specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the IC points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

The technical skills (preparation, cooking techniques and methods, presentation) demonstrated by the learner will be informed by the choices made when preparing and cooking the 2-course menu. When deciding a placement within the bands, consideration should be given to both the range of skills used as well as their appropriateness for the 2-course menu, the standard of the technical skills applied, and the level of consistency demonstrated.

AO4: Demonstrate and apply relevant technical skills, techniques, and processes

Typical responses may include the use of the following preparation skills with annotations, such as:

- weighing and measuring:
 - 'this photograph shows me controlling the measurement and ratio of my ingredients for my recipe, this is important to ensure proportions are correct so that ingredients can perform their function properly and balance and flavour are achieved'
- preparation of tins:
 - 'this photograph shows greasing the tin so that my ingredients do not stick to the bottom, this will help me present the final dish better'
- knife skills:
 - 'this photograph shows me selecting an appropriate knife and sharpening it so that it can be used safely and more effectively'

Typical responses may include the use of the following cooking skills with annotations, such as:

- simmering:
 - 'this photograph shows me monitoring the sauce so that it does not boil, and the correct consistency and depth of flavour is achieved'
- boiling:
 - 'in this photograph I am boiling water to cook rice on the hob, I have timed it, so it is not overcooked'
- stir frying:
 - 'in this photograph I have kept the heat high and used the spoon to keep the ingredients moving so that they cook quickly and uniformly and do not stick to the base of the pan and burn'
- shallow frying:
 - 'in this photograph I am shallow frying fish making sure the temperature is not too hot so that the delicate fish does not break up or burn'

- microwaving:
 - 'in this photograph I am melting chocolate in the microwave because it is much quicker and less likely to go wrong than if I melted it over water on the hob, as water must not get into the chocolate'
- steaming:
 - 'in this photograph I am monitoring the vegetables I am steaming; I am using a timer, so they do not overcook'
- baking:
 - 'in this photograph I am baking a cake, I have used a timer and am now checking if it is cooked by checking if the cake is leaving the sides of the tin and if the skewer when inserted into the centre comes out clean'
- presentation skills:
 - 'in this photograph I am garnishing my main course item with edible flowers and fresh herbs'

Typical responses may include the demonstration of the following safe hygienic practices with annotations, such as:

- hand washing (self):
 - 'this helps me to stop any cross contamination when working with different types of ingredients, such as meat and vegetables'
- sanitising work surfaces (cooking environment):
 - 'I've ensured that my cooking areas are sanitised to help limit the chance of food poisoning'
- safe preparation of equipment and utensils:
 - 'I've used colour-coded chopping boards to prevent cross contamination of my equipment / utensils'
- blue plaster to cover any cuts or grazes:
 - 'I've used this coloured plaster so that I can clearly see if it falls into the food, causing physical contamination'

Note: This is not an exhaustive list and credit should be given for other appropriate skills and practices

Task 3 (c)

Evaluating a 2-course menu	
Maximum time	1 hour and 30 minutes
Content areas assessed	1. Health and safety relating to food, nutrition and the cooking environment 2. Food legislation and food provenance 3. Food groups, key nutrients and a balanced diet 4. Factors affecting food choice 5. Food preparation and cooking skills 7. Menu and action planning for completed dishes
Assessment objectives	AO3 – 4 marks AO5 – 8 marks
You are required to: Analyse and evaluate: • your application of menu and action planning (including any changes made to your action plan if any were made) • your application of preparation, cooking (methods and techniques) and presentation skills, including examples of how to improve • the overall outcome of your completed dishes. You are not permitted to use the internet whilst you complete this task. [12 marks]	
Evidence	A word-processed or hand-written document which includes: • annotated photographs of the completed dishes which evaluates the presentation of the dishes • an evaluation of your preparation and cooking (techniques and methods) skills, and the overall outcome of the completed 2-course menu.

Task 3 (c) – Evaluating a 2-course menu		
Band	Marks	Descriptors
4	10–12	AO5 - Excellent analysis and evaluation of own preparation and cooking skills used to create the 2-course dishes that is comprehensive and highly detailed, supported by highly relevant examples of how preparation and cooking skills could be improved. AO5 - Excellent analysis and evaluation of own planning processes used to create the 2-course dishes that is comprehensive and highly detailed, supported by examples of how the action plan was adjusted (if appropriate). AO3 - Excellent analysis and evaluation of the completed dishes, against the requirements of the brief, that is comprehensive, highly detailed and highly relevant, supported by highly relevant examples of how the completed dishes could be improved.
3	7–9	AO5 - Good analysis and evaluation of own preparation and cooking skills used to create the 2-course dishes that is mostly detailed, supported by mostly relevant examples of how preparation and cooking skills could be improved. AO5 - Good analysis and evaluation of own planning processes used to create the 2-course dishes that is mostly detailed, supported by examples of how the action plan was adjusted (if appropriate). AO3 - Good analysis and evaluation of the completed dishes, against the requirements of the brief, that is mostly detailed and mostly relevant, supported by mostly relevant examples of how the completed dishes could be improved.
2	4–6	AO5 - Reasonable analysis and evaluation of own preparation and cooking skills used to create the 2-course dishes that has some detail, supported by examples that have some relevance, of how preparation and cooking skills could be improved, though may be underdeveloped. AO5 - Reasonable analysis and evaluation of own planning processes used to create the 2-course dishes that has some detail, though may be underdeveloped, supported by examples of how the action plan was adjusted (if appropriate). AO3 - Reasonable analysis and evaluation of the completed dishes, against the requirements of the brief, that has some detail and some relevance, supported by examples that have some detail of how the completed dishes could be improved, though may be underdeveloped.

1	1-3	AO5 - Limited analysis and evaluation of own preparation and cooking skills used to create the 2-course dishes that has minimal detail, supported by examples that have minimal relevance of how preparation and cooking skills could be improved. AO5 - Limited analysis and evaluation of own planning processes used to create the 2-course dishes that has minimal detail, and are mostly superficial, supported by examples of how the action plan was adjusted (if appropriate). AO3 - Limited analysis and evaluation of the completed dishes, against the requirements of the brief, that has minimal detail and minimal relevance, supported by examples that have minimal detail of how the completed dishes could be improved.
	0	No rewardable material.

Indicative content

NB: It is not a requirement that the learner formulates a response in their portfolio specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the IC points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

The analysis and evaluative skills demonstrated by the learner and the outcome of the completed dishes will be informed by the preparation and cooking skills utilised by the learner, and the types of choices they made when creating their 2-course menu. When deciding a placement within the bands, consideration should be given to the range and complexity of the cooking skills included in the 2-course menu and the appropriateness of the cooking skills evaluated (AO5) and the range of strengths and weaknesses evaluated for the completed dishes (AO3).

AO3: Analyse and evaluate knowledge and understanding

Typical responses may include the consideration of the following factors when evaluating the success of the completed dishes:

- how well the brief was met:
 - seasonal produce (this may include reference to food provenance, for example if any organic ingredients have been used, should the learner have opted to include such ingredients)
 - environmental factors (such as the use of local produce)
 - nutrition / healthy eating choice of dishes (such as the use of less processed ingredients)
- the success of the sensory attributes:
 - taste
 - texture
 - appearance

- smell
- nutritional content of the completed dishes (this may include reference to food provenance. For example, if any processed ingredients have been used, should the learner have opted to include such ingredients)
- how the completed dishes could be improved.

AO5: Analyse and evaluate the demonstration of relevant skills and techniques and processes

Typical responses should include the learner evaluating their demonstration of planning processes whilst completing their 2-course menu:

- menu planning (in relation to the requirements of the brief):
 - nutritional value
 - individual skillset
 - environmental factors
 - age range (5 -10)
 - considerations for eating at a dinner party
- action planning:
 - safe and hygienic working practices for the learner and the cooking environment
 - selection of a range of skills and techniques in the chosen menu
 - selection of ingredients
 - selection of equipment
 - timeline
 - dovetailing
 - fridge / oven space
 - oven temperature and timing.

The nature of the evaluative points provided by learners will depend on the success of their dishes. Given the potential for a range of different approaches that learners may take to this task, the following lists the areas of content that it is expected will be evaluated. It does not present contextualised examples (like task 2(c) does) due to the range of variation expected. However, when deciding placement within the bands, consideration should be given to the detail and justification provided, whether that be to support why their application of skills was effective or ineffective.

Typical responses should include the evaluation of the following preparation, cooking and presentation skills demonstrated whilst completing their 2-course menu:

- preparation skills:
 - weighing and measuring
 - knife skills for a range of ingredients
 - peeling
 - preparation of tins
- cooking techniques
 - creaming
 - rubbing in
 - whisking

- kneading
 - grating
 - marinading
 - basting
 - blanching
 - reduce
- cooking methods:
 - boiling
 - simmering
 - grilling
 - shallow frying
 - deep frying
 - braising
 - paper bag
 - roasting
 - poaching
 - sautéing
 - casseroles
 - microwaving
- presentation (please note that this should be detailed by the annotated photographs of the completed dishes):
 - choice of plate
 - choice of utensils
 - design
 - colour
 - texture
 - flavour
 - garnish
 - decoration.

Note: This is not an exhaustive list and credit should be given for other appropriate evaluative points offered by the learner, providing they meet the requirements of the task.

Task 4 (a)

Preparing and cooking a dish suitable for someone with a food related health condition	
Maximum time	2 hours and 30 minutes
Content areas assessed	1. Health and safety relating to food, nutrition and the cooking environment 3. Food groups, key nutrients and a balanced diet 5. Preparation and cooking skills
Assessment objectives	AO4 – 12 marks
One of the owner's friends was diagnosed with type 2 diabetes, a health condition that affects their food choices. You are required to: choose, plan and prepare a suitable cake or dessert that: • uses canned, frozen or dried fruit and / or vegetables • is suitable for someone with type 2 diabetes • has good sensory properties whilst being easy to incorporate into their diet. You should also demonstrate safe and hygienic working practices for yourself and the cooking environment throughout the completion of the dish. You are not permitted to prepare and cook the same dishes created for Task 2 (a) and 3 (b). You are permitted to use the internet to research ingredients only. Additional information: You will need photographs for all stages of the cake or dessert (preparation, cooking techniques, methods and presentation). You can ask someone else to take the photographs for you (such as another member of the class or tutor) as long as the annotations are only added by yourself. The annotated photographs only need an explanation of what you were doing (and why) at that point in the process. They do not require any evaluation of your skills, as this is the key focus of the next task. [12 marks]	
Evidence	A word-processed or hand-written document which includes: • annotated photographs explaining what preparation, cooking (techniques and methods) and presentation processes you were completing and why. These can be annotated after the cake or dessert is complete

	• annotated photographs showing safe and hygienic working practices which can be annotated after the cake or dessert is complete • photographs of the completed dish • a copy of your internet browsing which shows the sites you visited during the task. To be completed by the assessor: • Record of Learner Observation form.
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Past paper

Task 4 (a) – Preparing and cooking a dish suitable for someone with a food related health condition		
Band	Marks	Descriptors
4	10-12	AO4 - Excellent demonstration and application of technical skills (preparation, cooking techniques, methods and presentation) when preparing and cooking a dish suitable for someone with a food-related health condition in a comprehensive and highly effective manner. AO4 - Excellent demonstration and application of a wide range of safe and hygienic working practices (including for the self, cooking environment and equipment / utensils) in a comprehensive and highly consistent manner.
3	7-9	AO4 - Good demonstration and application of technical skills (preparation, cooking techniques, methods and presentation) when preparing and cooking a dish suitable for someone with a food-related health condition in a mostly effective manner. AO4 - Good demonstration and application of a range of safe and hygienic working practices (including for the self, cooking environment and equipment/utensils) in a detailed and mostly consistent manner.
2	4-6	AO4 - Reasonable demonstration and application of technical skills (preparation, cooking techniques, methods and presentation) when preparing and cooking a dish suitable for someone with a food-related health condition with some effectiveness, though may be underdeveloped. AO4 - Reasonable demonstration and application of some safe and hygienic working practices (including for the self, cooking environment and equipment / utensils) in a reasonable manner, though may be inconsistent at times.
1	1-3	AO4 - Limited demonstration and application of technical skills (preparation, cooking techniques, methods and presentation) when preparing and cooking a dish suitable for someone with a food-related health condition with minimal effectiveness. AO4 - Limited demonstration and application of a minimal range of safe and hygienic working practices (including for the self, cooking environment and equipment / utensils) in a limited and mostly inconsistent manner.
	0	No rewardable material.

Indicative content

NB: It is not a requirement that the learner formulates a response in their portfolio specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the IC points below, credit should be given for different approaches, providing they meet the key requirements of the task

and mark scheme.

The technical skills (preparation, cooking techniques and methods, presentation) demonstrated by the learner will be informed by the choices made when preparing and cooking the cake or dessert suitable for customers with type 2 diabetes. When deciding a placement within the bands, consideration should be given to the range and complexity of technical skills used, including presentation skills, as well as the appropriateness of the dish for type 2 diabetic customers.

AO4: Demonstrate and apply relevant technical skills, techniques, and processes

Typical responses may include the demonstration of the following safe hygienic practices:

- hand washing (self)
- no jewellery or makeup
- blue plaster to cover any cuts or grazes
- sanitising work surfaces (cooking environment)
- safe preparation of equipment and utensils, for example, colour-coded chopping boards to prevent cross contamination (equipment / utensils)
- checking equipment prior to use.

Typical responses may include the use of the following cooking skills with annotations, such as:

- simmering – ‘this photograph shows me monitoring the almond milk so that it doesn’t boil, overflow and burn’
- steaming – ‘this photograph shows me checking that the lid was secure so that no steam escaped from the steamer, ensuring the pudding was cooked at a uniform temperature’
- poaching – ‘this photograph shows me poaching pears at a low temperature, so the pears remain whole and are evenly cooked’
- grilling – ‘this photograph shows me monitoring the toasting of flaked almonds at a medium temperature so they are an even colour and not burnt and will complement the poached pears’
- presentation skills – ‘in this photograph I am decorating my dessert with a range of fresh fruit that add nutritional value colour and texture making the dish appealing’.

The recipe for the cake or dessert should exemplify the learner’s understanding of the set context of the task, which in this case is foods suitable for someone who is diabetic or wishing to reduce their sugar intake. Typical responses may include the exclusion of ingredients to be avoided and the inclusion of alternative ingredients in the cake or dessert making it suitable for customers that are type 2 diabetic or wishing to eat less sugar, including increasing NSP as per dietary advice.

Reduce or exclude ingredients including:

- syrup / sugar / jam (including fruit in syrup)
- full fat milk
- full fat cream cheese or yoghurt
- butter
- buttermilk

- ice cream
- milk chocolate.

Alternative ingredients including (but not limited to):

- reduced sugar jam or homemade fruit coulis
- artificial or natural sweeteners
- low saturated fat dairy such as milk, cream, cream cheese or yogurt
- wholemeal flour
- oats or other ingredients that will increase the soluble fibre.

Note: This is not an exhaustive list and credit should be given for other appropriate skills and practices

Task 4 (b)

Evaluating a dish suitable for someone with a food related health condition	
Maximum time	1 hour
Content areas assessed	3. Food groups, key nutrients and a balanced diet 4. Factors affecting food choice 7. Menu and action planning for completed dishes
Assessment objectives	AO3 – 12 marks
You are required to: Analyse and evaluate your cake or dessert suitable for someone with type 2 diabetes. This should include both: • an evaluation of the nutritional content of the cake or dessert suitable for someone with type 2 diabetes • an evaluation of the outcome of the completed dish in terms of the other requirements of the café owner (as detailed in the project brief). You are not permitted to use the internet whilst you complete this task. Additional information: You are not required to evaluate your preparation, cooking (techniques and methods) and presentation skills for this task. The focus is on the suitability of the cake or dessert for type 2 diabetic customers and other requirements of the café owner. [12 marks]	
Evidence	A word-processed or hand-written evaluation.

Task 4(b) – Evaluating a dish suitable for someone with a food-health related condition		
Band	Marks	Descriptors
4	10-12	AO3 - Excellent analysis and evaluation of the nutritional content of the dish and its suitability for someone with a food-related health condition, that is comprehensive, highly detailed and highly relevant, supported by highly detailed examples of ingredients that should be avoided and/or altered. AO3 - Excellent analysis and evaluation of the completed dish, against the requirements of the brief, that is comprehensive, highly detailed and highly relevant, supported by highly relevant examples of how the completed dish could be improved.
3	7-9	AO3 - Good analysis and evaluation of the nutritional content of the dish and its suitability for someone with a food-related health condition, that is mostly detailed and mostly relevant and supported by mostly detailed examples of ingredients that should be avoided and/or altered. AO3 - Good analysis and evaluation of the completed dish, against the requirements of the brief, that is mostly detailed and mostly relevant, supported by mostly relevant examples of how the completed dish could be improved.
2	4-6	AO3 - Reasonable analysis and evaluation of the nutritional content of the dish and its suitability for someone with a food-related health condition, that has some detail and some relevance and supported by examples of ingredients that should be avoided and/or altered that have some detail, though may be underdeveloped. AO3 - Reasonable analysis and evaluation of the completed dish, against the requirements of the brief, that has some detail and some relevance, supported by examples that have some detail of how the completed dish could be improved, though may be underdeveloped.
1	1-3	AO3 - Limited analysis and evaluation of the nutritional content of the dish and its suitability for someone with a food-related health condition, that has minimal detail and minimal relevance and supported by examples of ingredients that should be avoided and/or altered that have minimal detail and are mostly superficial. AO3 - Limited analysis and evaluation of the completed dish, against the requirements of the brief, that has minimal detail and minimal relevance, supported by examples that have minimal detail of how the completed dish could be improved.
	0	No rewardable material.

Indicative content

NB: It is not a requirement that the learner formulates a response in their portfolio specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the IC points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

The set food-related health condition for this version of the brief is for an individual who is type 2 diabetes.

When deciding a placement within the bands, consideration should be given to the depth of understanding of the dietary needs of the individual with type 2 diabetes, nutritional content of the dish and the range of considerations when evaluating completed dishes.

AO3: Analyse and evaluate knowledge and understanding

Typical responses may include evaluation of the following ingredients and nutritional content:

- unsuitable:
 - full fat milk, cream cheese or cream
 - butter
 - low fibre / simple carbohydrate rich foods
 - full fat / high sugar yoghurts
 - high sugar ingredients like syrup or honey
 - tinned fruit in syrup
- alternatives:
 - skimmed milk / 'light' cream or alternatives
 - low fat spread / olive oil / polyunsaturated oils and spreads
 - high fibre / wholegrain carbohydrates
 - low calorie / low fat / low sugar yoghurt
 - sweeteners or naturally sweet fruits

Typical responses may include evaluation of the suitability of the dish for someone who is diabetic:

- lean sources of protein, function and sources
- fats functions and sources, use of low fat alternatives and need to reduce cholesterol
- carbohydrates functions and sources, use of sweeteners instead of sugar
- fibre functions and sources, especially soluble fibre
- vitamins functions and sources
- minerals functions and sources, including the need to reduce salt / sodium chloride.

Typical responses may include the consideration of the following factors when evaluating the success of the completed dish:

- how well the customer brief was met:

- use of canned, frozen or dried fruit
- year round availability of ingredients
- cost factors (approximate)
- nutrition / healthy eating for someone with type 2 diabetes
- the success of the sensory attributes:
 - taste
 - texture
 - appearance
 - smell
- how the completed dishes could be improved.

Note: This is not an exhaustive list and credit should be given for other appropriate evaluative points

Appendix 1

Set dish recipe - Creamy chicken and mushroom pie

Filling

50g salted butter (plus extra to grease the dish)
1 onion, finely sliced
1 clove of fresh garlic, crushed
250g diced chicken thighs
50g streaky bacon, diced
50g mushrooms, quartered
2 tablespoons of plain flour
150ml chicken stock (made with boiling water and a chicken stock cube)
75ml double cream
50g mascarpone cheese
1 tablespoon of wholegrain mustard
Fresh parsley or thyme
Salt and black pepper

Pastry

150g plain flour
¼ teaspoon of salt
50g cold salted butter, diced
25g cold lard, diced
3-5 tablespoons of ice cold water
Sea salt for decoration
1 beaten egg to glaze

Method

1. Pre heat the oven to 220°C / gas 7.
2. Melt the butter in a pan over a low heat. Add the chicken and cook for 5 minutes then add the onion, garlic, bacon, mushrooms, salt and pepper. Cook for 10-15 mins until the chicken and bacon are fully cooked and the onions have softened.
3. Stir in the flour and cook for 3 mins until the mix resembles a paste.
4. Pour in the hot chicken stock, cream, mustard and mascarpone. Bring to a simmer. Add fresh herbs. Season to taste, remove from the heat and leave to cool.
5. To make the pastry, rub the butter and lard into the flour with a large pinch of salt until completely combined.
6. Add 3-5 tbsp ice-cold water, and bring together into a dough using your hands, adding a little more water if needed. Chill / rest the pastry for 5 minutes.
7. Butter a deep pie dish or 20cm loose-bottomed cake tin.
8. Roll two-thirds of the pastry out until large enough to line the tin with some pastry overhanging. Line the tin with the pastry, then spoon in the cooled filling.
9. Roll out the remaining pastry until large enough to cover the pie. Brush the edge of the pastry with water, then drape over the pie to close it. Trim the edge, then press with a fork to seal. Add any desired finish and glaze the top with beaten egg. Sprinkle sea salt over the top of the crust.
10. Bake for 35 - 40 minutes until deep golden colour.
11. Serving suggestion; serve hot or cold with a side dish of potato wedges. Serves 4.