



# **Non-Examined Assessment**

## **Band 2 Exemplar Learner Response**

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

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## Introduction

The following are sample learner responses for each task within an assignment alongside examiner commentary for each assignment. They show how learners might respond and can help assessors in making their overall marking decisions.

### Learner responses

Each learner response should demonstrate what a **mark band 2/third band** response looks like alongside any evidence which is required to be completed. All responses use content from the mark schemes and align with the standards in the mark band descriptors and indicative content.

### Assessor commentary

The assessor commentary demonstrates why the responses given throughout the assignment meet the criteria for the mark band they have been awarded. The assessor commentary will be linked to, and supported by, the descriptors in the mark scheme.

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

## **Project brief**

A local chef has asked for your help with updating the restaurant menu. The chef likes to use seasonal produce and is aware of the impact of environmental factors, nutrition, healthy eating and dietary needs. The chef has several regular customers who have a food-related health condition and wants to increase their menu options. He is also trying to encourage a younger age group into the restaurant to help increase profit.

The chef would like you to take into consideration all these points and has asked you to plan, prepare, and cook a number of dishes, as well as providing the relevant nutritional information linked to each dish.

Lasagne is one of the most popular dishes and the chef would like you to adapt and amend it to create a healthier version (from the recipe provided) for adults aged 65 or over, who have a coronary heart disease. The recipe for the set dish can be found on the next page.

The chef would also like you to create a new weekend two-course menu to attract young people aged 13–19 that enables you to demonstrate a range of cooking skills.

The restaurant has several regular customers who are lactose intolerant. You have been asked to create a suitable dessert for these customers, taking their dietary need into consideration.

## Task 1: amending a recipe

### Evidence

A word-processed document to be completed by the learner which includes:

- a revised healthy lasagne recipe suitable for someone aged 65 with coronary heart disease
- reasons for the choice of ingredients made when amending the recipe
- nutritional information, relevant to the amended dish, making it clear why the amended recipe is healthier and suitable for someone aged 65 with coronary heart disease and supports a balanced diet
- examples of how you have considered the taste and texture of the amended lasagne
- a copy of your internet browsing which shows the site visited during the task

### A revised healthy recipe for the lasagne recipe suitable for aged 65, with CHD

200 g/8 oz lasagne sheets - **change this to wholewheat pasta - this will increase their fibre content**

1 tablespoon of oil – **use sunflower or olive oil.**

25 g/1 oz of salted butter – **use vegetable oil instead, such as sunflower oil**

25 g/1 oz of plain flour

50 g/2 oz of streaky bacon – **leave this out**

100 g/4 oz of chopped onion

50 g/2 oz chopped carrot

50 g/2 oz of celery

250 g/10 oz of minced beef – **use low fat minced beef**

20 g/2 oz of tomato puree – **use fresh tomatoes as well**

1 clove of garlic

A large pinch of salt and pepper

A pinch of marjoram

100 g/4 oz of mushrooms

1 tin of chopped tomatoes - **used fresh tomatoes as well**

120 ml red or white wine

125 ml/4 fl oz beef stock – **use water instead of beef stock which is salty.**

**Other changes I will make to the Sauce** – I will use fresh tomatoes, fresh herbs, fresh vegetables and add peppers, and courgettes, which are full of vitamins. I will also use locally sourced vegetables will be used as I know they are the freshest, and I have chosen those in season, as they are cheaper and better for you.

#### Bechamel sauce:

20 fl oz/575ml of full fat milk - **don't use, change to skimmed milk**

50 g 2 oz plain flour - **don't use**

50 g 2 oz salted butter - **don't use**

2 tablespoons of double cream - **don't use**

100 g/4 oz of parmesan cheese – **I will still use this to add flavour to the white sauce**

### Assessor comments

**AO1** – The learner has provided a reasonable recall of the key nutrients – proteins, fats, minerals, vitamins, and carbohydrates, and appropriate reference is made to fats, fibre and vitamins when amending the recipe. There is reference to saturated fats but no reference to polyunsaturated/monounsaturated.

The learner has given no explanation of the food groups but does refer to 'fruit and vegetables', and 'fats' and 'oils'. There should be reference made to specific foods which should be included and/or avoided in the diet and some basic information on the contribution that the group makes to the diet, such as, the nutrients provided. The Eatwell Guide is referred to but not explained.

The learner provides some reference to a balanced diet and can outline the main requirements with reference to a low fat, increasing fibre intake, reducing salt, all relevant to CHD and has amended the recipe appropriately. However, the answer is underdeveloped in that it does not demonstrate any knowledge of proportions, or RIs.

### Reasons for choice of ingredients made when amending the recipe

Pasta – I have chosen wholewheat pasta to improve the fibre content.

Oil – it is best if I use vegetable oils which are healthier, such as sunflower oil or rapeseed oil.

Bacon – this is salty, so I am leaving it out.

Butter – this is high in animal fat, so I am using vegetable oil instead.

Minced beef – this is high in fat, so I am using reduced fat minced beef.

Tomato Puree – this is OK, but I will use more fresh tomatoes also.

Beef stock – this is salty so I am leaving it out and will make sure I add more herbs and pepper to improve the taste. The extra vegetable will help the taste also.

Cheese sauce – I have changed the recipe as I can make a healthier one. I will make a sauce using cornflour and skimmed milk – as the recipe for Bechamel sauce is high in fat. Cream, butter and full fat milk are all high in animal fat.

### Nutritional information

A person of 65 years old with CHD needs to be careful that they eat a balanced diet.

A balanced diet means eating a wide variety of foods, to make sure we get all the nutrients we need. These include proteins, fats, carbohydrates, vitamins, and minerals.

A person with CHD needs to eat less fat, especially saturated fat which is in animal foods such as milk, dairy foods and meat, especially fatty meat. I have taken out the cream, full fat milk, and butter in the bechamel sauce. I have also used low fat minced beef.

Everyone needs to eat less salt. I have used more pepper and herbs to season the lasagne instead of salt to the recipe.

They should also follow a balanced diet by eating more fresh fruit and vegetables.

Fruit and vegetables are good for the 65-year-old with CHD to make sure they get a wide range of vitamins and minerals. eg., Vitamin C is high in fresh vegetables such as peppers and courgettes in my recipe. It is needed to keep your skin health and to fight infections.

Iron is found in the minced beef and is needed to keep our blood healthy.

The Eatwell Guide tells us to eat 5 fruit and vegetables every day. These will help with our fibre intake. Fibre in the pasta is good to reduce cholesterol levels, which is important for someone with CHD.

### Assessor comments

They have made a clear reference to present healthy eating guidelines, including fruit and vegetables, improving fibre intake, and reducing salt and animal fat. The learner has not made any reference to terms such as 'starchy carbohydrates', or the recommendations for salt at 6 g, water requirements, eating more fish, or the recommended activity required.

They have identified some sources of nutrients, but this is limited to fibre in pasta, vitamins in vegetables and fruit, fats in meat, milk and cream, and iron in minced beef.

Functions of nutrients are limited to vitamin C and iron, and a reference to fibre helping to control cholesterol levels.

**AO2** – The learner has demonstrated a reasonable application of their knowledge of nutrients and some of the current healthy eating messages, with a reference to CHD and the changes that can be made to the recipe to suit this condition, outlining that they need to reduce saturated fat found in animal foods, reduce salt, and increase fibre. No specific detail on the CHD condition.

**Examples of how taste and texture have been considered in amended lasagne**

The wholewheat pasta will taste nutty and add colour to the dish, and it is firmer than white pasta.

The vegetables I have added will add more texture and colour to the dish.

The cheese sauce might not taste quite as rich as the bechamel sauce as I have taken the cream and milk out.

Fresh herbs can be used to add to the flavour.

**Assessor comments**

They have made some reference to seasonality in that they have chosen fresh vegetables – but no further reasons for choices of ingredients are provided.

They have included a clear reference as to why adding fresh vegetables is appropriate, and the impact that some of the changes will have on the final taste, colour, and texture of the dish. Some appropriate descriptive terms are used for example., 'nutty', 'rich' but sensory analysis is very limited.

They have identified some appropriate examples of ingredients that should be reduced for a person with CHD, such as., cream, full-fat milk, butter, fatty meat, and suggested those that can be added such as, fruit and vegetables, wholewheat pasta.

Their explanations are underdeveloped.

**AO3** – The learner's analysis of food groups and nutrients are basic, and their evaluation of the CHD condition is limited, but they do make some relevant changes to the recipe with reasons why they will improve nutritional content and make it more suitable for someone with CHD such as, eat less salt, less animal fat, more fibre, and more fruit and veg.

They have presented an appropriate amended recipe to support healthy eating and provided a useful example of how to make a healthier white sauce instead of bechamel.

Their explanations are brief and underdeveloped.

## Internet browsing history

<https://www.nhs.uk/conditions/coronary-heart-disease/#:~:text=Coronary%20heart%20disease%20is%20the,furred%20up%20with%20fatty%20deposits.>

<https://www.bhf.org.uk/information-support/conditions/coronary-heart-disease>

<https://www.bbcgoodfood.com/howto/guide/healthy-diet-over-70s>

<https://www.ageuk.org.uk/information-advice/health-wellbeing/healthy-eating/>

<https://www.bbcgoodfood.com/recipes/healthy-lasagne>













<https://www.sainsburys.co.uk/gol-ui/recipes/low-cal-lasagne>




<https://www.nhs.uk/live-well/eat-well/digestive-health/how-to-get-more-fibre-into-your-diet/>

[https://www.nhlbi.nih.gov/health/educational/lose\\_wt/eat/shop\\_lcal\\_fat.htm](https://www.nhlbi.nih.gov/health/educational/lose_wt/eat/shop_lcal_fat.htm)



**Task 2 (a): preparing and cooking an amended recipe**

<p><b>Evidence</b> A word-processed document to be completed by the learner which includes:</p> <ul style="list-style-type: none"> <li>annotated images explaining what preparation, cooking (techniques and methods) and presentation processes you were completing and why. These can be annotated after the lasagne is complete</li> <li>annotated images showing safe and hygienic working practices which can be annotated after the lasagne is complete</li> <li>an image of the completed dish.</li> </ul> <p>To be completed by the teacher:</p> <ul style="list-style-type: none"> <li>record of learner observation form.</li> </ul>	 <p>I washed my hands and put on my clean apron. It is important to clean your hands to prevent cross contamination.</p>	 <p>I cleaned my bench with sanitising spray. This is important to make sure the bench is free from germs.</p>	 <p>I collected together all my ingredients and checked they were all in date, especially the minced beef. I did not use the bacon as it is too fatty.</p>	<p><b>Assessor comments</b></p> <p>AO4 – The learner has provided a reasonable demonstration of the technical skills they have used in making a lasagne and has used some relevant terminology.</p> <p>They have demonstrated skills in peeling, slicing and chopping vegetables to a good standard, with photographs of evenly slices and diced vegetables. They have made reference to the safety aspects when using sharp knives to slice onions. However, they could have explained the correct hold and the importance of using the correct size of knife. They have not referred to any weighing of ingredients although do make refence to using a tablespoon to measure the cornflour accurately. Cooking skills are demonstrated in the storyboard, but terminology is not used where it could be for example, ‘sautéing’ of the onions, ‘simmering’ the sauce, ‘reducing’ the stock, or ‘blending’ the cornflour and milk. The learner does not include any stage where taste is considered such as has any seasoning being added, did tasting take place at any point and was the seasoning adjusted.</p>
	 <p>This is my chopped carrots and chopped mushrooms.</p>	 <p>I cut up my tomatoes with a sharp knife.</p>	 <p>This is how I sliced my onion. I am using a sharp knife.</p>	
	 <p>This is my chopped onion.</p>	 <p>This is my chopped garlic</p>	 <p>I washed up my dishes.</p>	
	 <p>I fried the onions and garlic first in oil in a large pan until it was soft. I then put my mince in and fried it until all the red colour had gone. I didn't need to add any extra oil as there was enough in already.</p>	 <p>I added the chopped peppers, chopped carrots and mushrooms. I had to stir it well.</p>	 <p>I added the tinned tomatoes, fresh tomatoes and some herbs, and stirred the mixture again. After a few minutes I added the stock and left it all to cook.</p>	

		
I washed up and cleaned down the bench and the sink where I was working before I moved onto making my sauce.	I got all the ingredients I needed for the Cheese sauce	I used the recipe and measured out the cornflour using a tablespoon.
		
I then added a small amount of the cold milk to the cornflour in the jug and mixed it until all lumps had gone. I then put the rest of the milk and the mix in a pan to cook it. I had to keep stirring it to make it smooth. I added some parmesan cheese once it was cooked.	Once my mince was cooked, I made up the layers with the meat sauce, cheese sauce and lasagne sheets. I used wholewheat lasagne sheets as these are better for you.	This was my lasagne before I put it in the oven.
		
I washed up my dishes at the end.	I served my cooked lasagne with some salad. This made it look more colourful. It is also healthier than serving it with garlic bread.	

The learner has not made any reference to the brief in their annotations, except that wholewheat flour is used, salad is served with the lasagne, and bacon is left out as it is too fatty. The learner could have explained in the annotations why they were using the ingredients they did, and why they did not add extra oil to cook the mince. They could have explained the importance of the additional vegetables, in considering the age and condition of the person eating the dish, and the importance of using wholewheat pasta to increase fibre content.

Overall, the learner has demonstrated a reasonable range of preparation and cooking skills in the making of the lasagne to a good standard overall, although does not consider the appearance of the dish in the final stages such as adding extra cheese to gratinate. The annotations are brief, and explanations could be developed much further, using relevant terminology. They have not explained any oven or cooking timings, temperatures used, or sequencing in any detail. For example, at the start of the storyboard, they could have explained the preparation they needed to complete of themselves and their workbench, prior to beginning any preparation, and before collecting the equipment they are to use and preheating the oven.

Safety and hygienic practices are outlined in some of the stages, but these are minimal. The learner refers to washing of hands and gives a reason why, sanitising the workbench and why this is important, and identifies washing up mid-way and at the end of the process. They also refer to cleaning down between stages. The explanations could be developed more, for example, where else in the process would they wash their hands and why, and where else would they be careful to sanitise, for example, the chopping boards used for raw vegetables. No reference is made to the use of hot soapy water, or the use of detergent when washing up. They do refer to the use of a sanitiser. No reference is made to the use of a white chopping board; this may be the only type available, but the learner could have explained why colour-coded boards are recommended. It would have been useful to have more evidence in the way of annotated photographs to demonstrate further safety and hygienic practices being used at each stage. The final presentation of the dish provides evidence that a good standard has been achieved overall, but there is no explanation at this point. The learner could have described the serving dish they chose and why, choice of utensils, final appearance, texture and taste

**Task 2 (a): record of learner observation**

<b>Qualification and task number</b>	F&C V Cert Task 2 (a)	<b>Learner name</b>	XXXXXX
<b>Date and time of observation</b>	XXXX	<b>Assessor name</b>	Assessor X

<p>Description of the learner's activity. Please include:</p> <ul style="list-style-type: none"> <li>• what was observed</li> <li>• what the learner did.</li> </ul> <p>1. Prepared themselves for cooking – washed their hands and dried using the paper towels and then put a clean apron on. They were not wearing any jewellery or makeup and hair was tied back.</p> <p>2. Prepared the environment for cooking including equipment and utensils – cleaned their bench with the sanitising spray available. They collected their ingredients, although did not collect all their equipment at this point. Ingredients did not need weighing at this stage. They selected a white chopping board as no green ones in school and began to prepare their vegetables. They could have pre lit their oven at this stage – but did not.</p> <p>3. Demonstrated a range of preparation and cooking skills.</p> <p>4. Made an effort to present the completed dish.</p> <p>5. Demonstrate health and safety working practices throughout as they washed their dishes immediately after preparing their vegetables and tidied and sprayed their workbench. They washed their hands regularly throughout the preparation of the dish.</p> <p>In the second half of the session, they appeared to forget to clean as they worked, and their workbench became untidy, with dishes piling up at their sink.</p>	<p>Examples of the learner's demonstration and application of technical skills (preparation, cooking techniques and methods, presentation)</p> <p>3. They chopped their carrots, mushrooms, tomatoes – with good results, and sliced their onions evenly and chopped their garlic safely, demonstrating some good knife skills.</p> <p>They showed some confidence in cooking their minced beef, knowing when it was coloured enough to then add the rest of the ingredients such as adding the vegetables, tomatoes, beans and herbs appropriately as per the recipe and checking that it was cooked well at each stage. They could have checked the seasoning at the end of the cooking.</p> <p>They demonstrated some good skills when layering the minced beef with the pasta – taking time to get the layering even and not making a mess.</p> <p>The white sauce was made by blending cornflour and milk and adding to the pan of boiling milk on the hob. The white sauce was a bit rushed and looked slightly lumpy. Again, could have tasted to check seasoning but forgot. The learner was good at checking the time and oven temperature for the final cooking of the lasagne and took care not to overcook it.</p> <p>4. The final dish was presented appropriately, adding a small side portion of salad that added colour and texture. The final colour of the lasagne could have been improved if the learner had added parmesan cheese as a topping prior to baking.</p>
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<b>Assessor signature</b>	XXXXXXXXXXXXXXXX	<b>Date</b>	XXXXXX
<b>Learner signature</b>	XXXXXXXXXXXXXXXX	<b>Date</b>	XXXXXX

**Task 2 (b): evaluating an amended recipe**

<p><b>Evidence required</b></p> <p>A word-processed document to be completed by the learner which includes:</p> <ul style="list-style-type: none"> <li>• annotate image which evaluates the presentation</li> <li>• an evaluation of your preparation and cooking (techniques and methods) skills, and the overall outcome of the completed lasagne dish.</li> </ul>	<p><b>Evaluation of preparation and cooking skills</b></p> <p>Preparation skills I used:</p> <p>Knife skills – I used a sharp knife to prepare my vegetables. I diced the carrots and sliced the onions and mushrooms. I rushed this a bit and so the slices were not as even as they could have been.</p> <p>Weighing the beef – this was easy to do but next time I need to make sure I wash the weighing scales straight away before I use them to weigh anything else.</p> <p>Cooking skills I used:</p> <p>Boiling the milk and simmering the sauce when it was thickened</p> <p>Frying the vegetables – I used a little bit too much oil, so they were a little greasy and I had to drain them before I added the meat and the rest of the ingredients.</p> <p>Oven cooking the final dish – this would have worked better if I had used a more colourful cheese that would melt easier.</p> <p><b>Overall outcome of the dish</b></p> <p>Colour:</p> <p>The colour was a bit pale. I used parmesan as this has a good taste.</p> <p>Next time I would use different cheese to add better colour to the final dish.</p> <p>I also added salad to serve with the dish which made it look more appetising and makes the dish healthier.</p> <p>Texture</p> <p>The pasta I used was a bit firm. I used a wholewheat pasta instead of white pasta as this was healthier for someone with CHD, as it adds fibre to their diet.</p> <p>Next time I will have to cook it in the oven for longer on a lower temperature.</p> <p>The vegetables I added made the dish crunchier. They also added colour to the dish when it was served. I added these as they are high in Vitamin C as well as fibre.</p> <p>The sauce I made came out a bit lumpy. Next time I need to make sure the cornflour mixes properly. I used this recipe instead of the bechamel sauce as it does not have extra fat in it.</p>	<p><b>Assessor comments</b></p> <p><b>AO3</b> - The learner has provided a reasonable analysis and evaluation of the completed dish.</p> <p>They have given examples of the changes made to the recipe and a brief explanation of the impact that these have had on the final colour, taste, and texture of the dish. They have also provided relevant examples of the improvements that could be made next time.</p> <p>However, not all recipe amendments are analysed and evaluated. Sensory analysis is limited, and few descriptive terms are used. They have given a brief analysis of the impact of the changes on the nutritional content of the final dish, with an explanation of how the recipe is healthier due to the reduced fat, increased fibre and vitamin C. Further evaluation could have been made regarding additional government guidelines on healthy eating and the relevance to a person with CHD. They have made no reference in the evaluation to the Eatwell Guide.</p> <p>All nutrient groups are not included in their analysis, with limited examples of any specific vitamins and minerals.</p> <p>They have given relevant answers, but these are underdeveloped.</p>
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### Taste

I used dried herbs which I didn't think added much to the taste. Next time I will use fresh herbs. These will also be higher in vitamins.

The sauce was a bit lumpy which affected the taste. The parmesan made it have a good flavour, but I needed more seasoning.

I left out the beef stock which meant the flavour was not as good. I need to add more seasoning next time like pepper, and fresh herbs

Final presentation: I served the lasagne with salad which makes it look more colourful and appetising. It is a healthy side dish to serve with a meal. The lasagne looked dry, and I could have added more sauce when I made the layers in the dish.

### Final picture of my presented dish:



This is my lasagne and side salad. It looks a bit pale in colour, but the salad makes it look more appetising. The layers of pasta were neat, but I think I didn't use enough sauce as it was bit dry. I was pleased with the overall taste but next time I know to add more seasoning.

Overall, this dish is suitable for a person with CHD. I changed the recipe to make it healthier by taking out some of the fat, such as the cream and the full fat milk, and the butter. I used reduced fat minced beef.

I added vegetables to make it higher in fibre and to add Vitamin C.

It would be suitable for anyone trying to follow a healthy diet as it is low in fat, low in animal fat, high in fibre and even better if it is served with a salad. Salad vegetables contain Vitamin C.

### Assessor comments

**A05** – The learner has evaluated some of the skills they have demonstrated in the preparation and cooking of the lasagne. This includes preparation skills (dicing, slicing, weighing) and cooking techniques (boiling, frying and baking) with some examples of how they can improve next time. However, their answers are brief and underdeveloped.

They have provided no detail on the range of equipment, processes, tools, and range of techniques, such as choice of knife and type of cut required, pans for cooking pasta, sauce and vegetables, utensils needed at each stage, importance of accuracy when weighing, ratio of ingredients and thickening of sauce process.

The learner should have described some of the skills and techniques for example 'before chopping the onion, I need to remove the outer skin, then using a bridge to cut the onion in half, and using a claw to slice the onion finely, to prevent any cuts to myself', and 'I need to gradually add the milk when making a sauce, to help to make a smooth sauce without lumps'.

They have only given one example of good hygienic practice and have not identified any health and safety practices.

### Task 3 (a): menu and action planning for a two-course meal

#### Evidence required

A word processed document to be completed by the learner which includes:

- a two-course menu which shows your selected dishes and how it meets the requirements of the brief
- a completed action plan detailing all appropriate considerations.
- a copy of internet browsing history which shows the sites visited during the task.

I have decided to make Chicken Curry with rice followed by Sticky toffee pudding and custard.

I have chosen Chicken Curry as I think it is a popular choice for this age group. I think all customers would like it. I will add vegetables to it to make it healthier as the chef is trying to make his menu healthy.

Chicken Curry Recipe: (served with boiled rice)

4 chicken thighs – these are a low-fat meat  
Marinade: 100g yogurt  
1 tsp curry powder  
1tsp ground coriander  
Curry Sauce:  
2 tablespoons oil – use sunflower oil  
2 large onions  
3 garlic cloves  
2 green chillies  
250g passata – these are healthy as made from tomatoes  
1 tsp garam masala  
1 tsp ground coriander  
½ tsp chilli powder  
½ tsp ground turmeric  
1 tsp honey  
1 tablespoon double cream – changed to yogurt  
Extra vegetables:  
1 green pepper, 1 red pepper, 100g mushrooms

I think the recipe is quite healthy. I will add peppers and mushrooms as vegetables are healthy and will make the dish feed more people. I will use yogurt instead of the double cream, to make the sauce creamy at the end, but it will be less fatty. I will add peppers and mushrooms as vegetables are healthy and they will also make the dish go further, so it will work out cheaper. Chicken is a low-fat meat. The spices add flavour to the chicken so I will not need to add any extra salt. The sauce is made with passata which is healthy as it is made from tomatoes. I will add extra vegetables, including peppers and mushrooms. Vegetables are good for vitamins and fibre. I will serve the curry with boiled rice

#### Assessor comments

**AO1** – the learner has shown some recall of knowledge and understanding of menu planning and action planning and has given a reasonable response to the brief has been given, with two dishes chosen. The justification given for the dishes is very limited – in that it is suitable for the age group and can be considered to have some healthy features.

The learner does not make any reference to any food groups, the Eatwell guide, or the government's present healthy eating advice. Some nutrients are referred to – fibre, fat and vitamins, with some appropriate suggestions provided to make the recipes healthier.

The two dishes do allow the learner to demonstrate a range of preparation and cooking skills within the 2 hours.

## Sticky Toffee Pudding

The Sticky Toffee Pudding is also popular with teenagers, and I think it will be popular with all customers at the restaurant. I have tried to make this healthier by adding more dates. Dates are high in fibre, so they are good for you. I used less sugar, and I changed half of the white flour to wholemeal. I have added raisins to the sponge mix as I think they will help the taste and they are healthy for you as they are high in fibre.

<p><b>Ingredients</b>                  100g dates                  1 egg                  75g S.R. flour                  25g margarine                  ½ teasp. ginger                  ½ teasp. bicarbonate of soda                  ½ teasp. nutmeg                  75g sugar</p> <p><b>Equipment</b>                  ovenproof dessert dish                  saucepan                  wooden spoon                  teaspoon                  tablespoon                  mixing bowl                  sieve</p> <p><b>For the Sauce</b>                  100g brown sugar                  50g butter                  1/8 pt double cream</p> <p>1. Preparation. Grease dish and turn oven on to 180 C / Gas mark 4                  2. Place the dates and ½ pt of cold water into a saucepan. Bring to the boil for 30 seconds.                  3. Remove the pan from the heat and stir in the bicarbonate of soda. Leave to stand.                  4. In large mixing bowl cream together margarine and sugar until creamy.                  5. Add the egg gradually to the creamed mixture.                  6. Sieve the flour, nutmeg and ginger and fold into the creamed mixture.                  7. Add the date and water mixture to the cake mixture. Pour new mixture into dish and cook for about 25 mins.                  8. Put the sauce ingredients into a pan. Over a gentle heat, melt them, then, whilst stirring, bring to the boil. Simmer gently for 3 minutes.</p>	<p><b>Changes to recipe:</b></p> <p>Sponge Mix: 100g Dates – I changed this to 125g dates and added 50g raisins. Raisins are healthy for you, they are high in fibre like dates.</p> <p>75g SR Flour - I changed this to 35g SR Flour and 40 g Wholemeal Flour. This flour is high in fibre.</p> <p>25g margarine – I used vegetable margarine like the recipe said, not butter, so this is better for you.</p> <p>Sauce: 100g brown sugar – I changed this to 75g and added some sweetener instead.</p> <p>Double cream – I used reduced fat Elmlea, which is a better for you as it is not a dairy product and lower in animal fat.</p> <p>50g butter - I used margarine instead.</p>
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## Assessor comments

The learner demonstrates limited menu planning knowledge in that there is no reference to factors that may affect food choices - such as seasonality, dietary requirements, social and environmental factors. There is a reference to cost in using vegetables to make the dish go further.

The learner has made a reasonable attempt at their action plan, with appropriate timings that show they have considered what they need to complete within the 2 hours and stages identified allowing dovetailing of each dish. The menu items are quite challenging within the 2 hours allocated.

The learner could have provided more detail within the action plan to guide them during the 2-hour assessment, for example, they could have provided further details of the equipment required at each stage, fridge space, timings for oven cooking and when it is critical to wash their hands. Their timings do not allow for regular clearing and washing up at each stage.

The action plan starts well with some reasonable detail but then does not continue with any useful detail to prepare and cook the curry and rice.

This is my action plan. I should be able to get everything finished in the 2 hours.

Timing	What I need to do	Points to remember
9am	Get myself ready. Get the kitchen ready. Turn on the oven. Get all the equipment I need.	Wash my hands, tie my hair back, wear a clean apron. Spray the bench with sanitiser spray.
9.15	Weigh out my ingredients for the sticky toffee pudding.	
9.20	Make my sticky toffee pudding. Spray the dish with oil. Chop the dates and put them in water then put them on the heat to soften them. Keep stirring until they are soft. Take them off the heat and add the bicarbonate of soda. Mix it well.	Make sure the oven is on at 180`C.
9.30	Make the sponge mix until it is creamy: cream the sugar, margarine and sweetener, and egg. Add the nutmeg and ginger. Add the raisins and dates.	
9.45	Put the mixture into the dish and spread it out evenly. Put the sponge into the oven and set the timer for 25 minutes.	Write down the time it goes into the oven. Time it for 25 minutes.
9.50	Clear and Wash up everything from my bench.	
10.00	Get everything I need for the curry sauce. Slice the vegetables, chop the onions and garlic. Make the curry sauce and leave it all to cook for 30 minutes. Add the yogurt at the end.	Use the green chopping boards for the vegetables.
10.10	Check the sponge is cooked and take out of the oven.	
10.30	Make the toffee sauce while the curry is cooking.	
10:40	Boil water in a pan and add salt. Add the rice and cook for 10 to 12 minutes.	Time the rice carefully to make sure it doesn't overcook.
11:00	Serve everything up.	Remember to add garnish to my rice.

**Assessor comments**

**AO2** – the learner has shown limited application of knowledge and understanding in selecting dishes that would be popular with the 13–19 year age group. There is some grasp of the overall healthy eating guidelines, with regard to low fat, high fibre but the nutritional content is not discussed in any detail. No reference is made to menu planning concepts with the exception of cost and that the dishes are very different in texture. There is no further detail such as how the dishes complement each other and what environmental or social factors could have been considered for example any seasonal or local produce, any organic ingredients, suitability for vegetarians or other restaurant customers.

Their action plan is brief and will be of little support to them in their practical assessment. There are few safety and hygiene considerations, and time has not been allocated for washing up and clearing down regularly. They should highlight what equipment they require at each stage, which would work as a useful prompt during their assessment. Oven timings are not clear.

The two dishes do offer the learner a challenge to complete in the 2 hours, and it is evident from the teachers observation that they struggled with the tasks in completing them within the time allowed.



### Task 3 (b): preparing a two-course meal

**Evidence required:**

A word-processed document to be completed by the learner which includes:

- an amended action plan (if you make any changes)
- annotated images explaining what preparation, cooking (techniques and methods) and presentation processes you were completing and why. These will be annotated after the two-course menu is complete
- annotated images showing safe and hygienic working practices
- images of the completed dishes.

To be completed by the teacher:

- record of learner observation form

		
I cleaned my bench using sanitiser before I started anything.	I collected all my equipment.	I started to make my sticky toffee pudding. I sprayed the dish with light oil.
		
I needed to soften my dates first. I used extra dates. They are good for you as they contain fibre.	I measured 100ml cold water.	I added the dates to the water and slowly heated them up till the mixture was boiling.
		
This is my cooked dates.	I added bicarbonate of soda to soften the dates more	This is my date mixture
		
I used some SR flour which was wholemeal. I used less sugar and a tablespoon of sweetener instead. I added low fat margarine and egg to my ingredients.		I added ginger and nutmeg

**Assessor comments**

**AO4** – the learner has provided a reasonable demonstration and application of some technical skills in making their two-course meal.

They have demonstrated accurate weighing and measuring skills in their preparation of the dessert. They appear to have rushed the preparation of the vegetables and knife skills were not as good as they could have been. They did demonstrate a range of preparation and cooking skills overall including measuring, weighing, whisking, creaming, baking, and sauce making.

The annotations on their storyboard were limited and did not do justice to their practical skills they managed to demonstrate throughout the 2-hour session. They have not referred to any of the skills using appropriate terminology as would be expected.

		
I had to mix the margarine, sugar and egg mixture well until it was creamy.	I added my spices and mixed this well.	I added extra raisins which are sweet.
		
I mixed in the dates last.	This is my pudding before it goes in the oven.	Clearing the dishes before start to make my curry
		
I cut the onion in half first.	Then I chopped my onions and sliced the peppers.	I prepared my chicken on red board.
		
These are my ingredients ready for the curry.	Cooking my curry, I cooked the onions and vegetables, then I added the spices, and the chicken. Lastly, I added the passata. I left it to cook	I added yogurt at the end of the cooking to make it taste more creamy.



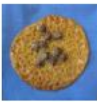











### Assessor comments

**AO4** – they started well in preparing themselves and their workspace with regard to cleanliness and hygiene, and demonstrated they could work safely – such as holding the knife safely, keeping their workbench tidy, using oven gloves and identifying that they washed dishes at one stage, and used a red board for chicken. However, on their storyboards, they have made no further reference to either food safety or health and safety considerations throughout the 2 hours.

The learner does not include any stage where taste is considered regarding the curry such as has any seasoning been added, did tasting take place at any point and was the seasoning adjusted? However, they do comment on the sauce and the dessert. Final presentation skills were considered regarding the sticky toffee pudding and the garnishing of the rice, but the chicken curry was not served up as would be expected due to time factors.

Reasonable demonstration of their understanding of both health and safety and food hygiene considerations.

## Internet browsing history

 eatingwell.com <span>✕</span>	 google.com <span>✕</span>
Visited <a href="#">The Best Sweeteners for Baking   EatingWell</a>	Visited <a href="#">desserts teenagers - Google Search</a>
12:27 PM • Details 	12:00 PM • Details
 tesco.com <span>✕</span>	 pinterest.co.uk <span>✕</span>
Visited <a href="#">Baking Sweetener - Tesco Groceries</a>	Visited <a href="#">(1148) Pinterest</a>
12:27 PM • Details 	12:00 PM • Details
 google.com <span>✕</span>	 raisingteens today.com <span>✕</span>
Visited <a href="#">Sticky toffee pudding - Google Search</a>	Visited <a href="#">25 Delish Desserts for Teens to Make Themselves - Raising Teens Today</a>
12:27 PM • Details	11:59 AM • Details 
 Chrome <span>✕</span>	 google.com <span>✕</span>
Visited <a href="#">Sticky Toffee Pudding   Nigella's Recipes   Nigella Lawson</a>	Visited <a href="#">Meals for teenage groups - Google Search</a>
12:27 PM • Details 	11:59 AM • Details
	 jamiecooksitup.net <span>✕</span>
	Visited <a href="#">The Best Recipes for Feeding A Crowd (Girls Camp, Family Reunions, Youth Groups, etc) - Jamie Cooks It Up</a>
	11:58 AM • Details 




**Task 3 (b): record of learner observation**

<b>Qualification and task number</b>	F&C V Cert Task 3 (b)	<b>Learner name</b>	XXXXXX
<b>Date and time of observation</b>	XXXX	<b>Assessor name</b>	Assessor X

<p>Description of the learner's activity. Please include:</p> <ul style="list-style-type: none"> <li>• what was observed</li> <li>• what the learner did.</li> </ul>	<p>Examples of the learner's demonstration and application of technical skills (preparation, cooking techniques and methods, presentation).</p>
<p>1. Prepare themselves for cooking – washed their hands and dried them using the paper towels and then put a clean apron on. They were not wearing any jewellery or makeup and his hair was tied back.</p> <p>2. prepared the environment for cooking including getting out the equipment and utensils to be used – sanitised the bench using the spray provided. They collected some of their equipment ready to make the first dish, the dessert – sticky toffee pudding. They checked that the equipment was clean.</p> <p>Also checked the oven temperature was correct at the start when turning on to preheat.</p> <p>3. Preparation and cooking skills included weighing, chopping, slicing, whisking, creaming, baking, sauce making.</p> <p>4. Presentation of one of the dishes was acceptable, of a satisfactory appearance, including colour and texture. Curry not completed in time to present a portion.</p> <p>5. Demonstrate health and safety working practices throughout. The learner cleaned up and washed his dishes, after preparing the sponge pudding and then washed their hands again before starting to make the curry.</p>	<p>3. The learner followed their time plan well at the start of the session and had the recipes in front of them for each of the dishes. They followed the recipe for their sponge step by step.</p> <p>They weighed their ingredients for the sponge carefully and demonstrated that they knew how to mix the ingredients and adding the dates and spices at the end. The sponge was beaten with a wooden spoon until it was creamy.</p> <p>Rushed the preparation of the vegetables but used the knife safely, the slices were uneven. The table became quite messy and disorganised as they continued with preparing the chicken.</p> <p>Most of their tasks were completed satisfactorily although the cooking of the curry was rushed, and the vegetables were slightly hard. Checked that the chicken was cooked using the food probe.</p> <p>Could have tested curry for final seasoning and undercooked the rice slightly due to lack of time. He did taste the toffee sauce. demonstrated use of their equipment safely but due to timings did not keep on top of the clearing and washing up, so some build-up of equipment and utensils.</p> <p>4. Due to lack of time at the end of the 2 hours the chicken curry was not served up but remained in the saucepan. The learner did however have time to serve up the rice appropriately garnished. The sticky toffee pudding had a lovely texture and was served with a toffee sauce that was smooth</p>

<p>After this point, they seemed to be very rushed and hygiene practices were not as obvious but remained satisfactory. Although he managed to keep his bench clean and tidy at the start this wasn't maintained.</p>	<p>and well-made. The final presentation could have been improved for example if served in a dish with a custard sauce.</p>
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**Task 3 (c): evaluating a two-course meal**

<p><b>Evidence required</b> A word-processed document to be completed by the learner which includes:</p> <ul style="list-style-type: none"> <li>annotated images of the completed dishes which evaluates the presentation of the dishes</li> <li>an evaluation of your menu, action plan and preparation and cooking (techniques and methods) skills, and the overall outcome of the completed two-course menu.</li> </ul>	<p><b>My finished dishes</b></p>		<p><b>Assessor comments</b> AO3 – the learner has made a reasonable analysis of the two dishes cooked, with some reference to the brief, but this is limited to the potential popularity of the dishes. They have made no reference in their evaluation to the choice of ingredients, use of any seasonal produce, organic ingredients, environmental factors such as using local produce.</p> <p>They do make some relevant points with regard to the potential nutritional benefits of the completed dishes, but again this is limited to fibre, vitamins and with a mention of carbohydrates from the rice and the use of chicken as a low-fat meat. They do not make reference to the healthy eating focus required by the chef, although this is referred to in task 3 (a). They could have made suggestions for improving the nutritional content or how the menu could be amended to consider government healthy eating guidelines.</p> <p>There is an attempt at sensory analysis and appropriate terms are used overall. Some suggestions for improvements are provided but these are minimal – serving with custard.</p>
	 <p>My chicken curry. I think this looks a good colour and it looks creamy. I served it up in a dish, next to the rice.</p>	 <p>My rice which I think looks really good as I used a dish to shape it. I think the garnish makes it look colourful.</p>	
 <p>My sticky toffee pudding with toffee sauce. I think it has a really good colour, and the toffee sauce is shiny and smooth. If I made this next time I would serve it with custard.</p>			
<p><b>Evaluation of my 2 course menu</b></p> <p>I chose these 2 dishes as I think they would be popular at the restaurant for all the customers, and the teenagers. I think the 2 dishes work well on the same menu as they are very different and have different textures.</p>			

**Task 4 (a): preparation and cooking of a dish suitable for someone with a food-related health condition**

**Evidence required**

A word-processed document to be completed by the learner which includes:

- annotated images explaining what preparation, cooking (techniques and methods) and presentation processes you were completing and why – these can be annotated after the dessert is complete
- annotated images showing safe and hygienic working practices which can be annotated after the dessert is complete
- an image of the completed dish
- a copy of your internet browsing which shows the sites you visited during the task.

To be completed by the teacher:

- record of learner observation form.

**Apple Pie and Custard**




		
I put on my clean apron and washed my hands using handwash and cleaned my work area with a sanitiser spray and wiped it. I let it dry before getting my equipment out.	I collected all my equipment and ingredients and put my oven on to the right temperature to make sure it was hot enough for the pie.	I sprayed the dish with sunflower oil as this was easier to use and is better for you.
		
I peeled and sliced the apples. I made sure I used a sharp knife and held it properly so that I wouldn't cut myself.	I have sliced the apples as evenly as possible and put them into a deep pan.	I added sweetener to the apples as I thought this would be healthier than using sugar.
		
Fresh cooking apples can be sour so they needed sweetening	I cooked the fruit in the pan until they were soft. Then I drained off the excess water so that they would not make my pie base soggy.	I used vegetable margarine to make my pastry instead of butter, as this does not have any lactose in it.

**Assessor comments**

**AO4** – the learner has demonstrated that they know how to prepare themselves and their kitchen bench prior to beginning their preparation, and prior to collecting any equipment such as, hand washing, sanitising work surfaces, and checking that they have all equipment and ingredients they need. They could have developed this more by demonstrating personal hygiene standards required and why they are needed in food preparation settings such as, hair tied back, no jewellery or make-up and blue plaster. The use of a 'sanitising spray' rather than just 'cleaning' the bench is good to see.

A white chopping board is used – this may be the only type available – but the learner needs to demonstrate that the use of colour-coded chopping boards is expected to prevent cross-contamination.

Safety when using equipment is not demonstrated fully – although the learner has made reference to using a sharp knife when slicing apples, the safe method of holding a knife to first cut the apple in half, and then slice the apple, could be demonstrated.

		
I weighed the flour – half of it was wholemeal and half of it was plain flour. I then cut the margarine into small pieces and rubbed the margarine into the flour.	I then added sugar to my pastry as this is a sweet pie.	I added cold liquid to form a dough a little bit at a time and kept mixing to check as I cannot take the liquid back out and soggy dough will not cook very well.
		
I pressed the dough into a ball with clean hands and was careful not to handle it too much. I had to make sure it was all mixed well.	I cut the dough in half and used the slightly bigger piece for the pie bottom	I rolled out my dough on wholemeal flour and kept turning it to get an even round shape
		
I pressed the pastry into my greased dish, trying not to split the pastry	I added my cooked apples after I had drained them.	I wet the edges of the pastry so that the top would stick to it

### Assessor comments

They have demonstrated limited application of menu planning and do not develop their reasons for choice of menu with regard to the brief. This is not referred to in their evaluation. The evaluation of the final presentation of each dish could have been explored more and suggestions made for further improvements to the final presentation of each.

The learner should be able to demonstrate a range of health and safety points throughout their practical assessment for example, checking all equipment before use, taking care with hot pan handles, use of hot stoves, using oven gloves, and carrying hot liquids.






The learner has demonstrated how they have peeled and sliced the apples prior to cooking to make them soft. The images show a reasonable standard of skill in slicing the apple evenly, although they could have demonstrated and explained the safe technique in handling the knife. The learner has also shown careful weighing and measuring. The making and handling of the pastry also shows some effective skills, with a final tidy presentation of the final apple pie, prior to cooking. The final presentation of the pie could have been improved including brushing with milk or egg prior to baking.

The learner shows that they are aware of how to check when the pie is fully cooked, and the final colour and overall presentation achieved is good.

They have demonstrated a careful approach when making the custard to ensure it is smooth.

They have annotated each stage of the recipe they have followed with reasonable explanations. They have outlined their choice of ingredients such as half wholemeal flour, half plain, vegetable margarine instead of butter, sweetener instead of sugar. They have explained to cook the apples until soft and describe the making of the pastry in some detail which is good.



			<p>They have demonstrated a careful approach when making the custard to ensure it is smooth.</p> <p>They have annotated each stage of the recipe they have followed with reasonable explanations. They have outlined their choice of ingredients such as half wholemeal flour, half plain, vegetable margarine instead of butter, sweetener instead of sugar. They have explained to cook the apples until soft and describe the making of the pastry in some detail which is good.</p> <p>The learner could have explained some of the stages more fully in their annotations for example, why preheat the oven, why grease the dish, why they are adding the sugar to the apples prior to cooking, did they check for sweetness at this point, what level of heat they use to avoid burning the apples and sugar, why it is important to weigh accurately when making pastry, why they use the rubbing in technique when making pastry, the importance of cool surface and keeping the pastry cool when handling, and why they should use margarine that is at the right temperature. They have not said if they brushed the pastry with milk or egg wash, given any safety points for taking the hot pie out of the oven, or the importance of using hot milk when making the custard.</p> <p>They do not make any comments on their final presentation of the pie for example, was the pastry crusty or was the custard smooth? The final photograph however demonstrates that a reasonable standard of cooking has been achieved. They have made effective changes to the recipe, prepared and served a dish suitable someone who is lactose intolerant, using appropriate alternative ingredients.</p>
<p>This is my finished pie ready for the oven.</p>	<p>This is my apple pie baking in the oven at 180°C. It took about 30 minutes for the pastry to go golden brown. I could see that the bottom of the apple pie was cooked by the change in the colour.</p>	<p>I made custard using the lactose free milk and custard powder.</p>	
			
<p>I had to carefully add the milk to make sure it did not go lumpy. I added some caster sugar as it was not very sweet.</p>	<p>This is how I served my apple pie. With custard made from lactose free milk.</p>		

## Internet browsing history

<https://www.nhs.uk/conditions/lactose-intolerance/>

<https://www.tesco.com/groceries/en-GB/shop/fresh-food/dairy-free-and-dairy-alternatives/lactose-free-dairy/lactose-free-dairy>

<https://groceries.asda.com/aisle/free-from/lactose-free-food-drink/view-all-lactose-free/1215685992644-1215685643315-1215685731181>

<https://www.nhs.uk/live-well/eat-well/food-types/milk-and-dairy-nutrition/>

<https://www.jamieoliver.com/recipes/category/special-diets/dairy-free/>

<https://www.eatingwell.com/recipes/17898/dietary-restrictions/dairy-free-lactose-free/>

<https://www.godairyfree.org/dairy-free-recipes>

**Task 4: record of learner observation**

<b>Qualification and task number</b>	F&C V Cert Task 4	<b>Learner name</b>	XXXXXX
<b>Date and time of observation</b>	XXXX	<b>Assessor name</b>	Assessor X

<p>Description of the learner's activity. Please include:</p> <ul style="list-style-type: none"> <li>• what was observed</li> <li>• what the learner did.</li> </ul>	<p>Examples of the learner's demonstration and application of technical skills (preparation, cooking techniques and methods, presentation).</p>
<p>1. Prepared themselves for cooking – the learner was appropriately presented, clean apron no jewellery or make-up and hair was tied back. They washed their hands and dried them using the paper towels.</p> <p>2. Prepared the environment for cooking and gathered equipment and utensils to be used. Sanitised the work top using the spray available. They collected the equipment and utensils they would need for making the pastry, and checked the items were clean. They set the oven at the temperature for the apple pie.</p> <p>3. Demonstrate a range of preparation and cooking skills.</p> <p>4. Presentation of completed pie and custard on a presentation plate.</p> <p>5. Awareness of health and safety working practices shown throughout. The learner tried hard to work safely and tidily. They kept their bench clean and demonstrated safe working practices overall, including using oven gloves to take the pie out of the oven, and safe handling of their knife when slicing the apples. However, the washing up was left until the end and some of the utensils and equipment were not returned to the correct cupboards – until they were prompted.</p>	<p>3. The learner collected ingredients to prepare the apples and the pastry. They peeled and sliced the apples effectively, into neat slices, and demonstrated good knife skills overall. They cooked the apples making sure that they didn't burn using a low heat and stirring frequently. They did not check the final flavour of the apples, considering they had changed some of the sugar for sweetener. They weighed the ingredients for the pastry carefully and demonstrated good pastry-making skills, with a final neat presentation of their apple pie. The final presentation of the apple pie could have been improved for example crimping the edges and glazing with egg before it went into the oven.</p> <p>They rushed the preparation of the custard sauce, which then was very lumpy. They then made this again. They did not check the taste of the sauce before serving.</p> <p>4. The apple pie and custard was finally well presented overall. The final taste of the custard was not good. It was not sweet enough. The colour of the pastry was pale, which would have been improved by glazing before baking. However, the pastry was crispy on tasting.</p>

<b>Assessor signature</b>	XXXXXXXXXXXXXXXX	<b>Date</b>	XXXXXX
<b>Learner signature</b>	XXXXXXXXXXXXXXXX	<b>Date</b>	XXXXXX

### Task 4 (b): evaluating a dish suitable for someone with a food-related health condition

<p><b>Evidence required</b> A word-processed evaluation to be completed by the learner.</p> <ul style="list-style-type: none"><li>• an evaluation of the nutritional content of the dish and its suitability for lactose intolerant customers</li><li>• an evaluation of the outcome of the completed dish in terms of the other requirements of the chef.</li></ul>	<p>The dish I have chosen for the dessert is Apple pie served with Custard made from Soya milk.</p> <p>I think my Apple Pie is a healthy dish as it is made with fresh apples. Apples are high in Vitamin C and are also good for their fibre content.</p> <p>I have made my pastry with half white flour and half wholemeal flour. This also makes the dish higher in fibre than using white flour only.</p> <p>I made the pastry with vegetable margarine, not butter, which is better for people with lactose intolerance. Vegetable margarine is also better for you than animal fat.</p> <p>Lactose Intolerance means you are allergic to the sugar in milk and so you cannot have any foods containing milk and other foods such as ice cream, cream and butter and anything else made from milk.</p> <p>I served the Apple pie with fresh custard made from lactose free milk instead of Cows milk, so it is better for a lactose intolerant person.</p> <p>The Apple Pie tasted good and was not too sweet. The pastry was crunchy. This could be because of the wholemeal flour I used.</p> <p>The custard tasted different from normal custard as it was made from lactose free milk. I don't think everyone might like the flavour. You could serve it with Dairy Free Ice Cream instead.</p>	<p><b>Assessor comments</b></p> <p><b>AO3</b> – An appropriate menu choice has been made for someone with lactose intolerance - a food-related health condition</p> <p>The learner has provided clear reasons why it is suitable for someone with lactose intolerance, although no explanation of food intolerance in comparison to food allergy is given.</p> <p>The nutritional analysis is relevant but is very brief and underdeveloped. They have given some detail on specific nutrients found in the dessert, but this is limited to fibre, vitamin C and less animal fat in the pastry. No explanation of healthy eating recommendations and if the dish meets any of these. No reference is made to the calorific content.</p> <p>The learner demonstrates a basic understanding of foods that need to be avoided and some foods that can be used as alternatives, for the lactose intolerant condition for example, they have replaced cow's milk in the custard with soya milk, as well as suggesting the use of 'dairy free ice cream'. They have not outlined any of the benefits of soya milk and have not made any reference to other alternatives, such as almond, oat, coconut or rice milk.</p>
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**An evaluation of the outcome of the completed dish in terms of the other requirements of the chef**



The chef wants to encourage more young people into his restaurant. I think the Apple Pie and Custard is a popular menu item with all ages, including young people.

The chef likes to serve healthy foods and my Apple Pie and Custard is a healthier recipe than normal Apple Pie. The pastry is made from vegetable margarine instead of butter which is healthier. The wholemeal flour also adds to the fibre in the dish which is good for you and helps prevent constipation. The custard is made fresh from soya milk which is good for you and suitable for a lactose intolerant person.

I could also have served the Apple Pie with Dairy free yogurt or ice Cream which may be more popular with younger people as well as those with Lactose Intolerance.

The chef likes to use foods in season. I have chosen Apples as they are in season and are full of Vitamin C. The Apple Pie would also be popular with vegetarians as there is no animal fat in the pastry and the custard has no cow's milk in it. This might also make the dish more popular with customers, including vegetarians.

**Assessor comments**

They have made some analysis of the final taste and texture, with appropriate terminology used (crunchy), and an example of what could improve the final taste is suggested in the way of dairy free ice cream. The sensory analysis could be developed much more, with an evaluation of the appearance, aroma, texture and taste of the final dish.

The learner does make some reference to the brief, in responding to the use of seasonal foods (fresh apples) and healthy eating requirements, but this is very brief and underdeveloped. They could have considered other environmental factors such as carbon footprint of ingredients, use of organic products. They do make further reference to the brief in that the dish would be suitable for all customers including young people, identifying that it would also be suitable for vegetarians.

The answer is underdeveloped but provides a reasonable analysis of the lactose intolerant condition and gives a suitable dessert menu, with some accurate examples of foods to be avoided and some alternatives that can be utilised. Limited analysis of the nutritional content of the final dish, with only one example of how the dish may be improved (serving it with dairy free cream/ice cream). The learner has responded to the brief in question, but it is underdeveloped.