



Non-Examined Assessment

Band 4 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 4/top 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 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.

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.

Revised Lasagne recipe

200 g/8 oz lasagne sheets – use wholemeal lasagne sheets.

1 tablespoon of oil -use dry fry spray.

25 g/1 oz of salted butter – use low salt free margarine.

25 g/1 oz of plain flour

50 g/2 oz of streaky bacon – use back bacon and reduce by half.

100 g/4 oz of chopped onion

Add 1 diced red pepper.

50 g/2 oz chopped carrot – double the amount.

50 g/2 oz of celery – double the amount.

250 g/10 oz of minced beef – halve the amount and use low fat minced beef.

Add 100g of mixed beans to increase protein as reduced by halving less of the minced beef.

20 g/2 oz of tomato puree.

A large pinch of salt and pepper – remove salt as there is enough in the stock.

A pinch of marjoram

Add chopped basil.

100 g/4 oz of mushrooms

1 tin of chopped tomatoes

120 ml red or white wine -remove.

125 ml/4 fl oz beef stock

Bechamel sauce:

20 fl oz/575ml of full fat milk - change to semi-skimmed milk

50 g 2 oz plain flour -changed to wholemeal

50 g 2 oz salted butter -use low salt margarine.

2 tablespoons of double cream - remove.

100 g/4 oz of parmesan cheese -reduce by half.

Add 50g of ricotta cheese.

Assessor comments

AO1 – the learner has shown excellent recall of knowledge and understanding. It is clear they have reflected their understanding of the food groups to an extent that is relevant to the amendments of the recipe and the impact this has had on the nutritional content of the amended lasagne.

A wide range of nutrients have been highlighted by the learner adding or reducing ingredients to increase or decrease the nutrient content as appropriate for this age group and the health condition of coronary heart disease. The learner has shown a comprehensive and wide-ranging knowledge of the nutrients that form part of a balanced diet and the specific nutrients found in the lasagne prior to and after the amendments made.

The nutrients that are important for this age group and may need increasing or reducing, particularly for this age group who are suffering from coronary heart disease have been identified. The nutrients specified are highly relevant demonstrating knowledge and understanding of their sources and functions in this task and there is clear reasoning why they should be avoided for this age group and health condition.

Reasons for choice of ingredients when amending the recipe.

I have made a range of amendments to the lasagne because the existing recipe is not suitable for people aged 65 and over with coronary heart disease.

The following outlines the additions, reductions, or substitutions I have made.

I will use wholemeal lasagne to increase the fibre content. I will not use oil and butter to fry off the ingredients but will use dry fry spray to fry the meat and add the vegetables.

I will not use streaky bacon but use back bacon which contains less saturated fat, and I will halve the quantity of bacon in the recipe. I will be adding more herbs to the dish which will add more flavour to the lasagne. I will double the quantity of carrots and celery which will add more fibre vitamin A and vitamin C. I will also add one large red pepper which will also add vitamin C and fibre.

I will reduce the amount of minced beef to 125 g and use very lean minced beef, I will add 100 g of mixed beans to make up the weight of protein and fibre content. I will not add salt to the recipe because the stock cube will provide sufficient, and I will add some fresh basil to provide more flavour.

I will reduce the bechamel by half using semi skimmed milk and wholemeal flour, the margarine I use instead of butter will have a low salt content. I will remove the cream and use 50 g of ricotta and 25 g of parmesan instead of cheddar.

Nutritional Information relevant to the amended dish

I have made amendments to the lasagne in order to produce a dish that is more suitable for someone 65 or over with coronary heart disease. I have considered the food groups identified in the Eatwell Guide amending the recipe for example by increasing fibre content and adding complex carbohydrates reducing saturated fat, increasing vegetable content, reducing salt, and broadening the type of protein in the recipe instead of relying on animal protein.

I have also considered the nutrients that make up a balanced diet that are relevant to an amended recipe for this age group and health condition, their sources and function. I have also thought about the Government health eating tips and have increased fibre and vegetable content and reduced saturated fat and salt. I have also taken into consideration the specific needs of this age group and the fact that they are suffering from coronary heart disease.

Fibre content. I have increased the fibre content throughout the dish by using wholemeal flour, increasing the vegetable content, and substituting some of the meat content for mixed beans. Fibre is very important particularly for this age group because it provides bulk to help move waste through their digestive system, therefore reducing the likelihood of constipation. It also helps prevent serious diseases that they are also at risk of getting such as bowel cancer and diverticulitis.

Assessor comments

The learner could have made their own pasta or could have swapped the minced beef for fish which would have still been an excellent source of protein but also calcium which is needed for strong bones and teeth. Fish is also more easily digested, low in fat which is all relevant for this age group and health condition. They could have identified the potential for osteoporosis in more detail for this age group which is very relevant.

AO2 – the learner has been able to apply their knowledge and understanding to an excellent standard. They have shown they have a comprehensive understanding of food groups, a balanced diet and the key nutrients in the recipe prior to and after the amendments have been made. The learner has demonstrated a clear understanding of the nutritional requirements of this age group and health condition.

The learner could have referenced the food groups more specifically flagging their importance to this age group and health condition.

The amendments made to the recipe are both comprehensive and very relevant. There are a significant number of amendments which are very relevant and appropriate. The recipe will still be an edible, significantly more nutritious and a tastier dish. The additional ingredients complementing the recipe and making it more nutritionally sound for this age group and health condition.

Protein.

In this amended recipe I have included a mix of High Biological Value (HBV) and Low Biological Value (LBV) proteins which when combined provide all the essential amino acids. HBV proteins are found in the red meat, milk and cheese and LBV are found in the mixed beans.

Protein is important for maintenance and repair in people aged 65 and over it provides structure for cells in the body's enzymes and carrier molecules.

Reduced Salt. I have reduced the level of salt in the recipe and relied upon salt found in the ingredients such as stock. I have added additional herbs to make up for any loss of flavour. We should not consume more than 6 g of salt per day particularly people with coronary heart disease. Too much salt is linked to high blood pressure and narrowing of the arteries. A diet high in salt can cause raised blood pressure, which can increase the risk of heart disease and stroke.

Saturated and unsaturated fat. Oils and fats should only make up 1% of our daily diet. I have replaced saturated fat found in butter with margarine. I have reduced it by cutting down the amount of minced beef in the recipe and replacing it with better quality beef containing less fat and adding in beans which are a good source of LBV protein. I have also replaced the cheddar with ricotta cheese which is also lower in saturated fat but still a good source of protein.

Fat is important in our diet because it provide us with a good source of energy, forms the structure of our cells, insulates our bodies against the cold which is important for this age group as they are more likely to be less mobile particularly if suffering from coronary heart disease. It also protects vital organs and provides a good source of vitamin D.

Saturated fat intake needs to be monitored for people suffering from CHD because higher saturated fat consumption is linked to raised blood cholesterol and higher intakes of saturated fat are associated with increased risk of heart disease, raised cholesterol levels and some types of cancer. Where possible saturated fats should be swapped with unsaturated fats, saturated fat should not exceed 28 g per day for this age group.

Carbohydrates. I have increased the amount of complex carbohydrates by using wholemeal flour and adding more vegetables and beans to the recipe. Carbohydrates are needed to provide and store energy for the workings of the body. They aid the release of energy, lower the level of fat in the blood and are essential for healthy skin and nerves.

Vitamin A has been increased through the addition of carrots and a red pepper. This vitamin is needed for aiding digestion, healthy skin, increased resistance to infection, and for night vision.

Assessor comments

The learner has shown an excellent knowledge of nutrition which they have applied to this task. They have increased the content of some nutrients such as fibre, LBV protein and vitamins A B and C.

They have reduced others such as HBV proteins saturated fat and salt in an appropriate way that should not impact the appeal of the revised lasagne. They clearly understand the sources of the nutrients referenced, demonstrating they also understand HBV and LBV as well as complex carbohydrates. They have applied their comprehensive understanding of the functions of all the nutrients relevant to the amendments of the dish to meet the needs of the age group and health condition.

The learner could have referenced the importance of iron linked to the meat content and the importance of this nutrient to this age group detailing the sources and functions of this nutrient.

Vitamin B 1 has been increased with the addition of beans and wholemeal flour. B1 aids the release of energy from carbohydrates and supports nerve function.

B3 is present in meat, wholemeal flour, and dairy produce. It helps to release energy from the food we eat, supports normal nervous system function, fights tiredness which is important for this age group and also helps to keep your skin healthy

Calcium is present in dairy produce the milk and cheese in the recipe and is needed for strong bones and teeth. Elderly people, particularly women are at risk of osteoporosis which can lead to broken bones caused through tripping and falling over. Calcium rich foods also tend to have vitamin D present.

Balanced diet.

A balanced diet should contain all the nutrients in the correct proportions. My amendment to the recipe has increased the nutrient content as well as replacing or reducing ingredients that were not appropriate for people of 65 or over suffering with coronary heart disease. I have considered the proportions of the foods within the food groups and amended the recipe taking this into consideration.

UK Government Healthy Eating Tips

I have tried to reflect the government advice when making amendments to the recipe. I have reduced the saturated fat content, increased the vegetable and fibre content and reduced the salt content. All of these are government recommendations.

Taste and Texture

I have considered the taste and texture of the dish when making my amendments. I have reduced the amount of salt and added some fresh herbs for flavour. I have added more vegetables and beans which adds texture as well as flavour. When gratinating the dish I will add some chopped nuts adding flavour and texture which will contrast well with the dish and the sauces used to make the lasagne.


















Assessor comments

AO3 – the learner has demonstrated an ability to analyse and evaluate the food groups relevant to the recipe. They have identified the key nutrients important to this age group and health condition such as increased fibre, vitamins A, B, and C, more LBV protein as well as removing or reducing nutrients such as salt and saturated fat which would have a negative impact on the age group who have coronary heart disease.

The amendments they have made such as removal of the salt content (in the stock), the addition of fibre and LBV proteins (through mixed beans) and the increased vitamin content (through more vegetables) increasing vitamins A, B and C are comprehensive.

The learner has provided clear justifications for inclusion reduction or removal. The sources and functions of all nutrients included increased reduced or removed are highly detailed showing an excellent analysis of nutritional needs of this group of people and the way that a recipe can be improved to reflect their dietary needs. Importantly the learner has shown that their amended dish is significantly nutritionally improved yet is still a pleasing edible lasagne very appropriate for the age group and those suffering from coronary heart disease.

Internet browsing history

 google.com ✕	
Visited high fat food substitute - Google Search	
11:47 AM • Details	
 nhlbi.nih.gov ✕	
Visited Low-Calorie, Lower-Fat Alternative Foods	
11:41 AM • Details	
 google.com ✕	
Visited increasing fibre in recipes - Google Search	
11:41 AM • Details	
 nhs.uk ✕	
Visited How to get more fibre into your diet - NHS	
11:40 AM • Details	
 google.com ✕	
Visited healthy lasagne recipes - Google Search	
11:40 AM • Details	
 bbcgoodfood.com ✕	
Visited Healthy lasagne BBC Good Food	
11:39 AM • Details	
 ageuk.org.uk ✕	
Visited Healthy eating advice for the elderly Age UK	
11:37 AM • Details	
 bbcgoodfood.com ✕	
Visited A healthy diet for those aged 70 years and older BBC Good Food	
11:36 AM • Details	
 google.com ✕	
Visited coronary heart disease - Google Search	
11:35 AM • Details	
 bhf.org.uk ✕	
Visited Coronary heart disease (Ischaemic heart disease) - types, causes & symptoms - BHF	
11:35 AM • Details	
 nhs.uk ✕	
Visited Coronary heart disease - NHS	
11:34 AM • Details	

Task 2 (a): preparing to cook an amended recipe









Evidence

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 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.

To be completed by the teacher:

- record of learner observation form.

		
I am wasing my hands thoroughly because hands very easily transfer bacteria.	I am cleaning my work surface with sanitiser which kills almost all germs and prevents cross contamination. Change picture.	I have collected the ingredients I will need before I start cooking so that I am well organised.
		
I am turning my oven to the correct temperature.	I am removing the seeds from the pepper.	I am chopping the pepper
		
I am finely chopping the celery on a whiteboard as there are not any green boards in school.	I have chopped basil to add more flavour because I have not added any salt.	
		
I am slicing and chopping a red pepper.	I am chopping fresh tomatoes which will increase vitamin c and fibre in the lasagne.	I have chopped my vegetable to the same size, so they cook evenly.

Assessor comments

The learner has presented a range of photos that show an awareness of applying a wide range of safe and hygienic practices that relate to themselves as well as the cooking equipment and utensils to be used and also the kitchen environment.

The learner has presented themselves appropriately worked in a methodical way consistently applying safe and hygienic work practices. At the beginning of the practical session the learner had a clean apron on her hair was tied back she was not wearing any makeup or jewellery. The learner washed her hands very thoroughly making sure she washed between her fingers and scrubbed her nails.

The learner cleaned the worktop using a clean cloth and a sanitiser to make sure the work surface was free of bacteria and germs. Between stages of the dish, they cleaned the worktop again to prevent any cross-contamination. They washed up frequently changing the water as necessary so that when the dish was completed there was very little washing up to do.

		
I am removing the peel from the onion and disposing of it straight away to prevent cross contamination/	I am dicing the onion carefully and into even sized small pieces so that they cook evenly.	I have chopped onion, garlic, peppers, mushrooms and basil.
		
Opening a can of mixed beans which I will substitute for half of the minced beef.	The minced beef has been fried until all red colour is lost.	Adding mushrooms to the onions and garlic.
		
I am adding the chopped tomatoes and beans to the lasagne	Simmering the sauce	I am adding the chopped basil to the meat sauce.
		
To make the bechamel sauce I am melting the margarine in the pan.	I am adding the wholemeal flour to the fat and mixing until forms a roux then I continue beating it on the heat so that the flour is properly cooked out.	I have heated the flour and fat until it formed a ball in the bottom of the pan. All of the fat has now been absorbed into the flour.







Assessor comments

The learner collected the equipment they would need to make the dish and checked it for cleanliness washing any item that were not absolutely clean. The learner used hot soapy water and rinsed the items thoroughly before draining and then drying them with a clean tea towel. Throughout the practical session the learner observed safe and hygienic practices, applying the principle 'clean as you go'.

A04 – the learner has demonstrated excellent and wide-ranging technical skills in terms of preparation, cooking techniques, methods and presentation.

The learner has amended the recipe in a way that does not reduce any of the key technical skills that can be included when making a lasagne.

Preparation skills were increased with the addition of more vegetables and both a reduction sauce and a bechamel sauce were made and the learner was confident when making both sauces. With the bechamel she made a roux making sure the flour was cooked out and the liquid added in small quantities and returned to the heat so that it would thicken. The tomato sauce was reduced to an appropriate consistency. Lasagne is quite a demanding recipe that uses a range of skills including simmering boiling, baking, frying, beating chopping and whisking have all been used.

		
I am adding the milk a little at a time on the heat to let the sauce thicken.	I am adding ricotta and parmesan to the sauce.	Assemble layers of meat sauce, wholemeal lasagne sheets and roux
		
I have sprinkled cheese on the top which adds flavour and texture	I have added some tomatoes for garnish which will provide some colour and texture.	This is my finished lasagne; one corner is a little too brown.



I would serve it with a side salad for extra vitamins and minerals as well as some fresh colours and crunchy textures.

Assessor comments

Timing was also appropriate because the lasagne had different components that all had to be ready when assembling the dish.

On the whole the lasagne was well presented, there was a good contrast of colour and texture particularly when the lasagne was portioned.

The colour when gratinated was a little uneven which if done more evenly would have further improved the presentation.

This choice of amendments to the lasagne for someone over 65 with coronary heart disease were very appropriate. The many amendments resulted in the nutritional content being much improved and the dish was still a healthy pleasing edible and tasty amended lasagne.

It clearly demonstrated that the learner understood how recipes can be amended quite significantly and still be very appropriate for someone aged 65 and suffering from coronary heart disease which did not compromise on taste and texture.

Task 2 (a): record of learner observation

Qualification and task number	F&C V Cert Task 2 (a)	Learner Name	XXXXXX
Date and time of observation	XXXX	Assessor Name	Assessor X

<p>Description of the learner's activity. 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>1. Correct and hygienic preparation of themselves and the work – hair tied up, no jewellery or nail varnish, thorough handwashing and sanitised worksurfaces.</p> <p>2. Organised work area before starting to prepare and cook – gathered the necessary equipment (ensuring it was clean before use, washing anything that was not clean in hot soapy water and drying thoroughly before use) and gathering ingredients, ensuring they were in date.</p> <p>3. Preparation techniques used on a wide range of vegetables.</p> <p>4. Dry frying the minced beef and adding other ingredients. Simmering and checking seasoning.</p> <p>5. Weighed and measured sauce ingredients for the roux.</p> <p>6. They assembled the dish on a clear and cleaned work surface.</p> <p>7. Baked the lasagne in the preheated oven. They had checked the shelf positioning before preheating. Used oven gloves</p> <p>8. Worked confidently and in a safe and hygienic manner to complete the cleaning and clearing.</p>	<p>3. Preparation of onions, diced peppers, wiped and diced mushrooms, peeled, sliced and diced carrots, celery, chopped fresh herbs – use of the correct knife using skilful and safe techniques including the bridge and claw technique. Removal and disposal of the waste/ peelings as they worked. Consistent-sized pieces as they were aware of the need for cooking and softening in the sauce.</p> <p>4. Dry frying the minced beef meant they had to amend the sequence of the recipe to miss out the use of oil (appropriate for the health condition and goals of reducing fat) They added the tomatoes and herbs and reduced the sauce to the right consistency, tasting the sauce and adjusting the seasoning.</p> <p>5. Made the bechamel sauce confidently and skilfully cooking the roux to the correct stage and adding milk a little at a time to thicken the sauce. Effective control of the heat source throughout.</p> <p>6. Assembled in the correct order making sure both sauces were piping hot finishing with a layer of sauce and grated cheese.</p> <p>7. Baked the lasagne at the correct temperature and shelf position until golden brown. The colour of the top layer was not completely even and one corner looked a little too brown.</p> <p>8. The washing up water could have been changed more frequently. At the end there was very little washing up left to do and utensils and equipment were stored in the correct place.</p>

Task 2 (b): evaluating an amended recipe

Evidence required	Evaluation of preparation and cooking skills:	Assessor comments
<p>A word-processed document to be completed by the learner which includes:</p> <ul style="list-style-type: none">• annotated image which evaluates the presentation• an evaluation of your preparation and cooking (techniques and methods) skills, and the overall outcome of the completed lasagne dish.	<p>I have used a range of preparation methods for my amended recipe and also different cooking techniques and methods. I have tried to make choices that help to preserve the nutritional content and increase flavour and texture.</p> <p>I have used the following preparation skills:</p> <p>I weighed my ingredients taking care that I was accurate so that the balance of ingredients was as stated in the recipe, and I did not add too much or too little of any ingredient. I washed the scales when I had weighed the beef before weighing the vegetables to prevent cross contamination.</p> <p>I have thoroughly washed all the vegetables so that I will not need to peel them except for the onion and garlic which will help to retain nutritional content particularly fibre and vitamin C which is mainly found in the skin and the layer just below.</p> <p>The knife skills I have used include slicing chopping and dicing. I selected an appropriately sized knife and sharpened it before use. This is because a blunt knife is more likely to lead to cuts because you need to apply more pressure when cutting through the vegetables particularly root vegetables. I have tried not to cut the vegetables rich in vitamin C such as the pepper too small as this can lead to cell damage and loss of water-soluble vitamins. It will also take less time to cook than the root vegetables such as the carrots. I made sure that I cut each vegetable in equal sizes so that it would cook within the timescale I had allowed and also would cook evenly. I grated the parmesan and kept in the fridge with the ricotta cheese.</p> <p>A lasagne is quite a highly skilled dish and has many stages in the recipe.</p> <p>The cooking skills I used included frying off the vegetables and the lean minced beef. I made sure the pan was at the correct temperature so that the meat browned and the vegetables would start to cook but not colour. I then added the tomato puree. I thickened the meat sauce by adding a little wholemeal flour and slowly added water instead of stock bringing it to the boil then added the tinned tomatoes and allowed the sauce to simmer to cook the meat and soften the vegetables I added the herbs and turned the heat down to allow the sauce to reduce and develop flavour. This is called a reduction sauce.</p> <p>I also made the bechamel sauce by melting the margarine in a saucepan on the stove and then took it off the heat to add the flour, I then returned to the heat to cook out the starch and slowly added the semi skimmed milk a little at a time to thicken the sauce known as the gelatinisation process.</p>	<p>A05 – the learner has shown excellent analysis and evaluation of their own preparation, cooking and presentation skills.</p> <p>They have been comprehensive in detailing their preparation skills showing an understanding of the order in which to carry out preparation skills, relevant safety procedures such as sharpening knives, and storing appropriate ingredients in the fridge. The learner could have referred to safe and hygienic practices, hand washing cleaning work surfaces, checking equipment and utensils as well as identifying the correct colour chopping boards to use for meat and vegetables.</p>

I layered the meat sauce lasagne and bechamel sauce in an oven proof dish and topped with the cheeses. I then baked it in the oven until each layer was cooked and the cheese and topping was slightly crispy and golden.

Overall outcome of the completed dish.

The amendments I have made to the dish have improved the nutritional content for people over 65 with coronary heart disease. I have reduced the fat and saturated fat content which is particularly important because saturated fat intake needs to be monitored for people suffering from CHD because higher saturated fat consumption is linked to raised blood cholesterol and higher intakes of saturated fat are associated with increased risk of heart disease, raised cholesterol levels and some types of cancer. Saturated fat should not exceed 28 g per day for this age group.

Salt content has also been reduced as this is also linked to high blood pressure and narrowing of the arteries. A diet high in salt can cause raised blood pressure, which can increase the risk of heart disease and stroke.

I have also increased fibre content with the addition of wholemeal lasagne sheets and flour, additional vegetables and mixed beans which aids digestion and reduces likelihood of bowel cancer and diverticulitis. Vitamins A, B and C have also been increased. I think these amendments have made the dish much healthier for people over 65 with coronary heart disease but is still a tasty lasagne that looks appealing which will stimulate appetite which is important for this age group as there is sometimes a loss of interest in food. Generally, I was very pleased with my lasagne but there are some improvements that I would make if I was to cook this dish again.

Assessor comments

They have prepared a range of vegetables and considered the nutritional content of the vegetables when preparing them and sought to conserve them.

The learner has mentioned that leaving the skin on the vegetable also increased the fibre content.

The learner has incorporated a range of cooking method into the amended recipe such as simmering, boiling baking sauteing and frying. They have made a reduction and roux based bechamel sauce. They have considered the presentation of the dish and cut it into portions to show off the different colours and textures within the layers.

This will help stimulate interest and appetite for the dish. The learner could have mentioned aroma and how that also stimulates the appetite.

Taste

Generally, the lasagne was a good flavour each layer had its own flavour so there was a good contrast which made it interesting to eat. I think the meat sauce could have had a little more flavour it needed more herbs and black pepper, but the additional vegetables and mixed beans really added flavour. The bechamel sauce was just sufficient as I had halved the quantity to improve the nutritional content, but it was light and had a good flavour mainly because of the parmesan. A little mustard could have been added to enhance the flavour of the cheese, particularly the ricotta.

Texture

I was mostly pleased with the texture. Each layer was different and the addition of the mixed beans and the extra vegetables to the meat sauce provided a variety of textures. The vegetables were not too soft and provided just enough bite.

The smooth texture of the sauce was a good contrast and the cheese and nuts on the top worked very well adding crunch texture flavour as well as nutritional value.

Colour

When the lasagne was cut into portions and served the colour looked very good because each layer was quite different in colour and provided contrast. The top of the lasagne was colourful which made it look appetising but the colour was a little uneven because it had gratinated unevenly because I had not chopped the nuts as evenly.

Assessor comments

A03 – the learner has provided an excellent analysis and evaluation of the completed dish, clearly evaluating how the choice of ingredients impacted upon the amended lasagne including the nutritional content. They have been very methodical when identifying the key nutrients that should be reduced remove or increased. Their understanding of the sources and functions of these key nutrients is comprehensive and detailed.

The amendments made to the dish are appropriate and creative, the learner has not just relied on obvious changes and has ensured that the outcome is a nutritious lasagne that meets the dietary requirements of people aged 65 with coronary heart disease. It is a tasty, colourful dish with interesting flavours and textures added to stimulate the appetite. The learner could have made more reference to the Government healthy eating tips making clearer links with the chosen ingredients in the amended recipe.

The learner could have improved the presentation by considering the dish to serve it on and how they might garnish the dish. A side dish for example a red cabbage coleslaw could have been suggested adding colour, texture and additional nutrients.

The learner has shown that appropriate amendments can be made to this dish, improving the nutritional content for the age group with coronary heart disease without compromising on appearance, taste and texture.

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 created the following 2 course menu:

Main course: *Salmon oriental fish cakes served with a dill and coriander mayonnaise.*

Dessert: *Bakewell Tart*

I have tried to include a good range of skills in my menu and to use my time wisely so that I will be able to complete my menu within the 2 hours allowed. I have considered the oven space available and I have chosen a dessert that is baked but a main course that incorporates both grilling and frying. If both courses used the oven, it would be more difficult to get everything cooked at the right time, I was also worried that the smell of fish would be absorbed by the frangipane in the Bakewell tart if both were baked in the oven.

Time plan

Timing	Activity	Health & Safety Points	Equipment Needed
10:00	Prepare myself by washing my hands thoroughly, removing jewellery, tying my hair back and putting on a clean apron. Sanitise my work top and collect all equipment and utensils I will need. Check if all items are clean and wash thoroughly if necessary.		Check shelf position in the oven and space in fridge for items that need chilling.
	Make sweet short crust pastry for the Bakewell tart after placing sugar and fruit on to simmer and make jam.		scales, bowl, palette knife, pan, wooden spoon.
10:05	Sieve the flour and salt and lightly rub in the margarine		Sieve
10:08	Make a well in the centre and add the sugar and beaten egg mix until the sugar and egg are dissolved.		
10:10	Gradually mix in the flour until it forms a smooth paste. Chill in the fridge.	Wash up equipment and utensils used and sanitise work top	
10:15	Peel the potatoes and cut into even sized chunks.		Saucepan with lid, chopping board large chopping knife
10:20	Place in lightly salted water and bring to the boil.		

Assessor comments

AO1 – the learner has shown excellent recall of knowledge and understanding of menu planning and action planning that shows a range of skills and meets the requirements of the brief.

The two dishes complement one another, and the learner has demonstrated a good understanding of the nutrition for each dish and has recalled its relevance to the age group the menu is for, justifying their choice.

The learner has shown recall of the importance of factors that affect food choice using local produce referencing food miles and carbon footprint. They have also made it clear they understand the benefits, for example, fruit being at its best for flavour and nutrition as well as being less expensive because it is plentiful.

Action planning: the learner has recall, knowledge and understanding of the importance of safe and hygienic work practices for themselves and the kitchen environment. This is demonstrated at the beginning of the action plan but also throughout the 2-hour period.

They have identified the key points when preparing themselves, such as clean apron, hair tied back no jewellery or makeup. They have collected all their equipment checked it for cleanliness and sanitised their work top. They have chosen dishes that should appeal to the 13–19 age group are suitably skilful and can be completed within the 2-hour time frame. They checked their oven shelves and space available in the fridge at the beginning so that they were well prepared prior to starting to cook.

	Simmer for 12 mins with a lid on. Check jam		
10:22	Place the salmon on a tray sprayed with dry fry spray to prevent sticking. Grill under a medium grill for 12 mins.	Wash hands before and after handling fish to prevent transferring smell and cross contamination	Baking sheet, grill
10:32	Check potatoes are soft then drain and return to pan on the heat to dry the mixture. Mash the potatoes until smooth with a little butter and seasoning. Place in a large mixing bowl.		Colander, potato masher, large mixing bowl.
10:34	Check the salmon and flake into the bowl with the potatoes.	Wash up and use clean green board for onions coriander and chilli.	Fork and knife.
10:40	Finely dice spring onions coriander and chillies and add to potato and salmon mixture add an egg to bind the mixture.		Green chopping board and sharp chopping knife.
10:45	Make the frangipane mixture for the tart. Cream the margarine and caster sugar using an electric whisk or wooden spoon until pale and fluffy.		Clean mixing bowl, wooden spoon, or electric whisk.
10:52	Beat the 2 eggs in a measuring jug and slowly beat in the eggs making sure all the egg is fully absorbed before adding more. If necessary to prevent the mixture from curdling add a little of the ground almonds as you add the egg.		Measuring jug, fork.
10:58	Carefully fold in the remainder of the ground almonds and add a few drops of almond essence to increase the almond flavour. Leave to one side.	Wash hands	
	Put oven at 200c, 180c fan, gas 6		
11:03	Lightly grease flan ring and remove pastry from fridge and roll out into a circle 2.5 cm bigger than the flan case. Press down into the fluted sides and base, then using a rolling pin roll off the excess pastry. Place raspberry jam on the base spreading evenly.		Fluted flan dish, Rolling pin, dessert spoon, palette knife.
11:10	Place frangipane mixture on top and spread evenly across the base. Sprinkle with flaked almonds. Place in the centre of the oven and bake for 30-40 mins.	Wash up and sanitise work top	Tablespoon, palette knife.
11:15	Make the fish cakes by adding a beaten egg and a little seasoning to the potato and fish mixture and combine together.		

11:20	Divide the mixture into 8 even sized balls and shape into fish cakes. Place on a tray covered with lightly greaseproof paper and place in the fridge to chill.	Wash hands sanitise work top	Palette knife, greaseproof paper, Baking tray.
11:25	Place wholemeal bread in liquidiser to make breadcrumbs. Prepare 3 plates one with flour, one with beaten egg and one with the breadcrumbs.		Liquidiser, 3 plates.
11:30	Take each fish cake and place in the flour, then beaten egg and finally the breadcrumbs. Chill in the fridge.	Wash up all equipment and utensils used. Sanitise work top to prevent cross contamination	
11:38	Chop the coriander and dill for the sauce very finely.	Use a green board to chop herbs. Remember not to put knives in sink and carry with pointed end facing down	Green chopping board and chopping knife
11:40	Check Bakewell tart and place on wire rack to cool. Make coriander and dill sauce. Separate the egg and place yolks in a clean mixing bowl, add the vinegar and seasoning whisk well. Add the oil very slowly whisking all the time making sure the oil has been absorbed before adding more. When all the oil has been added and the sauce has thickened add the chopped coriander and dill. Taste and adjust seasoning.		Mixing bowl, measuring jug, whisk,
11:47	Spread a small amount of oil in a frying pan and when hot add half the fish cakes and cook on each side for 3 mins. Keep hot in a medium oven whilst frying the remainder of the fish cakes.		Frying pan, spatula, and palette knife.
			Baking sheet
11:53	Check fish cakes and present dishes.	Finish washing up and sanitise work top.	Plates to present fish cakes and Bakewell and small pot for dill and coriander sauce.

How it meets the requirements of the brief.

I think I kept to the brief quite well. I tried to consider the points mentioned in the brief.

The choice of dishes is suitable for 13 to 19 year olds as I think they would enjoy the oriental twist on the fish cakes and adding lots of flavour which would appeal to this age group. Salmon is an oily fish and is full of high biological value protein needed for growth and repair. Salmon is also rich in calcium needed by this age group for strong teeth and bones.

Vitamin A and D are also found in salmon and the oil for the mayonnaise. Vitamin A is needed for healthy skin, increased resistance to infection and support for growth in children, all relevant to his age group. Vitamin D helps with the absorption of calcium and phosphorus for healthy bones and improves muscle strength. B9 is also found in salmon and helps the body to use protein properly.

The Bakewell tart is high in calories but I have tried to make it healthier by using ground almonds in the frangipane rather than flour because nuts contain HBV protein, as do the eggs. HBV proteins are needed for growth, maintenance and repair of soft tissues. I have used homemade jam so it is rich in vitamin C which acts as an antioxidant as well as helping the body to absorb iron and this is very important to teenage girls who lose blood in their periods each month and can become anaemic. Vitamin C helps cuts and wounds heal quicker too.

I have sourced the salmon and fruit from the local farm shop which has a fresh fish counter. This means the food miles will be very low. If they were not in season, I would buy frozen raspberries as they are from local growers too. If I need to reduce costs I could buy tinned salmon too.

I have tried to include a good range of skills in my menu and to use my time wisely so that I will be able to complete my menu within the 2 hours allowed.

I have considered the oven space available, and I have chosen a dessert that is baked but a main course that incorporates both grilling and frying. If both courses used the oven, it would be more difficult to get everything cooked at the right time, I was also worried that the smell of fish would be absorbed by the frangipane in the Bakewell tart if both were baked in the oven.

Assessor comments

AO2 – the learner has shown excellent application of knowledge and understanding of menu planning creating a demanding 2 course menu that meets the requirements of the brief and is very relevant for the 13-19 age group that has also considered sensory factors and how the dishes complement each other. The learner has demonstrated a good grasp of the nutritional content of the dishes chosen identifying all the key nutrients presented and linked the functions of the nutrients to the particular requirements of the 13–19 age group. They have applied their knowledge and understanding to menu planning considering the sensory factors, appeal and what that age group would enjoy eating and which nutrients are particularly important to include in their diet. They have considered seasonality and which produce is available locally and the benefits of this.

They have referenced food miles and carbon footprint. They have considered the project brief, and considered how the type of fish could be changed depending on availability and have made the point that frozen or tinned fish could be used which would keep the cost down.

Assessor comments

There is good evidence of dovetailing the learner has understood the need to break down the stages of each dish and then complete them in a sequence that will enable everything to be ready at the end of the 2 hours. They have demonstrated an understanding of choosing dishes that do not all rely on the same method of cookery which can cause problems, because of different times and temperatures needed.

AO2 – the learner has shown excellent application of knowledge and understanding of action planning to create a plan for a 2-course menu that is comprehensive detailed and very relevant to the requirements of the brief.

Safe and hygienic practice was applied at the beginning and throughout the 2-hour time frame and understanding is shown by giving reasons, for example, the learner's use of different boards to prevent cross-contamination.

The learner has selected appropriate utensils and equipment to complete the dishes and has considered fridge and oven space when choosing the menu.

The timings allocated are accurate and the dovetailing shows the learner understands the best order to complete the stages of the recipe to use the time effectively. There is sufficient detail in the time plan to enable the learner to just refer to the time plan for the order of each stage of each dish. They have not cooked in a linear way but sequenced the stages for an optimum result. The two dishes are skilful and quite demanding to complete in the 2 hours unless appropriate dovetailing and timing had been applied.

Internet browsing history

<https://www.msc.org/what-you-can-do/eat-sustainable-seafood/foodies-guides/sustainable-salmon>

<https://www.bbcgoodfood.com/howto/guide/recipes-teenagers>

<https://jamiemoosetup.net/2019/03/the-best-recipes-for-feeding-a-crowd-girls-camp-family-reunions-youth-groups-etc/>

<https://raisingteenstoday.com/dessert-recipes-teens-for-teens/>

<https://www.pinterest.co.uk/nanneelizabeth/desserts-for-teens/>

<https://realfood.tesco.com/recipes/bakewell-tart.html>

<https://www.fabfood4all.co.uk/quick-easy-raspberry-jam-no-pectin/>

<https://www.myrecipes.com/recipe/fresh-herb-mayonnaise>

Task 3 (b): preparing and cooking a two-course menu

Evidence

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 am washing my hands thoroughly in hot soapy water before cooking because hands are one of the key sources of germs.	I have an apron on and I am cleaning my work top with sanitiser to make sure it is germ free and to prevent cross contamination.	These are the raspberries and sugar I will cook together and use instead of jam, because there is more vitamin c and fibre present and it will be less sweet than jam.
		
I am spraying dry fry oil on the flan case to prevent the pastry from sticking to the case.	These are the ingredients I will need to make the bakewell tart.	I am rubbing the fat into the flour until it looks like breadcrumbs.
		
I have heated raspberries and sugar in a pan until boiled and then simmered until thickened. Cooled in a bowl (used instead of jam).	This is the flour and fat rubbed in to the breadcrumb stage.	I have made a well and added the caster sugar.
		
I have now added the egg and stirred with the sugar until the sugar has dissolved.	Now I am combining the ingredients together to make a dough.	Here is the sweet pastry made, ready to line the flan dish. I will chill this before rolling out which will make it easier to handle.

Assessor comments

No changes were made to the action plan so there was no need to submit an amended copy for this task.

AO4 – the learner demonstrated excellent and wide ranging safe and hygienic practices in terms of preparing herself and the environment.

The learner has presented a range of photos that show an awareness of applying a wide range of safe and hygienic practices that relate to themselves as well as the cooking equipment and utensils to be used and also the kitchen environment.

The learner has presented themselves appropriately worked in a methodical way consistently applying safe and hygienic work practices. At the beginning of the practical session the learner had a clean apron on, hair was tied back and was not wearing any makeup or jewellery. The learner washed their hands very thoroughly making sure she washed between her fingers and scrubbed her nails.

The learner cleaned the work top using a clean cloth and a sanitiser to make sure the work surface was free of bacteria and germs. Between stages of the dishes, they cleaned the work top again to prevent any cross contamination. They washed up frequently changing the water as necessary so that when the dish was completed there was very little washing up to do.

		
<p>Turning the grill on ready to bring it up to temperature.</p>	<p>Here I have collected all the ingredients I need to make the fish cakes.</p>	<p>This was on the fish showing that it was from a sustainable source and would not harm stocks of fish</p>
		
<p>I am peeling my potatoes using peeler to limit the amount of skin I remove as nutrients are found just under the skin.</p>	<p>Chopping the potatoes into even sized pieces so that they will cook evenly.</p>	<p>Bringing the potatoes to the boil and then simmering for 8-10 minutes.</p>
		
<p>I am placing the salmon under the grill which is a healthy way to cook the salmon as no fat is required as salmon is an oily fish.</p>	<p>Washing the onions to remove any dirt.</p>	<p>Chopping the onions finely for the fish cakes.</p>
		
<p>Removing peelings etc from my work top.</p>	<p>Remove seeds from the chillies to ensure they do not get into the fishcakes as the seeds are very hot.</p>	<p>Slice – wash hand immediately after touching as chillies can burn especially if you touch your face or eyes.</p>
















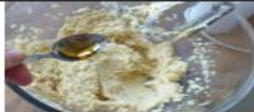








Assessor comments
















The learner collected the equipment they would need to make the dish and checked it for cleanliness washing any item that were not absolutely clean. The learner used hot soapy water and rinsed the items thoroughly before draining and then drying them with a clean tea towel. Throughout the practical session the learner observed safe and hygienic practices, applying the principle 'clean as you go'.

The learner when using equipment such as the grill used oven gloves when removing the grill pan to make sure she did not burn herself. When making and shaping the fish cakes she cleared down the worktop thoroughly using a sanitiser. When frying the fishcakes, she monitored the heat of the pan making sure the fishcakes did not burn.

When making the Bakewell tart she made sure the bowls were scrupulously clean she made sure the oven was at the correct temperature and the shelf was in the right position. She removed the Bakewell tart and placed it on a rack to cool checking if both the pastry and frangipane were cooked. It was then removed from the baking sheet and placed on a wire rack to cool.

The learner washed up her dishes and cleaned down the work surface throughout the practical ensuring there was little to do at the end of the practical session.

					
Rinse, dry and chop the coriander.	Mix onions chillies and herbs together.	Drain cooked potatoes in colander	I have placed the dough on a floured work top ready for rolling.	Here the pastry has been rolled so it is bigger than the flan dish.	I placed the pastry using the rolling pin on to the flan case, making sure to press the pastry into the fluted sides.
					
Remove cooked salmon from the grill. I have only just cooked it as the fish cakes will also be fried and I do not want them to be over cooked and tough.	Flake the salmon into small pieces.	Beat the egg	I have rolled off the excess pastry and am pricking the base of the pastry with a fork so it does not rise up.	I am adding the cooled raspberry mixture to the base of the flan which will add flavour and colour when the flan is cut into slices.	These are most of the ingredients I need for the frangipane.
					
Mash the potatoes and season with salt and pepper	Add beaten egg	Add flaked salmon.	Add almond essence and creaming the margarine and sugar together until pale and fluffy. I will then add the beaten egg a little at a time making sure it is absorbed.	Here I am spooning the frangipane onto the base of the flan.	I then make sure it is level and not likely to spill over the edge of the pastry when it expands during baking because of the air I trapped when creaming the mixture
					
Add the onions chilli and coriander.	Shape into equal sized patties and chill in the fridge.	Place bread in food processor to create fine breadcrumbs.	Here I have scattered the flaked almonds on top of the frangipane. I need to be careful they do not get too brown.	I am baking the Bakewell tarts in the oven at 190 fan or gas mark 6 for 30-35 mins.	I am washing up in hot soapy water to make sure my dishes are thoroughly cleaned

				
<p>Three plates showing flour, beaten egg and breadcrumbs for panéing the fishcakes.</p>	<p>Placing a fish cake in the flour making sure to shake off any excess flour and try not to lose the shape of the fishcake.</p>	<p>Placing floured fishcake in the beaten egg so that the breadcrumbs can stick to the fish cake.</p>	<p>I am washing up in hot soapy water to make sure my dishes are thoroughly cleaned</p>	
				
<p>Finally place in the breadcrumbs making sure the breadcrumbs are sticking to the fish cakes are evenly coated.</p>	<p>Fish cake covered in flour egg and breadcrumbs. Place fishcake in hot pan that has been sprayed with dry fry oil.</p>	<p>Cook for 3-4 mins each side until crisp and golden brown. Turn over the fishcake using a fish slice and palette knife making sure it does not break up.</p>		
				
<p>The ingredients I will need to make the mayonnaise sauce flavoured with dill and coriander.</p>	<p>Separate the egg yolk and place in a measuring jug being careful not to get any egg white in the jug.</p>	<p>Add white wine vinegar and lemon juice.</p>		
				
<p>Place the blender into the egg and vinegar mixture. Slowly add the sunflower oil whilst mixing, pulling blender up through the mixture.</p>	<p>If you add the oil too quickly you will not create a proper emulsion and the sauce will be too slack. I have not used olive oil because it has too strong a flavour and is more expensive.</p>	<p>Add dill and finely chopped coriander. Taste the sauce to see if more herbs or seasoning are needed.</p>		
				

Task 3 (b): record of learner observation

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

<p>Description of the learner's activity. 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>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 thoroughly using soap and hot water and dried them using paper towels.</p> <p>2. Prepared the environment for cooking including equipment and utensils to be used. The learner carefully sanitised the work top. They collected all the equipment and utensils they would need and checked the items for cleanliness washing anything that was not clean in hot soapy water and drying thoroughly before use.</p> <p>3. Used a wide range of preparation and cooking skills.</p> <p>4. Demonstrate appropriate presentation of completed dishes.</p> <p>5. Demonstrate effective health and safety working practices throughout.</p> <p>Generally, the learner worked in a safe and hygienic manner washing up and cleaning the worktop as they worked and stopped to clear and clean at appropriate points in the process. The learner should have dried up and put away more of their dishes as they went along rather than leaving many of them piled up on the draining board which meant there was quite a lot of clearing up at the end to do.</p>		<p>3. At the beginning the learner accurately weighed and measured all their ingredients. The learner then stored items on the correct shelf in the fridge where necessary. Accurate timings were planned and adhered to, and the learner demonstrated their ability to sequence and dovetail their 2 dishes.</p> <p>They used a good range of preparation skills chopping, grating, whisking shaping, rubbing in, kneading, rolling, and creaming. The dishes required a range of cooking methods such as grilling, shallow frying and baking. Most tasks were confidently demonstrated though shaping the fish cakes took quite a long time and the breadcrumbs could have covered the fishcakes more evenly. The dill and coriander mayonnaise was handled very well and was of excellent consistency. The learner tasted all the dishes and adjusted seasoning as needed.</p> <p>4. Presentation was generally very good the menu overall provided lots of colours and textures and the main course and dessert complemented one another. The fish cakes were even in size and colour though the bread crumbs could have covered some of the fish cakes more evenly. The Bakewell tart was excellent, the pastry was crisp and the frangipane was light and well-risen with the flaked almonds adding texture and colour.</p>	
Assessor signature	XXXXXXXXXXXXXX	Date	XXXXXX
Learner signature	XXXXXXXXXXXXXX	Date	XXXXXX

Task 3 (c): evaluating a two-course meal

Evidence required	Evaluation of menu and action plan	Assessor comments
<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 and preparation and cooking (techniques and methods) skills, and the overall outcome of the completed two-course menu. 	<p>Menu I am quite pleased with my menu because it took into consideration the requirements of the brief. I think 13–19-year-olds would enjoy it, because the fish cakes are a little spicy and more interesting and has more flavour than the usual type of fish cakes.</p> <p>The wholemeal breadcrumbs add flavour and texture and nutritional value. It is easy for the chef to change the fish and use whatever is cheaper at the time or even tinned fish such as salmon which is very important as customers aged 13–19 will not be able to afford expensive dishes. Using the potato in the mix reduces the amount of fish needed and the spring onions, chillis and coriander add flavour and texture. I have used local fish in season to keep food miles and carbon emissions low.</p> <p>The Bakewell tart also would appeal to this age group it is colourful when cut because the pastry, jam and frangipane are all contrasting colours. There are a range of textures and though it is quite high in calories all ground almonds have been used rather than flour in the frangipane which has greater nutritional value. I have used local jam and eggs in the dessert again using local seasonal produce and keeping food miles and emissions low. The chef could use half flour or even all flour for the frangipane just add more almond essence to it which would reduce the cost of the dessert and make it even more affordable for the 13–19 age group. Both dishes do not use any processed foods and are sourced from a local farm shop so their provenance can be easily traced, and the chef will be able to source the ingredients from the same local farm shop.</p> <p>The menu allows me to demonstrate a range of skills that will fill the 2 hours, but I feel quite confident that I will be able to make them and present them to a good standard. I think the 2 dishes work well together there is a good contrast of flavours and textures, and they should appeal to 13–19-year-olds as well as being nutritious.</p>	<p>Assessor comments</p> <p>A05 – the learner has shown an excellent analysis and evaluation of their planning processes used to create the 2-course menu that is comprehensive and a few points where the plan could be adjusted.</p> <p>The learner has shown excellent analysis and evaluation when reflecting upon how well their planning process worked. They have identified aspects that were planned well such as their safe and hygienic practices at the beginning and throughout the 2-hour period. They evaluate how their timing and dovetailing went and identify aspects when the timing was too tight and their ability to manage clean as you go slipped because they knew they had to progress with the preparation and cooking to make sure they finished on time.</p> <p>They were self-critical identifying they needed to be quicker at certain tasks if they were to keep to their timings.</p>

Action Plan evaluation

On the whole my action plan worked well. At the start I made sure I was wearing a clean apron, no jewellery or make up I collected all my equipment and utensils and checked they were clean and sanitised my work top. I checked the fridge had sufficient space and made sure the rack in the oven was at the correct height. I had all the equipment and utensils I needed so everything was to hand for each task.

I read through my time plan and made sure I knew the order of the tasks.

I tried to wash up as I went along but sometimes, I left it until later on because I wanted to start the next task.

I tried to keep to my time plan, but I think I need to be quicker at some tasks such as shaping the fish cakes which took longer than I allowed in my time plan, though most of my timings were accurate. I think the order of tasks and dovetailing worked well as chilling the pastry and fish cakes at the right stage meant they were easier to handle when they had been chilled. I should have washed up small equipment more frequently that I needed to reuse, such as knives, bowls and plates.

I think my choice of dishes allowed me to show a good range of preparation and cooking techniques, For the fish cakes weighing, peeling, chopping, mashing shaping, boiling, simmering grilling, and frying.

For the Bakewell tart weighing, rubbing in, mixing, kneading, rolling, creaming, folding-in and baking.

I could have improved my presentation, though both dishes looked good I could have done more to improve their appearance, but I ran out of time at the end.

Preparation skills

I tried to use a range of preparation and cooking techniques when I planned my 2-course menu.

For both dishes I weighed my ingredients carefully because the finished item depends on accuracy particularly the Bakewell tart, both the pastry so that it can be handled easily and doesn't fall apart because it is too moist or has too much fat in it. It is important the frangipane does not have too much sugar so it is not too sweet and does not rise over the top of the pastry. The creaming stage is important particularly the adding of the eggs at room temperature making sure that they are fully absorbed into the margarine and sugar which prevents curdling.

The weight of fish to potato in the fish cakes is important so that they bind well and have sufficient flavour, too much potato would result in bland tasting fish cakes. When making the sauce the oil must be accurate too much will make the sauce taste too oily and not enough will mean the sauce is the wrong consistency and lacks flavour.

Assessor comments

The learner shows their understanding of how small points such as not prioritising the washing up of small equipment such as bowls, jugs, and knives that they will need to reuse can impact on overall timings and organisation skills. They also acknowledge that their presentation could have been better if they had a little more time at the end.

The learner has shown an excellent analysis and evaluation of their own preparation and cooking skills used to create the 2-course menu that is comprehensive and detailed and has shown a good insight as to how the preparation and cooking skills could be improved.

For the main course I used the following preparation methods, I trimmed the fish, peeled, boiled and mashed the potatoes, chopped spring onions, chillies and herbs and added egg to bind. I then shaped the mixture into fish cakes and coated them in flour egg and breadcrumbs.

To make the coriander and dill mayonnaise I separated the egg yolks and added vinegar and seasoning I added the oil whisking making sure the oil was being absorbed and forming a sauce. I finely chopped the dill and coriander and added to the sauce and seasoned it.

For my dessert: To make the sweet pastry I sieved the flour and rubbed in the margarine made a well for the sugar and egg and combined into a dough and lightly kneaded before chilling. I rolled the pastry and lined the flan ring. I then used the creaming method to make the frangipane and used the folding method to incorporate the ground almonds. I boiled and then simmered the raspberries and sugar to make the jam and then spread the cooled jam on the base of the pastry, added the frangipane and flaked almonds.

Cooking skills

My choice of menu has required me to use a range of cooking skills.

For the fish cakes I have used boiling and simmering for the potatoes, grilling for the salmon and then panéing and frying for the fish cakes.

I have considered the cooking methods in terms of how healthy they are, boiling is as only water is added, grilling is also healthy because no fat is required because salmon is an oily fish. I did fry the fish cakes so that I could demonstrate another cooking method but only using dry fry spray so very little fat was added making this a healthy method to choose.

For the dessert I have used baking for the Bakewell tart – much of the skill of this dish is in the preparation though it is important that both the pastry and frangipane are properly cooked the pastry should be crisp and golden brown and the frangipane should be a light golden colour and spring back when touched if it is still very soft it is not cooked through.

Assessor comments

AO3 – the learner has shown excellent analysis and evaluation of the completed dishes against the requirements of the brief identifying relevant examples of how the completed dishes could be improved.

The learner when evaluating the completed dishes has considered a good range of factors such as the range and complexity of dishes that they have demonstrated but also offered the possibilities of making changes to the fish cakes depending upon availability and even the use of tinned fish. They have also considered these factors with the dessert identifying how the pastry could be changed to shortcrust and the frangipane adapted using all or half the quantity of almonds by substituting flour. This shows a good understanding of the brief and how it can be adapted to keep costs down from the perspective of the 13–19-year-olds but also the chef.

They analysed how well they met the brief in terms of their use of seasonal produce, environmental factors and how they have tried to use fresh ingredients rather than processed.

They have evaluated the sensory features of the finished menu including appearance, taste, texture and smell. They have identified a few points for improvement such as presentation and timing.

There are some improvements I could have made. For the fish cakes I could have chosen to bake them rather than fry them which would have made them even healthier, but I would have had to consider oven space more carefully as I need to use the oven for the Bakewell tart.

For the Bakewell tart I could have used shortcrust pastry rather than sweet which is easier to make and would have been healthier as it would not have sugar in it which would also make it easier to handle. I could have baked the pastry case blind which makes the pastry crisper and prevents the pastry base being soggy and it is easier to make sure the frangipane is cooked to the right stage when it is added to the flan case that has already been baked blind.

I think I kept to the brief quite well. I tried to consider the points mentioned in the brief. The choices of the dishes are suitable for 13 to 19 year olds as I think they would enjoy the oriental twist to the fish cakes adding lots of flavour and adding appeal to this age group. The nutritional content is very suitable for this age groups as salmon is an oily fish and full of high biological value protein needed for growth and repair. Salmon is also rich in calcium needed by this age group for strong teeth and bones. Vitamin A is needed for healthy skin, increases resistance to infection and supports the growth of younger children, all relevant to this age group who are going through growth spurts.

The Bakewell tart is high in calories but I have tried to make it healthier by using ground almonds rather than flour. Nuts contain HBV protein and so do eggs. This is needed for growth repair and maintenance. I have used homemade jam as it will be rich in vitamin C and B which are antioxidants and help the body to absorb iron. Lots of teenagers are deficient in iron, especially girls. It also helps to heal cuts and wounds faster.

Environmental and sustainability considerations:

I have sourced the salmon from a local farm shop that has a fresh fish counter. This means that the food miles will be quite low as the fish has not travelled from overseas in a frozen state but from was caught locally.

The packaging used for the eggs was recyclable so I recycled it in the proper waste bin.

The potatoes I used were British meaning they had low food miles and a lower carbon footprint than if they had come from overseas. They are not really a seasonal food as they can be grown and stored for use throughout the year in our country.

Both dishes have been made from fresh ingredients and do not rely on heavily processed ingredients or multiple layers of packaging as everything has been made from scratch using the raw ingredients. I could have reduced my energy use by using the oven to cook the Bakewell tart and the fish cakes but the timings were not right for that on this occasion.

Assessor comments

They have comprehensively evaluated the wide range of preparation and cooking skills they have included in their 2-course menu demonstrating excellent analysis of individual preparation and cooking methods and the importance of the key stages for each of the dishes. They have also suggested changes that could be made such as changing the method of cookery for the fish cakes making it a little healthier by baking them in the oven and baking blind the Bakewell tart flan case blind to ensure a crisper pastry case.

The learner understands the importance of weighing accurately, particularly for the Bakewell tart and how the ratio of potato and fish impacts upon the cohesion and handling of the mixture when shaping into fish cakes.

Comments on the presentation of the finished dishes



Final dish with fishcake and mayonnaise with dill and coriander. I am pleased with my presentation though I could have improved it by making sure the breadcrumbs were completely covering the fish cake which would have given a more even finish to the fishcake.










I did not have time to dress the salad so it does not look very appealing, and the lemon twist is not enough as lemon is a great accompaniment to fish and as the salmon is an oily fish more lemon would be needed.









Here is the finished Bakewell tart with the flaked almonds to add texture flavour and nutritional value. The pastry was crisp and firm and the top was golden but not evenly baked.







I could have added some icing by drizzling it over the top to improve the presentation but this would have added even more sugar. I could have presented the tart with some fresh raspberries for added colour and vitamins.

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

<p>Evidence required 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. 				<p>Assessor comments AO4 – the learner has presented a range of photos that show an awareness of applying a wide range of safe and hygienic practices that relate to themselves as well as the cooking equipment and utensils to be used and also the kitchen environment.</p> <p>The learner has presented themselves appropriately worked in a methodical way consistently applying safe and hygienic work practices. At the beginning of the practical session the learner had a clean apron on her hair was tied back she was not wearing any makeup or jewellery. The learner washed her hands very thoroughly making sure she washed between her fingers and scrubbed her nails.</p>
	<p>I am washing my hands thoroughly before cooking. Our hands are one of the key ways we pass on germs from.</p>	<p>I am now sanitising my worktop to remove germs and prevent cross contamination.</p>	<p>Here I am setting the oven to the correct temperature it is very important the oven is at the correct temperature before I put the profiteroles in because if it is too low it will reduce how well they rise.</p>	
				
	<p>I have collected all the ingredients needed to make choux pastry.</p>	<p>I am spraying the baking sheet with a dry fry spray to stop the profiteroles from sticking and keeping the amount of oil to a minimum.</p>	<p>I have placed the lactose free margarine and water into a saucepan and slowly brought to the boil to allow the margarine to melt before the water reaches boiling point</p>	
				
	<p>I am cracking 2 eggs into a bowl.</p>	<p>I am now beating the eggs so the whites and yolks are fully combined.</p>	<p>Eggs fully beaten.</p>	

		
<p>The margarine is melting as the water comes to the boil.</p>	<p>I have taken the pan off the heat ready to add the sieved flour.</p>	<p>Adding the flour and beating <u>in</u> to the water and margarine mixture.</p>
		
<p>Continue to beat the flour in till a roux forms .</p>	<p>Here the roux is leaving the sides of the pan and is fully combined. I will now leave it to cool.</p>	<p>It is important to slowly add the egg a little at a time making sure each addition is full absorbed, other wise the mixture will be too runny and will not rise very well.</p>

Assessor comments
The learner cleaned the work top using a clean cloth and a sanitiser to make sure the work surface was free of bacteria and germs. Between stages of the dish, they cleaned the work top again to prevent any cross contamination. They washed up frequently changing the water as necessary so that when the dish was completed there was very little washing up to do.

		
<p>Adding egg and beating it in thoroughly.</p>	<p>Once all the egg has been added it should be a dropping consistency.</p>	<p>I am piping the mixture using a plain nozzle, each profiterole should be the size of a walnut. It is important they all are the same size so they bake evenly and so they look good when presented.</p>
		
<p>Here are my baked profiteroles.</p>	<p>These are the ingredients for the chocolate sauce. I am using lactose free cocoa, milk and margarine.</p>	
		
<p>I am adding sugar to sweeten my chocolate sauce.</p>	<p>I have beaten the sauce so it has thickened when the cornflour past was added to the hot water and milk mixture. I am also checking the consistency is right.</p>	<p>Finally, I am adding a little margarin at the end as this makes the sauce glossy.</p>

Assessor comments

The learner collected the equipment they would need to make the dish and checked it for cleanliness washing any item that were not absolutely clean. The learner used hot soapy water and rinsed the items thoroughly before draining and then drying them with a clean tea towel. Throughout the practical session the learner observed safe and hygienic practices, applying the principle 'clean as you go'.

AO4 – the learner has chosen quite a demanding recipe that uses a range of skills. There are 4 distinct elements to the recipe each requiring different skills. Boiling, baking, simmering, beating and whisking have all been used. Timing is also appropriate because the profiteroles need to be cool before adding the cream and fruit and the chocolate sauce must be piping hot when served.



I am pouring the lactose free whipping cream into a bowl which I checked was clean before using.



Using an electric hand whisk to whisk the cream because it is quicker. I need to make sure it forms peaks before it is ready but also I must not over whisk it or it will lose its volume and be too soft to be piped into the profiteroles.



I carefully add some raspberries making sure they can be seen which makes the profiteroles more appealing



I am washing up after I have made the profiteroles the water is hot and has plenty of washing up liquid in it.

I have covered the profiteroles with chocolate sauce which adds flavour, texture and colour making them look very appealing. The raspberries add colour and nutritional value, particularly vitamin C the cream is lactose free, and the raspberries will also add flavour to the cream which tastes a little bit different than ordinary cream. The chocolate sauce uses lactose free cocoa, margarine and lactose free milk and adds colour, it is a good contrast between the cream raspberries and the crisp choux pastry.



The texture of the dish is improved because the sauce is hot and the cream, fruit and choux pastry are cold. The combination of the crisp choux pastry the juicy raspberries and the soft cream and hot chocolate sauce all complement one another and work well together making for a delicious dessert but still suitable for a customer that is lactose intolerant.

Assessor comments

It clearly demonstrated that the learner understood which ingredients could be included in a dessert and those which must be avoided.


























The learner also demonstrated their understanding of ingredients that may be substituted for example margarine for butter, lactose free cream with the addition of the raspberries to add more nutrition particularly vitamin C as well as enhancing the flavour. Lactose free milk and the use of cocoa powder rather than chocolate for the sauce all show a good level of understanding. The dish did not compromise on taste texture and appearance when creating a lactose free dessert and would be enjoyed by all customers.

Task 4 (a): record of learner observation

Qualification and task number	F&C V Cert Task 4 (a)	Learner name	XXXXXX
Date and time of observation	XXXX	Assessor name	Assessor X

<p>Description of the learner's activity. 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>1. Demonstrate how to prepare themselves for cooking. The learner was appropriately presented, clean apron no jewellery or make-up and hair was tied back. They washed their hands thoroughly using soap and hot water and dried them using paper towels before starting the practical activity.</p> <p>2. Prepared the environment for cooking including gathering equipment and utensils to be used. Carefully sanitised the work top. They collected all the equipment and utensils they would need and checked the items for cleanliness washing anything that was not clean in hot soapy water and drying thoroughly before use.</p> <p>3. Demonstrated a range of preparation and cooking skills including safe use of the oven and hob.</p> <p>4. Presented the completed dish The profiteroles were generally well presented, had very good colour and provided a range of textures and very suitable for someone with lactose intolerance. The cream could have been piped and the profiteroles could have been more even in size.</p> <p>5. Demonstrate health and safety working practices throughout. Worked in a safe and hygienic manner washing up and cleaning the worktop as needed. At the end there was very little washing up left to do and utensils and equipment were stored in the correct place.</p>	<p>3. At the beginning the learner accurately weighed and measured their ingredients. The learner then stored the fat and the cream substitute on the correct shelf in the fridge.</p> <p>The learner was confident when making the choux pastry following the recipe making sure the fat had melted as the water boiled and then drew it off the heat to add the flour and then returned it to the heat beating it thoroughly till the mixture left the sides of the pan. Broke eggs separately and whisked lightly. Once cool they added the eggs a little at a time to prevent the mixture becoming too slack.</p> <p>They prepared the baking sheet and piped the mixture, – not all the profiteroles were the same size. They checked the oven was at temperature and placed a bain marie in the bottom to create steam and then put the timer on for 30 minutes.</p> <p>The learner checked the profiteroles were cooked by the colour and how crisp they were and then cooled them on a wire rack.</p> <p>They whipped the cream to the correct stage with an electric hand mixer, spooned it into the cooled profiteroles and then added the raspberries. The ingredients for the chocolate sauce were measured carefully and the overall sauce was of a good consistency and was tested using a clean spoon before removing from the heat to cool a little.</p>

Internet browsing history

 google.com Visited lactose free recipes - Google Search 12:39 PM • Details		 nhs.uk Visited Dairy and alternatives in your diet - NHS 12:35 PM • Details	
 myaccount.google.com Visited Your data in Search 12:39 PM • Details		 groceries.asda.com Visited View All Lactose Free - ASDA Groceries 12:34 PM • Details	
 google.com Visited Search Settings 12:38 PM • Details		 tesco.com Visited Lactose Free Dairy - Tesco Groceries 12:34 PM • Details	
 godairyfree.org Visited Dairy-Free Recipes: Over 2500 Meals, Desserts, Snacks & More 12:36 PM • Details	 	 healthline.com Visited Lactose-Free Diet: Foods to Eat and Avoid 12:34 PM • Details	
 eatingwell.com Visited Dairy-Free & Lactose-Free Recipes EatingWell 12:36 PM • Details	 	 google.com Visited lactose intolerance - Google Search 12:33 PM • Details	
 nhs.uk Visited Lactose intolerance - NHS 12:32 PM • Details		 	

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

<p>Evidence required A word-processed evaluation to be completed by the learner.</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.	<p>Evaluating a dish for someone with a food-related health condition</p> <p>If a person suffering from this condition eats a product containing lactose they will experience stomach pain, bloating, wind and diarrhoea.</p> <p>When choosing the dessert I have considered whether to choose a dessert with ingredients which do not contain lactose but also I have considered how I could substitute milk or milk products for an alternative, either a lactose free alternative, or to substitute cow's milk for milk made from almonds, rice, oat, coconut or soya. More and more supermarkets are now stocking alternatives that do not contain lactose so it is quite easy to provide a tasty dish for someone with this condition. I have chosen make profiteroles because it is very easy to substitute butter for block margarine and butter is the only ingredient in the choux pastry that contains lactose.</p> <p>I decided it made more sense to choose a dish that did not require a lot of ingredient substitution as the key ingredients were already suitable for someone with lactose intolerance and therefore could be enjoyed by all customers. Not everyone likes to have desserts where ingredients are substituted with lactose free products because sometimes this alters the flavour and texture of the dessert.</p> <p>The plain flour used to make choux pastry is lactose free and the block margarine I am using is better nutritionally than butter because it contains much less saturated fat or sometimes none depending on the brand. This is also better as saturated fat is linked to coronary heart disease which is a heart condition where the blood vessels supplying blood to the heart are narrowed or even blocked. It also contains vitamins A, D which are often added to margarine and vitamin E. Vitamin A is good for skin, it also helps the digestive system and increases resistance to infection. Vitamin D aids absorption of calcium and phosphorous which are both good for healthy bones. It also helps muscle strength and acts as an antioxidant. Vitamin E is needed for healthy skin.</p>	<p>Assessor comments</p> <p>AO3 – The learner has provided an excellent analysis and evaluation of the nutritional content of the dish she has chosen. They have demonstrated a comprehensive understanding of what it means to be lactose intolerant appreciating foods that contain lactose, those that do not and the health consequences of consuming lactose if lactose intolerant.</p> <p>The dish is a very suitable choice because it substitutes the ingredients that contain lactose that are appropriate but also has chosen a dessert that requires few changes to make it acceptable to people who cannot tolerate lactose but has still been able to create a skilful, presentable, appealing and flavoursome dish which could also be served to regular customers. No distinction between intolerance and an allergic response has been made.</p> <p>The learner has demonstrated a comprehensive understanding of the nutritional content of the dish identifying the key nutrients in each component of the dish for example the choux pastry the raspberry and cream filling and the chocolate sauce and also has identified the functions of each nutrient.</p>
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The pastry does not contain a high proportion of fat. I have made the filling healthier by reducing the amount of lactose free cream and adding fresh raspberries. Raspberries contain vitamin C, fibre, and Potassium.

Fibre is needed to aid digestion and helps move waste through the body. Vitamin C acts as an antioxidant and is important for the functioning of body tissue, helps wound to heal more quickly and helps the body to absorb iron. B9 is important for the formation of DNA.

I have also chosen to serve a chocolate sauce with the profiteroles rather than cream or ice cream which both contain lactose and are high in fat and sugar.

The chocolate sauce I am making uses lactose free cocoa powder and the liquid used to make the sauce will be half water and half almond milk which is lactose free.

I have decided not to use lactose free chocolate as cocoa provides a stronger flavour and reduces the overall calorie content and is also cheaper than chocolate. I will add a little margarine to the sauce rather than butter before I serve it because it is lactose free and adds gloss and a shine to the sauce which makes it appealing.

Assessor comments

The learner could have expanded some of the functions of the nutrients answering in more depth. No reference was made to the Government healthy eating tips for example using fruit in the profiteroles could have been linked to 5 a day and forming part of a balanced diet.

AO3 – the learner has provided an excellent analysis and evaluation of the completed dish and has considered the requirements of the chef as specified in the brief.

The learner has thought about the need to not only provide a dish that is lactose free but also one that has a good skill level and looks very appealing has lots of taste and a variety of textures. They have incorporated a range of colours from the choux pastry to the fruit, cream and chocolate sauce. A range of textures are present from the crisp choux pastry the softer cream consistency and the fruit as well as the chocolate sauce.

The learner has thought about the age group the chef wants to appeal to and produced a dish that would appeal to the 13 to 19 age group as well as the current customer base.

It would also be acceptable to customers who do not have lactose intolerance which means the chef would not have to make a dish exclusively for the customers who are lactose intolerant.

The learner has been self-critical and made some pertinent comments about how the dessert could be improved. They have a good sense of the importance of presentation and have picked on some key points such as uniformity of size when baking the profiteroles but also the impact this would have on presentation. The improvements to the presentation of the filling by piping the cream and dusting the finished item with icing sugar are very valid improvements for this particular dessert.

An evaluation of the outcome of the completed dish in terms of the other requirements of the chef (as detailed in the project brief).

I feel I have taken the brief into consideration I have tried to bear in mind that the chef is keen on using seasonal produce, is aware of environmental factors and he also wants to encourage more young people into his restaurant. I have chosen to make profiteroles because the basic choux pastry recipe is not too calorific and only contains a small amount of fat. It is not expensive to make and the profiteroles when baked are a lovely appealing golden colour.

I have filled the profiteroles with fruit as well as lactose free cream because raspberries are in season which means they will be cheaper and will be full of flavour and at their best in terms of nutritional content. I will be able to buy them locally from a farm shop where they have been freshly picked which also means they are environmentally friendly because the amount of food miles is very low and there are no carbon emissions. The raspberries are from an organic farm which does not use pesticide and fertilisers so I think the chef will be happy with my choice of dish.

They also improve the appeal of the dish as the raspberries will add lots of colour and be a good contrast against the choux pastry and cream.

I have made a chocolate sauce to go with the profiteroles because it adds a lot of flavour which goes well with the raspberry filled profiteroles. The sauce also provides a really good colour contrast and should be served hot which again adds texture to the dish. I think this dessert would have a lot of appeal for customers in the 13–19 age group but also for other customers as this is a classic dish that has the added twist of the raspberries but still includes the traditional chocolate sauce which will be popular with the younger age group.

I think there are a few things I would do next time which would improve the dessert.

Not all the profiteroles were exactly the same size which is important so that they cook evenly and so that they all look the same when you present them so next time I would take more care to achieve this.

I made the profiteroles a little too big so filling them took a lot of cream and I think I have improved the presentation by piping the cream in rather than using a teaspoon and next time I would lightly dust them with icing sugar to improve the presentation.

Using the lactose free ingredients has not altered the appearance or flavours of the dessert which I think is very important when choosing a dessert for lactose intolerant customers. It must be lactose free, but it is important not to choose a dish that has to be fundamentally altered and, in the process, loses taste texture and appeal to the customer.

Assessor comments

The learner has also considered the importance as per the requirements of the chef to use seasonal produce which is also very environmentally friendly.

The learner has sourced the raspberries from a local organic farmer, so pesticides and fertilisers have not been used and there are no food miles or carbon emissions generated in the chain from grower to consumer. In addition, the raspberries will be at their best in terms of ripeness, flavour and nutritional value as well as being plentiful and therefore cheaper.

