



Non-Exam Assessment

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

Centre copy

SAMPLE

Sample

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Introduction

The internal, non-exam assessment (NEA) takes the form of an internal synoptic project. It is a formal 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, therefore, should not be entered for the NEA until they have been taught the full course of study, 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 s / 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

The internal, non-exam assessment is a formal 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 should read all task instructions carefully before starting.

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. 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.

The non-exam assessment 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%) |

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, internet access 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.

Maximum completion time

You have been provided with a total of **16.5** hours to complete this non-examined assessment (plus 2 hours for preparation and research).

You may use some or all of the time provided for each task up to the maximum allowed time.

You are allowed to use any remaining time given to one task on another task to rework previous tasks.

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.

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

Non-Exam Assessment

Sample

To be given to learners on or after XX XXXX XX.

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 non-exam assessment (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 **16.5 hours** (plus 2 hours preparation and research time).
- All of the work you submit **must** be your own.

Please complete the details below clearly and in BLOCK CAPITALS.

Learner name _____

Centre name _____

Centre number

Learner number

Learner signature _____

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 to 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.

Project brief: Set dish recipe – Lasagne

Lasagne

200 g / 8 oz lasagne sheets (no need to pre-cook)
1 tablespoon of oil
25 g / 1 oz of salted butter
25 g / 1 oz of plain flour
50 g / 2 oz of streaky bacon
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
50 g / 2 oz of tomato puree
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
120 ml red or white wine
125 ml / 4 fl oz beef stock

For the bechamel sauce:

20 fl oz / 575ml of full fat milk
50 g 2 oz plain flour
50 g 2 oz salted butter
2 tablespoons of double cream
100 g / 4 oz of parmesan cheese

Method

- Heat the 25 g butter and 1 tablespoon of the oil in pan, add the streaky bacon and cook for 2–3 minutes.
- Add the onion, carrot, celery and cover and cook for 5 minutes.
- Add the minced beef and increase the heat and stir until browned.
- Remove from the heat and add the tomato puree.
- Add the 25 g of flour on the heat and cook out the flour, stirring it so that the flour is combined with ingredients in the pan.
- Add the hot stock a little at a time, beating the mix so it thickens the sauce and there are no lumps.
- Add the wine.
- Add the tinned tomatoes and stir well.
- Add mushrooms, garlic, salt and pepper and marjoram and simmer for 20 minutes to reduce the meat sauce.

Make the bechamel sauce

- Melt the butter in the pan.
- Add the flour, beating it in.
- Cook for a few mins to form a roux.
- Gradually add the warm milk and stir until smooth.
- Simmer for 5 minutes.
- Add 25 g of the parmesan to the sauce and stir until melted.
- Add a little sauce to the double cream and return to the main pan, stirring well to enrich the mixture.

Assemble the lasagne

- Butter an oven proof dish.
- Add a layer of meat sauce.
- Add a layer of lasagne sheets.
- Add a layer of bechamel sauce.
- Repeat each layer.
- Sprinkle the remaining parmesan on top of the bechamel sauce.
- Place in preheated oven 190 °C (or 170 °C for fan ovens), gas mark 5, and bake for 25 minutes.
- Remove from the oven and place under a hot grill until cheese topping is golden brown.
- Serve with garlic bread (optional).

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 development |
| Assessment objectives: | AO1 – 4 marks AO2 – 4 marks AO3 – 4 marks |
| <p>You are required to:</p> <p>Plan the recipe amendments for the lasagne for an adult aged 65 or over, who have coronary heart disease, which makes use of healthier ingredients and also considers the taste and texture of the completed dish.</p> <p>Provide the chef with your amended recipe and give reasons for your choice of alternative ingredients for the recipe amendments. You should also explain how you have improved the nutritional content of the dish to support a balanced diet.</p> <p>You are permitted to use the internet to research alternative ingredients only.</p> <p style="text-align: right;">[12 marks]</p> | |
| Evidence | <p>A word-processed document to be completed by the learner which includes:</p> <ul style="list-style-type: none"> • a revised healthy lasagne recipe suitable for someone aged 65 with coronary heart disease • reasons for 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. |

| Task 1: Amending a recipe | | |
|---------------------------|-------|---|
| Band | Marks | Descriptors |
| 4 | 10–12 | <p>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.</p> <p>AO2 - Excellent application of knowledge and understanding of food groups, key nutrients, a balanced diet and recipe amendment that is comprehensive, highly detailed and will significantly improve the nutritional content of recipe.</p> <p>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.</p> |
| 3 | 7–9 | <p>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.</p> <p>AO2 - Good application of knowledge and understanding of food groups, key nutrients, a balanced diet and recipe amendment that is detailed and will mostly improve the nutritional content of recipe.</p> <p>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.</p> |
| 2 | 4–6 | <p>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.</p> <p>AO2 - Reasonable application of knowledge and understanding of food groups, key nutrients, a balanced diet and recipe amendment that has some detail and result in some improvement to the nutritional content of recipe, though this may be underdeveloped.</p> <p>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.</p> |

| | | |
|---|-----|---|
| 1 | 1–3 | <p>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.</p> <p>AO2 - Limited application of knowledge and understanding of food groups, key nutrients, a balanced diet and recipe amendment that have minimal detail and will result in minimal improvement to the nutritional content of recipe and are mostly superficial.</p> <p>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.</p> |
| 0 | 0 | No rewardable material |

Indicative content

The knowledge and understanding demonstrated by the learner will be informed by the choices made when amending the recipe of the set dish (lasagne). 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 individuals aged 65 or over who have a coronary heart disease (AO3). It is not a requirement that the learner formulates a response 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 in one holistic response.

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 lasagne
- recipe amendment:
 - seasonality
 - factors affecting food choices.

The learner should recall knowledge and understanding, in their written response, of foods a person with coronary heart disease should avoid, 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 help lower the risk of coronary heart disease:

- 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 lasagne, due to health condition
 - reduce salt levels in the lasagne, due to health condition
 - increase fibre content in the lasagne, due to health condition
- amending and developing recipes:
 - seasonality (for example, using seasonal vegetables in the lasagne due to the environmental concerns of the chef)
 - 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 with coronary heart disease should avoid, such as:

- saturated fats – such as cream, mince etc
- fatty meat – such as replacing with leaner meat or suitable alternative
- foods high in salt – such as beef mince.

The learner should apply knowledge and understanding, in their written response, of ways to help lower the risk of coronary heart disease:

- reduce saturated fat intake – replacing with reduced fat options (for example, minced beef)
- reduce salt intake – such as replacing with lower / free from alternatives
- increase fruit and vegetable intake – such as adding in additional vegetables to the sauce and/or filling
- increase fibre intake – such as the substitution of mince to beans / pulses
- 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 lasagne 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 lean turkey mince to reduce the fat content - this would make the recipe more effective by helping to lower the risk posed by the customer's coronary heart condition
- 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 bechamel sauce for low fat option (for example, natural yoghurt) - this would be highly effective as high fats should be avoided by people with a coronary heart condition
- replacing oil for frying with oil spray - this is effective as it still allows for a range of cooking methods but will reduce the fat content
- using additional vegetables in the tomato 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: | 2.5 hours |
| Content areas assessed: | 1. Health and safety relating to food, nutrition and the environment 5. Preparation and cooking skills |
| Assessment objectives: | AO4 –12 marks |
| <p>You are required to:</p> <p>Demonstrate your preparation, cooking (techniques and methods) and presentation skills by creating your amended lasagne dish for an adult aged 65 or over, who has a coronary heart disease.</p> <p>You should also demonstrate safe and hygienic working practices for yourself and the cooking environment throughout the completion of the dish.</p> <p>You are not permitted to use the internet whilst you complete this task.</p> <p>Additional information:</p> <p>You will need to gather images for all stages of the lasagne (preparation, cooking techniques, methods and presentation). It is acceptable for you to ask someone else to take the pictures for you (such as another member of the class or tutor) as long as the annotations are only added by yourself.</p> <p>For this part of the task, the annotated images 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.</p> <p style="text-align: right;">[12 marks]</p> | |
| Evidence | <p>A word-processed document to be completed by the learner which includes:</p> <ul style="list-style-type: none"> • 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 • annotated images showing safe and hygienic working practices which can be annotated after the lasagne is complete • an image of the completed dish. <p>To be completed by the teacher:</p> <ul style="list-style-type: none"> • Record of Learner Observation form. |

| Task 2 (a): Preparing and cooking an amended recipe | | |
|---|-------|---|
| Band | Marks | Descriptors |
| 4 | 10–12 | <p>AO4 - Excellent demonstration and application of a wide range of highly relevant technical skills (preparation, cooking techniques and methods, 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.</p> <p>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.</p> |
| 3 | 7–9 | <p>AO4 - Good demonstration and application of a range of mostly relevant technical skills (preparation, cooking techniques and methods, 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.</p> <p>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.</p> |
| 2 | 4–6 | <p>AO4 - Reasonable demonstration and application of some technical skills (preparation, cooking techniques and methods, 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.</p> <p>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.</p> |
| 1 | 1–3 | <p>AO4 - Limited demonstration and application of a minimal range of technical skills (preparation, cooking techniques and methods, 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.</p> <p>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.</p> |
| 0 | 0 | No rewardable material. |

Indicative content

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 (lasagne). 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). This will vary between learners given the scope of potential responses that may be provided. It is not a requirement that the learner formulates a response 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 captured in a range of ways through the annotated images (supported with the notes taken during the observation of the activity).

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 image shows me weighing 10g of butter to help reduce the fat content making it less unhealthy’
- peeling – ‘this image shows me peeling away from the carrot, with the end on the board to help me stay safe’
- knife skills – ‘this image 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 image shows me grating vegetables into the base sauce to increase the intake of nutrients’
- reducing – ‘this image 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 image 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 image 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 image shows me shallow frying the turkey mince with an oil spray to reduce the saturated fat content of the dish’
- grilling – ‘this image shows me grilling the reduced fat cheese on top of the lasagne to make the dish more appropriate for someone with coronary heart disease’
- steaming – ‘this image 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 with coronary heart disease’
- 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 the age and health conditions of the person eating 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 older person with coronary heart disease and butter is a saturated fat.

Typical responses may include the use of the following presentation skills, as illustrated by the image 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 Italian origin of the dish’
- texture – ‘I added a crunchy side of garlic ciabatta 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: | 1.5 hours |
| Content areas assessed: | 2. Food legislation and food provenance 3. Food groups, key nutrients and a balanced diet 5. Preparation and cooking skills 6. Recipe development |
| Assessment objectives: | AO3 – 6 marks AO5 – 6 marks |
| <p>You are required to:</p> <p>Analyse and evaluate:</p> <ul style="list-style-type: none"> the preparation, cooking (techniques and methods) and presentation skills you have used to create the lasagne, including examples of how you could improve your completed, amended dish, including how the choice of ingredients has impacted upon the nutritional and sensory properties of your lasagne. <p>You are not permitted to use the internet whilst you complete this task.</p> <p style="text-align: right;">[12 marks]</p> | |
| Evidence | A word-processed document to be completed by the learner which includes: <ul style="list-style-type: none"> an annotated image of the completed dish which evaluates the presentation an evaluation of your preparation and cooking skills (techniques and methods) skills, and the overall outcome of the completed lasagne dish. |

| 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 | <p>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.</p> <p>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.</p> |
| 2 | 4–6 | <p>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.</p> <p>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.</p> |
| 1 | 1–3 | <p>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.</p> <p>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.</p> |
| 0 | 0 | No rewardable material |

Indicative content

The evaluative skills demonstrated by the learner will be informed by the choices made when evaluating the amended recipe of the set dish (lasagne). 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. It is not a requirement that the learner formulates a response 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 in one holistic response.

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 cheese on my lasagne which made the appearance better'
 - (less effective) 'I didn't do this very well as I burnt the cheese a bit. Next time, I would control the time better and check it more often so that the cheese 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 image 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 less by people with a coronary heart condition’
 - fatty meat – ‘replacing with leaner meat or suitable alternative was really effective in meeting the needs of the brief as they should be consumed less by people with a coronary heart condition’
- final presentation of the amended dish:
 - colour:
 - (effective) ‘this image shows how I substituted the beef mince with darker coloured lentils so that the colours were similar to a more typical version of the dish. I think this was effective because it is familiar 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 image’
- 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 image, 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 image, 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 for a two course meal | |
| Maximum time: | 2.5 hours |
| Content areas assessed: | 1. Health and safety relating to food, nutrition and the 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 |
| <p>You are required to:</p> <ul style="list-style-type: none"> plan a menu for a two course meal for young people aged 13–19, that you will go on to cook, which meets the requirements of the chef (as detailed in the project brief) create an action plan for the two-course menu you have planned (this must be prepared and cooked within a set, continuous 2 hour period). <p>You are not permitted to plan and cook the same dish as you created for task 2 (a) and 4 (a).</p> <p>You are permitted to use the internet to research ingredients only.</p> <p style="text-align: right;">[12 marks]</p> | |
| Evidence | <p>A word-processed document to be completed by the learner which includes:</p> <ul style="list-style-type: none"> 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 your internet browsing which shows the sites visited during the task. |

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

| | | |
|----------|----------|---|
| | | 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 | 0 | No rewardable material |

Indicative content

The knowledge and understanding demonstrated by the learner will be informed by the choices made when completing an action plan for the two-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 two-course menu is against the requirements of the brief (nutritional content, seasonality and environmental factors). 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. It is not a requirement that the learner formulates a response in their action plan 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.

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 iron in my menu as it is important particularly for girls of menstrual age'
 - 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 chef'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 13–19 age group and some seasonal vegetables to help reduce food miles and support the chef'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 two-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 13–19'
 - 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 victims are needed to aid the absorption of iron which is important for girls in the 13–19 age range. 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 chef'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 chef'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 chef'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 two course menu | |
|---|--|
| Maximum cooking time: | 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 images. |
| Content areas assessed: | 1. Health and safety relating to food, nutrition and the environment 5. Preparation and cooking skills |
| Assessment objectives: | AO4 – 12 marks |
| <p>You are required to:</p> <p>Follow your action plan to prepare, cook and present the two course menu.</p> <p>You should demonstrate safe and hygienic working practices for yourself and the cooking environment throughout the completion of the dish.</p> <p>If necessary, you should also demonstrate your ability to amend the sequence or timing of the action plan if this will lead to a better outcome for the two course menu.</p> <p>You are not permitted to cook the same dish as you created for task 2 (a) and 4 (a).</p> <p>You are not permitted to use the internet whilst you complete this task.</p> <p>Additional information:</p> <p>You will need to gather your images for all stages of the two course menu (preparation, cooking techniques, methods and presentation) but you are not required to annotate them during the set 2 hours. It is acceptable for you to ask someone else to take the pictures 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.</p> <p>After you have completed cooking the two-course menu, you will be provided with time to annotate your images. When you complete the annotations of your images, they do not require any evaluation of your skills, as this is the key focus of the following task. You are only required to annotate them with an explanation of what you were doing (and why) at that point in the process.</p> <p style="text-align: right;">[12 marks]</p> | |

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|-----------------|---|
| Evidence | <p>A word-processed document to be completed by the learner which includes:</p> <ul style="list-style-type: none">• comments on any changes to the 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. <p>To be completed by the teacher:</p> <ul style="list-style-type: none">• Record of learner observation form. |
|-----------------|---|

Sample

| Task 3 (b): Preparing and cooking a two-course meal | | |
|---|-------|--|
| Band | Marks | Descriptors |
| 4 | 10–12 | <p>AO4 - Excellent demonstration and application of a wide range of highly relevant technical skills (preparation, cooking techniques and methods, 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.</p> <p>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.</p> |
| 3 | 7–9 | <p>AO4 - Good demonstration and application of a range of mostly relevant technical skills (preparation, cooking techniques and methods, 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.</p> <p>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.</p> |
| 2 | 4–6 | <p>AO4 - Reasonable demonstration and application of some technical skills, (preparation, cooking techniques and methods, 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.</p> <p>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.</p> |
| 1 | 1–3 | <p>AO4 - Limited demonstration and application of a minimal range of technical skills (preparation, cooking techniques and methods, 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.</p> <p>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.</p> |
| 0 | 0 | No rewardable material. |

Indicative content

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 two-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 two-course menu, the standard of the technical skills applied, and the level of consistency demonstrated. 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). This will vary between learners given the scope of potential responses that may be provided. It is not a requirement that the learner formulates a response 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 captured in a range of ways through the annotated images (supported with the notes taken during the observation of the activity).

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 image 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 image 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 image 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 image shows me monitoring the sauce so that it does not boil, and the correct consistency and depth of flavour is achieved'
- boiling:
 - 'in this image I am boiling water to cook rice on the hob, I have timed it, so it is not overcooked'
 - stir frying: 'in this image 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 image 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 image 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 image I am monitoring the vegetables I am steaming; I am using a timer, so they do not overcook'
- baking:
 - 'in this image 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 image 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 two course menu | |
|---|--|
| Maximum time: | 1.5 hours |
| Content areas assessed: | <ol style="list-style-type: none"> 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 |
| <p>You are required to:</p> <p>Analyse and evaluate your:</p> <ul style="list-style-type: none"> • application of menu and action planning (including any changes made to your action plan if required) • application of preparation, cooking (methods and techniques) and presentation skills, including examples of how to improve • the overall outcome of completed dishes. <p>You are not permitted to use the internet whilst you complete this task.</p> <p style="text-align: right;">[12 marks]</p> | |
| Evidence | <p>A word-processed document to be completed by the learner which includes:</p> <ul style="list-style-type: none"> • annotated images of the completed dishes which evaluates the presentation of the dishes • an evaluation of your menu, action plan preparation and cooking (techniques and methods) skills, and the overall outcome of the completed two-course menu. |

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

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

Indicative content

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 two-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 two-course menu and the appropriateness of the cooking skills evaluated (AO5) and the range of strengths and weaknesses evaluated for the completed dishes (AO3). It is not a requirement that the learner formulates their written response 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.

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 customer 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 two-course menu:

- menu planning (in relation to the requirements of the brief):
 - nutritional value
 - individual skillset
 - environmental factors
 - age range (13–19)
- 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 two-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 images 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: | 2.5 hours |
| 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 |
| <p>You are required to:</p> <p>Choose, prepare, cook and present a dessert suitable for the chef's customers who are lactose intolerant.</p> <p>You should also demonstrate safe and hygienic working practices for yourself and the cooking environment throughout the completion of the dish.</p> <p>You are not permitted to prepare and cook the same dish as you created for task 2 (a) and 3 (b).</p> <p>You are permitted to use the internet to research ingredients only.</p> <p>Additional information:</p> <p>You will need to gather images for all stages of the dessert (preparation, cooking techniques, methods and presentation). It is acceptable for you to ask someone else to take the pictures for you (such as another member of the class or tutor) as long as the annotations are only added by yourself.</p> <p>For this part of the task, the annotated images 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.</p> <p style="text-align: right;">[12 marks]</p> | |
| Evidence | <p>A word-processed document to be completed by the learner which includes:</p> <ul style="list-style-type: none"> • 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. <p>To be completed by the teacher:</p> <ul style="list-style-type: none"> • Record of learner observation form. |

| Task 4 (a): Preparing and cooking a dish suitable for someone with a food-related health condition | | |
|---|--------------|--|
| Band | Marks | Descriptors |
| 4 | 10-12 | <p>AO4 - Excellent demonstration and application of technical skills (preparation, cooking techniques and methods, presentation) when preparing and cooking a dish suitable for someone with a food-related health condition in a comprehensive and highly effective manner.</p> <p>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.</p> |
| 3 | 7-9 | <p>AO4 - Good demonstration and application of technical skills (preparation, cooking techniques and methods, presentation) when preparing and cooking a dish suitable for someone with a food-related health condition in a mostly effective manner.</p> <p>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.</p> |
| 2 | 4-6 | <p>AO4 - Reasonable demonstration and application of technical skills (preparation, cooking techniques and methods, presentation) when preparing and cooking a dish suitable for someone with a food-related health condition with some effectiveness, though may be underdeveloped.</p> <p>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.</p> |
| 1 | 1-3 | <p>AO4 - Limited demonstration and application of technical skills (preparation, cooking techniques and methods, presentation) when preparing and cooking a dish suitable for someone with a food-related health condition with minimal effectiveness.</p> <p>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.</p> |
| 0 | 0 | No rewardable material. |

Indicative content

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 dessert suitable for customers with lactose intolerance. 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 lactose intolerant 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 image shows me monitoring the almond milk so that it doesn’t boil, overflow and burn’
- steaming – ‘this image 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 image shows me poaching pears at a low temperature, so the pears remain whole and are evenly cooked’
- grilling – ‘this image 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 image 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 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 lactose intolerant. Typical responses may include the exclusion of ingredients to be avoided and the inclusion of alternative ingredients in the dessert making it suitable for customers that are lactose intolerant.

Excluded ingredients including:

- milk
- cheese
- butter
- yoghurt
- buttermilk
- ice cream.

Alternative ingredients including:

- rice milk
- almond milk
- coconut milk
- soy yoghurt
- almond milk yoghurt.

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

Sample

| | |
|--|--|
| 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 |
| <p>You are required to:</p> <p>Analyse and evaluate your dessert created for customers who are lactose intolerant.</p> <p>This should include both:</p> <ul style="list-style-type: none"> • an evaluation of the nutritional content of the dish and its suitability for lactose intolerant customers • an evaluation of the outcome of the completed dish in terms of the other requirements of the chef (as detailed in the project brief). <p>You are not permitted to use the internet whilst you complete this task.</p> <p>Additional information:</p> <p>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 dessert for lactose intolerant customers and other requirements of the chef.</p> <p style="text-align: right;">[12 marks]</p> | |
| Evidence | A word-processed evaluation to be completed by the learner. |

| Task 4 (b): Evaluating a dish suitable for someone with a food-related health condition | | |
|--|--------------|--|
| Band | Marks | Descriptors |
| 4 | 10-12 | <p>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.</p> <p>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.</p> |
| 3 | 7-9 | <p>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.</p> <p>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.</p> |
| 2 | 4-6 | <p>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.</p> <p>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.</p> |
| 1 | 1-3 | <p>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.</p> <p>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.</p> |
| 0 | 0 | No rewardable material. |

Indicative content

The set food-related health condition for this version of the brief is lactose intolerance. When deciding a placement within the bands, consideration should be given to the depth of understanding of the dietary needs of the lactose intolerant customers, 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:
 - milk
 - butter
 - yoghurt
- alternatives:
 - rice milk
 - almond milk
 - soy yoghurt.

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

- protein function and sources
- fats functions and sources
- carbohydrates functions and sources
- vitamins functions and sources
- minerals functions and sources.

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:
 - seasonal produce
 - environmental factors
 - nutrition/healthy eating
- 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

This is the end of the NEA.

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 learner 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 learner 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 learner 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.

Sample

Documentation

Record of Learner observation

| | | | |
|--------------------------------------|--|----------------------|--|
| Qualification and task number | | Learner Name | |
| Date and time of observation | | Assessor Name | |

| | |
|---|--|
| <p>Description of the learner's activity.</p> <p>Please include:</p> <ul style="list-style-type: none"> • what was observed • what the learner did. | <p>Examples of the learner's demonstration and application of technical skills (preparation, cooking techniques and methods, presentation)</p> |
| <p>For example, peeled a carrot whilst preparing vegetables</p> | <p>For example, consistently moved the knife away from their body, kept the carrot over the chopping board, cleaned surfaces after use</p> |

| | | | |
|---------------------------|--|-------------|--|
| Assessor Signature | | Date | |
| Learner Signature | | Date | |