

Sample Portfolio: Unit 04

**NCFE Level 2 Certificate in Food and Cookery
Skills**

QN: 603/3911/1

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Introduction

The material within this portfolio relates to:

Unit 04 – Plan and produce dishes in response to a brief (M/506/5039)

This portfolio is designed to demonstrate the types of evidence that could be produced for Unit 04 of the Level 2 Certificate in Food and Cookery Skills. It's designed to provide guidance on how a portfolio could look, rather than being prescriptive.

Evidence may be submitted in a variety of forms. In this example there are written accounts and visual evidence, but the evidence could also be presented in an audio format. Where the learner has provided visual evidence (for example screen grabs, copies of research), this has been clearly annotated to give context as to why it has been included. Each piece of evidence has been presented with the assessment criteria number shown at the top of the page.

This portfolio contains both actual evidence from a learner and also manufactured evidence produced by NCFE. External Quality Assurer guidance has been provided for each piece of evidence relating to an assessment criterion. The guidance comments on how the evidence meets the assessment criterion and what could be improved to obtain a higher grade.

The suggestions and assessment methods are not exhaustive and Teachers are encouraged to explore other methods which will support the learner to produce the best evidence that they're capable of for the unit. For further advice on the suitability of a particular assessment method, you can refer to the relevant qualification specification or contact your External Quality Assurer.

It's strongly recommended that each unit is presented and assessed individually to allow accurate judgements about the learner's competence. This will also make it easier to award a grade for the unit. The work must then be internally quality assured and made available for the External Quality Assurer. It's accepted that a piece of evidence may be presented for more than one unit. Where this is the case, the evidence must be clearly mapped to all units and assessment criteria it applies to when presented to the External Quality Assurer. This will enable them to make an accurate judgement about the learner's competence and overall unit grade.

The external quality assurance team for this qualification wanted to provide further clarity around the following points:

- The V Certs are designed to have clear parity with the demands of a GCSE.
- The purpose of the qualification is appropriate for learners who are looking to develop a significant core of knowledge and understanding and apply that knowledge in preparing and producing dishes. Level 1 is appropriate for students looking for an introduction to the skills, knowledge and qualities needed in the food and cookery occupational area.
- We are keen to emphasise that the grading descriptors should be applied to the learner's independent response.

Supporting learners

Teachers are responsible for supporting learners through the assessment process to ensure that they are able to create and redraft/revise work independently.

Teachers may:

- help the learner to understand the concept of work-related work, applied learning and vocational qualifications
- help the learner to understand the performance expectations for each of the grades (both within and between units) and how their work will be assessed
- help the learner to understand how to prepare and present their evidence, including what constitutes plagiarism and other forms of cheating
- motivate the learner to work consistently through the programme, including helping them work to deadlines
- encourage the learner to take the initiative in making improvements to their work but stop short of telling them the detail of the improvements to make
- provide reference material - however, model or worked answers should not be copied by the learner.

Feedback to Learners

NCFE qualifications have been designed to enable learners to demonstrate to the full their knowledge, understanding and skills. It is expected that their level of performance will improve over the course and Teacher feedback is an essential part of the process.

It is important that your feedback should focus on helping your learners to evaluate their own performances in order to reduce any discrepancies between their current performance and that which is desired.

You should:

- focus on what the learner has done well and why
- encourage the learner to work out how to apply successful techniques elsewhere
- make all comments generalised so that the learner can apply them to new situations
- encourage self-regulation and criticism, for example, 'you know the key features of making an evaluation, check whether these are included in your own work'
- reference learning points, for example, 'your answer might be better if you included strategies we discussed earlier'
- limit your comments to one or two key areas
- always record feedback given to individual learners.

You must not:

- provide templates or model answers
- give feedback on specific elements of tasks
- give specific feedback on how to achieve a higher grade
- list negative points for correction.

Range statements

Teachers should note that the range, emboldened words included in each unit, provide further information for the assessment criterion, for example:

- 1.3 Potential risks and hazards:** food safety eg bacteria and other contaminants, cross-contamination, hand washing and personal hygiene. Hazard safety eg cuts, burns, scalds, slips, trips and falls

The learner needs to provide evidence that they have considered food safety and hazard safety.

- 3.3 Purpose:** eg aeration, thickening, shortening, aesthetics, taste

This has been exemplified for the Teacher to further understand the intention of the qualification writers.

Glossary

The glossary is an invaluable resource for Teachers to use to interpret the grading descriptors.

Labelling

And finally to re-emphasise the importance of clear labelling of work as it meets the assessment criteria, including where possible, page numbers within the portfolio of evidence.

Internal Assessment

Example internal assessments can be found on QualHub.

Purpose of the sample portfolio

The purpose of the sample portfolio is to help Teachers apply the grading descriptors to real life examples of learner work. It is important to note that in order to capture this evidence NCFE approached schools to take part in the pilot delivery of a unit with their learners.

Pilot

Should you wish to participate in providing learner evidence through a pilot or sample learner work please contact: schoolsteam@ncfe.org.uk or speak to your External Quality Assurer.

Learner evidence and External Quality Assurer commentary

Unit 04 Plan and produce dishes in response to a brief (M/506/5039)

Assessment criterion

1.1 Assess the requirements of a set brief

Learner evidence:

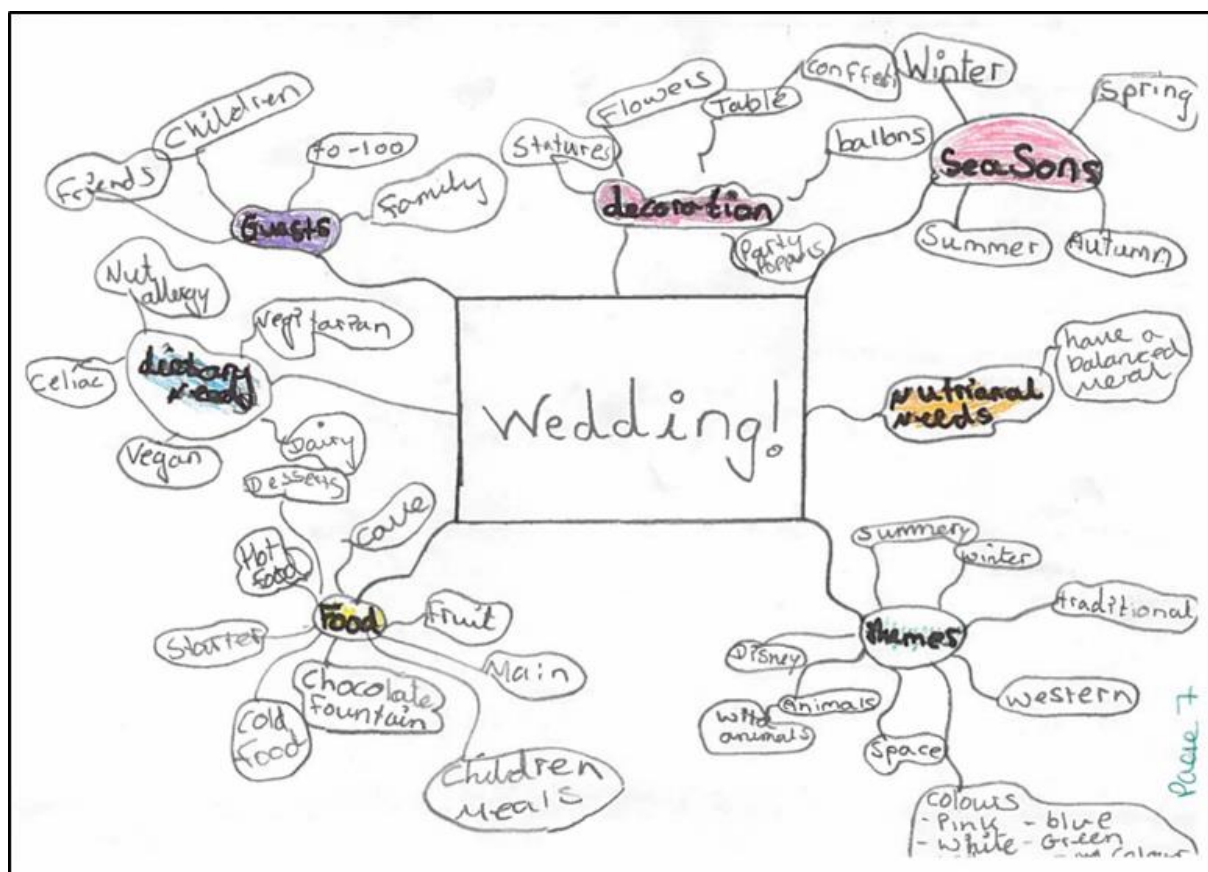
<p><u>Task 1</u></p> <ul style="list-style-type: none">• Write down the 2 dishes that you have chosen.• Why have you chosen these dishes?• What is the nutritional value of the meal?• Explain how the dishes could be modified to be suitable for a vegetarian if not already. <p><u>Task 2</u></p> <ul style="list-style-type: none">• Make a mind map of ideas of other dishes that could be used for a wedding and annotate.• Add Nutritional info, Presentation ideas, dietary needs, do they fit a wedding theme?

Unit 04 Plan and produce dishes in response to a brief (M/506/5039) (cont'd)

Assessment criterion

1.1 Assess the requirements of a set brief

Learner evidence (cont'd)



Unit 04 Plan and produce dishes in response to a brief (M/506/5039) (cont'd)

Assessment criterion

1.1 Assess the requirements of a set brief

External Quality Assurer commentary:

The learner's evidence for 1.1 meets the assessment criterion at a **Pass**. The combination of the two pages together shows that the learner has met the requirements of the brief and considered aspects such as the season, dietary needs, nutritional content, types of food and the range of guests. In order to improve the work they could have added greater detail to the aspects they have identified and shown a consideration of the time available and the number of guests and have shown more evidence of assessing the requirements of the set brief. (There is an assumption that the learner went on to use the mind map to help them decide on the menu ruling some aspects out and ruling others in. Discussions may have taken place with the Teacher and or peers).

To achieve a **Merit** grade the learner would have to assess in detail (thoroughly and in depth) the requirements of the set brief. This should include a statement of all the points given in the brief with some explanation of how this will impact on choices such as choice of dishes, suitability for the occasion, how well the dishes complement one another, time available and resources.

In order to achieve a **Distinction** the learner would have to comprehensively (all encompassing) assess the requirements of the set brief. They would need to expand beyond the mind map and the statements for the Merit, with greater explanation provided for many of the issues identified. The learner would need to demonstrate their comprehensive understanding of such issues in relation to wedding food for example portion control, ease of service and time available. The learner would need to elaborate on aspects included such as food allergies, portion size, details of the target group requirements.

Grade awarded for this assessment criterion - **Pass**

Unit 04 Plan and produce dishes in response to a brief (M/506/5039) (cont'd)

Assessment criterion

1.2 Select a menu of dishes for the brief

Learner evidence:

Mozzarella and basil stuffed chicken Breast
With chorizo Potatoes:

I choose this meal because it includes
a bit of nearly everything on the eatwell
Plate.

The Mozzarella is in the Milk and
dairy food section which gives us
calcium (which is good to repair and grow
Your bones).

The Basil is in the Fruit and vegetable
section which gives us Vitamins and
Minerals.

The chicken is in the meat section and
gives us Protein, which helps us repair our
bones.

Also the chorizo is in the meat section.

Finally the Potatoes are in the
carbohydrates section, and it gives us
energy.

Unit 04 Plan and produce dishes in response to a brief (M/506/5039) (cont'd)

Assessment criterion

1.2 Select a menu of dishes for the brief

Learner evidence (cont'd):

Chocolate, hazelnut and Salted caramel Mousse:

I choose the Mousse because after having a nice warm main meal its nice to have something cooler.

Also its nice to have chocolate and hazelnut with caramel. It all goes well together.

Another Reason was because Most People will like this Pudding, and at a wedding, there will be lots of people. It would be easier to Make the Same for everyone then something different for each person.

Unit 04 Plan and produce dishes in response to a brief (M/506/5039) (cont'd)

Assessment criterion

1.2 Select a menu of dishes for the brief

External Quality Assurer commentary:

The learner's evidence for 1.2 meets the assessment criterion at a **Merit**. The learner has selected a menu of dishes for the brief showing initiative and consideration of a good range of factors relevant to the occasion for example portion control, ease of service, colour, texture, flavour and presentation. The dishes chosen shows the learner has thought about time restraints and numbers of guests in order to meet the many requirements of the brief.

To achieve a **Pass** the learner would have to have chosen a menu that generally met the brief and would have considered for example the occasion, the number of guests, how well the menu items complemented one another, the cost, flavour presentation and ease of service.

To achieve a **Distinction** grade learners will inventively (creativity borne of original thought) select a menu of dishes suitable for the brief and meet all of the requirements of the brief completing in detail all of the elements from the Merit. The dishes chosen should show that the learner has spent time and consideration in making their choices to make this an original menu that meets the brief from many perspectives.

Grade awarded for this assessment criterion - **Merit**

Unit 04 Plan and produce dishes in response to a brief (M/506/5039) (cont'd)

Assessment criterion

1.3 Develop a plan of action for making the dishes

Learner evidence:

Chocolate, hazelnut and salted caramel mousse:			
Health and safety: Always tie your hair up, wear a blue plaster on any cuts, and don't wear jewellery or fake nails. Always wash your hand. Make sure that if you use the same bowl or any other equipment you clean it before using it again. Don't run around the kitchen. Be careful around the hot saucepan as you don't want to burn yourself.	Ingredients: For the salted caramel source: 100g granulated sugar 2tablespoon golden syrup 30g unsalted butter 80ml of double cream ½ teaspoon sea salt A bit of water	Ingredients: For the mousse: 330g dark chocolate (chopped into small pieces) 30g unsalted butter 8 free range eggs, separated 1 table spoon caster sugar 25g chopped hazelnut A bit of water	Equipment: Tablespoon Teaspoon Saucepan Wooden spoon Bowl Clingfilm Source pan Whisk Serving glass
Method: Salted caramel source: 1. Place the sugar, two table spoons water and golden syrup in a saucepan and bring it to boil, stir occasionally. 2. When the sugar has turned a rich amber colour, remove from the heat and stir butter, cream and salt. 3. Pour into a bowl, cover the surface with Clingfilm and cool completely.		Equipment: <ul style="list-style-type: none"> • Spoon • Saucepan • Wooden spoon • Bowl • Clingfilm 	
Mousse: 1. Melt the chocolate and butter in the bowl, set over a pan of simmering water- ensuring that the bowl does not touch the water. Set aside to cool a little. 2. Then whisk the egg yolks into the cooled chocolate mixture. 3. In a separate bowl, whisk the egg whites to light foam then add the caster sugar and whisk again until soft peaks form when the whisk is removed. 4. Stir the third egg whites into a chocolate mixture with the chopped hazelnuts. 5. Then carefully fold in the remaining egg whites until well incorporated 6. Pour a tablespoon of salted caramel sauce into the bottom of each serving glass. Top with one-third of the mousse mixture. Drizzle over enough source to cover the mousse. 7. Repeat this layering with the mousse and caramel, finishing with a final layer of mousse. Refrigerate for an hour before serving.		<ul style="list-style-type: none"> • Bowl • Source pan • whisk • Bowl • Whisk • Same bowl as before • Stir with a spoon • spoon • Table spoon • Serving glass • The rest of the serving glasses 	

Unit 04 Plan and produce dishes in response to a brief (M/506/5039) (cont'd)

Assessment criterion

1.3 Develop a plan of action for making the dishes

External Quality Assurer commentary:

The learner evidence for 1.3 does not meet the assessment criterion and has **Not Yet Achieved**. The learner has covered many of the points in the criterion but the learner has not created a plan of action. The learner has presented evidence of separate recipes with a method, equipment, list of ingredients and health and safety issues identified. However, it is very important that a plan of action includes timings and may not simply require the learner to complete one dish at a time but create an appropriate sequence for key stages of each dish. This demonstrates that the learner understands the importance of factoring in aspects such as chilling time, baking time, cooling and decorating. There is no reference to the skills used to complete the dishes.

To achieve a **Pass**, the learner would need to demonstrate that they can plan an appropriate order in which to make the dishes showing that they can plan within a set time frame identifying specific timings and the sequence of each stage of each recipe that enables them to use the time available appropriately and ensures all dishes are completed on time. The plan would also include ingredients, equipment, utensils, skills used and health and safety considerations. It is essential for the learner to show they can action plan in order to achieve a **Pass** grade.

To achieve a **Merit** the learner would need to develop a detailed (thorough and in depth) plan of action for making the dishes meeting all of the criteria for the **Pass** but in greater depth, including showing the order of each stage of each recipe. The plan would show more detailed health and safety considerations such as how to avoid cross-contamination.

To achieve a **Distinction** grade learners would need to develop a comprehensive plan of action that is all encompassing of the plan of action points in detail ensuring that all aspects of the plan are covered. The learner's plan of action would clearly demonstrate they understand the most appropriate sequence of tasks allocating accurate timing. They would reference key health and safety points for example cross-contamination, how this may be prevented and the consequences of not following the necessary health and safety procedures for example food poisoning when handling raw meat and appropriate temperature and timings when chilling the mousse. The learner would make reference to the skills needed to successfully complete the menu items.

Grade awarded for this assessment criterion – **Not Yet Achieved**

Unit 04 Plan and produce dishes in response to a brief (M/506/5039) (cont'd)

Assessment criterion

1.4 Review and revise plan from feedback

External Quality Assurer commentary:

The learner evidence for 1.4 assessment criterion is **Not Yet Achieved**. The learner has not created a plan of action to cook their chosen dishes and has merely produced separate recipes with methods. There is no evidence that based on any feedback received the learner has then chosen to create a plan of action that responds to the feedback given. There is no evidence of amendments to the separate recipe and method sheets either. (In effect the learner has not produced any evidence for this criterion).

To achieve a **Pass** the learner would have to show they had reviewed and revised their plan from feedback given to them by the Teacher or another source. Basic changes will be made to the plan such as ingredients modified, health and safety points included and or order of making the dishes changed and timings amended.

To achieve a **Merit** grade the learners would have to review and revise their plan from feedback showing critical understanding, with the decision to make any changes coming from the learner demonstrating they can interpret the feedback and use their own ideas to make improvements to aspects of their plan that will impact upon their chosen dishes. For example the manner in which they work including their attention to health and safety issues, selection of ingredients, choice of utensils and equipment and the allocated timings for the stages of each dish.

To achieve a **Distinction** the learner will review and revise their plan from feedback with critical judgement showing that they are able to interpret the feedback to improve their plan unaided. Appropriate changes will be made to their plan showing that learner has been able to independently interpret the feedback showing critical judgement to improve their plan, for example revising their timings to optimise the time available and cook the dishes in the most logical order; identify ways to increase the level of skill and standard of presentation through modification of the recipe and method. Revision or addition of health and safety points to demonstrate their understanding of their importance when preparing and cooking food.

Grade awarded for this assessment criterion – **Not Yet Achieved**

Unit 04 Plan and produce dishes in response to a brief (M/506/5039) (cont'd)

Assessment criteria

2.1 Demonstrate how to prepare themselves and the environment for cooking

2.2 Apply the plan to make the dishes on the menu

2.3 Demonstrate cooking skills to make the dishes on the menu

2.4 Demonstrate safe and hygienic working practices throughout

Learner evidence:

Teacher Observation sheet for Level 2 Food and Cookery.

Student Name:

Dish(s):

Date:

Teacher Signature:

Assessment Criteria	N A	P ✓	M ✓	D ✓	Comment:
2.1 Demonstrate how to prepare themselves and environment for cooking			✓		You have consistently presented yourself in a clean hygienic manner, wearing a clean apron, hair tied back, jewellery removed, appropriate footwear. You always wash your hands thoroughly at the start of a practical lesson and throughout where necessary. You collected and prepared your equipment before starting to cook and ensured all work surfaces and equipment was thoroughly sanitised.
2.2 Apply the plan to make the dishes on the menu	✓				You did not create a plan to work from. You did have recipes and methods for each dish but you had not allocated any timing to each key stage of each dish and therefore during the practical session your timing was not accurate and you did not cook your items in the most logical and appropriate order. A pre prepared plan helps you to do this because prior to cooking you would have considered the most appropriate order which helps you to ensure a timely finish- rather than being very rushed at the end and having a lot of clearing up still to do- which is a pity because in the early stages you were working in a very well organised and hygienic manner.
2.3 Demonstrate cooking skills to make the dishes on the menu		✓			You showed confidence when demonstrating the skills each dish required. Your confidence would have remained throughout had you not become concerned about finishing on time. You did have to rush too much at the end because you had not cooked the dishes in the most appropriate order and you were short on time to season and present the dishes to the high standard you are capable of.
2.4 Demonstrate safe and hygienic working practices throughout		✓	NA	NA	For the most part you worked in a safe and hygienic manner. However as you began to realise you were running out of time you allowed your work area to become very cluttered. Knives were put into the sink which was full of soapy water and the mixer was left out when you had finished with it reducing your available work space. You had a lot of clearing up to do when the dishes were presented.

Unit 04 Plan and produce dishes in response to a brief (M/506/5039) (cont'd)

Assessment criteria

2.1 Demonstrate how to prepare themselves and environment for cooking

2.2 Apply the plan to make the dishes on the menu

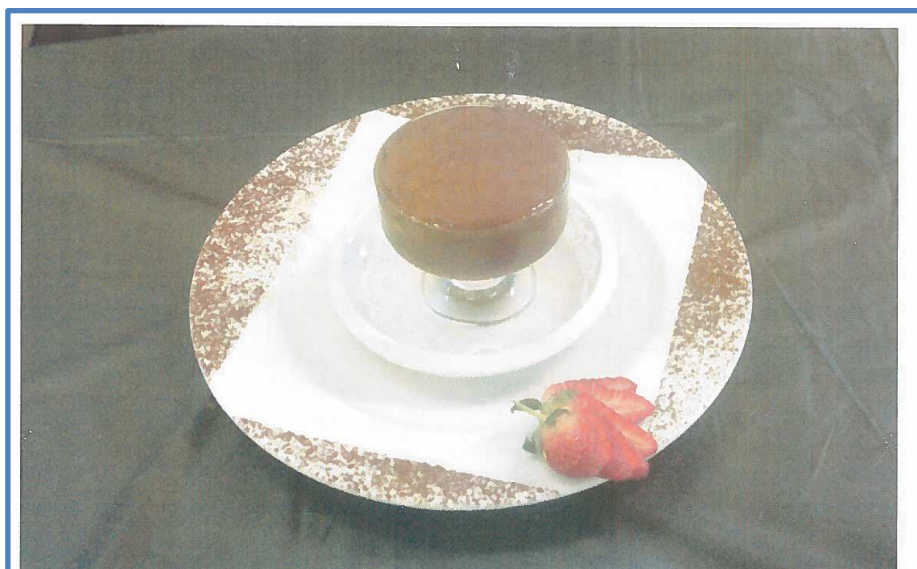
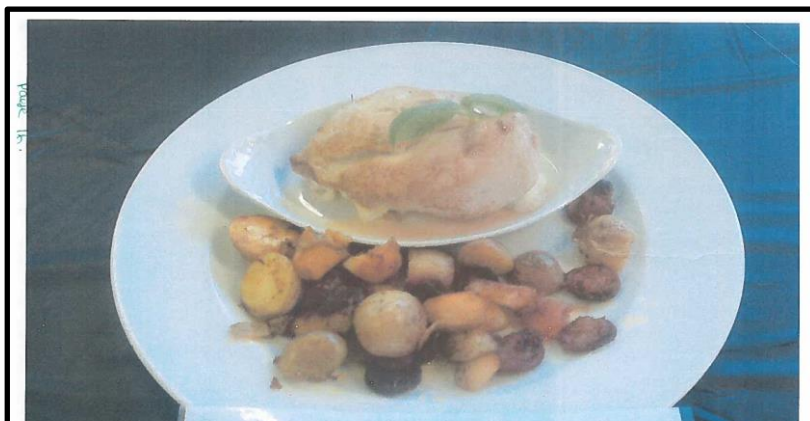
2.3 Demonstrate cooking skills to make the dishes on the menu

2.4 Demonstrate safe and hygienic working practices throughout

Mozzarella and basil stuffed chicken breast with chorizo potatoes:		
<p>Health and safety:</p> <p>Be careful when using a knife or any other sharp objects, as you don't want to harm yourself or other people.</p> <p>Make sure you use two different knives and chopping boards for meat and other foods. (Use a red chopping board for meat to prevent cross contamination).</p> <p>Be careful when putting things in an oven, or using hot water.</p> <p>Always tie your hair up, put a blue plaster on a cut, don't wear jewellery. Always wash up and wash your hands when cooking and finished cooking.</p>	<p>Ingredients:</p> <p>1 chicken breast</p> <p>4-5 basil leaves</p> <p>60g mozzarella</p> <p>Salt and pepper</p> <p>6-8 potatoes</p> <p>1/2 teaspoon of paprika</p> <p>50g chorizo</p> <p>A bit of oil</p> <p>Water</p>	<p>Equipment:</p> <p>2 knives (one for vegetables and one for meat)</p> <p>1 Source pan</p> <p>1 Collider</p> <p>1 Chopping board and 1 red chopping board (for meat)</p> <p>Cocktail sticks (for chicken)</p> <p>1 backing tray</p> <p>1 spatula</p> <p>1 plate, knife and fork (to eat with)</p>
Method:		Equipment needed:
1. Cut the potatoes into bite size pieces and Boil until it's soft and then leave to drain.		<ul style="list-style-type: none"> • knife • chopping board • source pan • collider
2. Pre heat the oven to 180c or gas mark 4		<ul style="list-style-type: none"> • oven
3. Open the chicken breast to make it completely flat (butterfly). On the inside of the breast sprinkle it with salt and pepper. Then clean and add basil leaves to the centre of the chicken. Cut and top with mozzarella.		<ul style="list-style-type: none"> • Red chopping board • New/ different Knife • Another Chopping board and Knife (for the mozzarella)
4. Roll the chicken up tightly and keep it in place using cocktail sticks.		<ul style="list-style-type: none"> • Cocktail sticks
5. Heat the pan with a little bit of oil, when it's hot add the chicken breast and let it brown on all sides. Once its brown put onto a backing tray and place in the oven for 15-20 minutes.		<ul style="list-style-type: none"> • Frying pan • Spatula • Backing tray • oven
6. Chop up the chorizo into small pieces.		<ul style="list-style-type: none"> • Knife • Chopping board
7. Put a frying pan over a high heat on the stove with a little bit of oil. Add the chorizo and cooked potatoes, fry for 3-4 minutes.		<ul style="list-style-type: none"> • Frying pan • Stove (top of oven)
8. Turn the heat down to medium and add the paprika, cook this for 1 minute.		<ul style="list-style-type: none"> • Still using the same frying pan and stove
9. Serve the potatoes and chicken together (remember to remove the cocktail stick from the chicken)		<ul style="list-style-type: none"> • Plate • Knife and fork

Unit 04 Plan and produce dishes in response to a brief (M/506/5039) (cont'd)

Learner evidence (cont'd):



Unit 04 Plan and produce dishes in response to a brief (M/506/5039) (cont'd)

Assessment criteria

2.1 Demonstrate how to prepare themselves and environment for cooking

2.2 Apply the plan to make the dishes on the menu

2.3 Demonstrate cooking skills to make the dishes on the menu

2.4 Demonstrate safe and hygienic working practices throughout

External Quality Assurer commentary:

All of the written Teacher feedback for the assessment criteria for this unit have been combined on one Teacher observation sheet and is supported by the use of photographs. Please see Teacher observation report form.

2.1 Demonstrate how to prepare themselves and environment for cooking

The learner evidence for 2.1 meets the assessment criterion at a **Merit**.

To achieve a **Merit** the learner will confidently (with certainty in their own ability) demonstrate how to prepare themselves and the environment for cooking. In addition to the aspects highlighted for a pass the learner would demonstrate checking the cleanliness of the equipment and utensils they intend to use and organise their work space appropriately. They would not require any intervention from the teacher. There is also evidence on the recipe and method sheets that the learner has considered the need to prepare themselves and the environment appropriately for a practical session.

To achieve a **Pass** grade learners will demonstrate they understand the importance of preparing themselves and the environment prior to cooking. This would include thorough hand washing, hair tied back, jewellery removed and wearing an apron and appropriate footwear. Work area should be sanitised and equipment checked. Some prompts may be necessary from the teacher.

To achieve a **Distinction** the learner will skilfully (in a manner underpinned by technical knowledge and a degree of mastery) demonstrate how to prepare themselves and the environment to a professional standard, demonstrating that as a matter of routine they prepare themselves and the work environment, they understand the purpose of doing so and the consequences of not preparing themselves and the environment appropriately.

Grade awarded for this assessment criterion - **Merit**

Unit 04 Plan and produce dishes in response to a brief (M/506/5039) (cont'd)

2.2 Apply the plan to make the dishes on the menu

The learner evidence for 2.2 does not meet the assessment criterion and has **Not Yet Achieved**. A plan has not been formulated with evidence of timings and the learner has not considered the optimum order in which to prepare each stage of each dish. The learner has only the recipes and methods to refer to.

To achieve a **Pass** the learner would have to apply their plan to make the dishes on the menu enabling them to manage each stage of their recipes in a timely way as identified in their plan to achieve an acceptable standard of finished dishes within the specified timescale ensuring the dishes were both edible and appropriately presented under general supervision. In addition to having prepared themselves and the environment to meet health and safety standards.

To achieve a **Merit** the learner would have to confidently (with certainty in their own ability) apply their plan to make the dishes to a good standard working in a confident manner whilst keeping to their plan or if necessary being able to adjust it to ensure the dishes are cooked in the optimum order. The plan will have identified the need for the learner to consider the texture, taste, colour of their dishes and appropriate presentation under general supervision. In addition to having prepared themselves and the environment to meet health and safety requirements. The meal should be presented by the learner in a manner that reflects the brief.

To achieve a **Distinction** grade the learner would have to apply the plan to make the dishes on the menu with sophistication showing an ability to change their plan if necessary and using their ability to develop and refine the dishes in all aspects with little supervision. The dishes should be presented by the learner within the time frame and should clearly reflect the brief.

Grade awarded for this assessment criterion – **Not Yet Achieved**

Unit 04 Plan and produce dishes in response to a brief (M/506/5039) (cont'd)

2.3 Demonstrate cooking skills to make the dishes on the menu

The learner evidence for 2.3 meets the assessment criterion at a **Pass**. Initially the learner showed confidence when making their chosen dishes demonstrating a range of skills. As time progressed and because the learner did not have the benefit of a timed plan to refer to they had to rush to complete the dishes which meant they did not check for seasoning or have sufficient time to present the dishes to their usual standard.

To achieve a **Merit** the learner would have to demonstrate confidence and certainty in their own ability to demonstrate their cooking skills on their chosen menu using appropriate skills to make dishes that are edible, appropriately presented and of a correct texture, taste and colour. The learner will have made an attempt at reflecting the brief in their presentation and used a range of cooking skills.

To achieve a **Distinction** the learner would have to skilfully use their technical knowledge and a degree of mastery to demonstrate their cooking skills on their chosen menu using appropriate skills to make dishes that are edible, appropriately presented and of a correct texture, taste and colour. There will be attention to detail such as with garnishes and presentation and a wide range of more complex skills will have been used.

Grade awarded for this assessment criterion – **Pass**

Unit 04 Plan and produce dishes in response to a brief (M/506/5039) (cont'd)

2.4 Demonstrate safe and hygienic working practices throughout

The learner evidence for 2.4 meets assessment criterion at a **Pass**.

The learner has demonstrated safe and hygienic practices throughout most of their practical session. They have kept work areas clean and hygienic whilst preparing and cooking their dishes. They have shown an awareness of preventing cross-contamination eg covering cuts, washing hands after handling high risk foods and chilling food at the correct temperature. Towards the end of the practical session as they were running out of time their work area became cluttered and there was a lot of clearing up still to be completed.

There is no Merit or Distinction grade available.

Grade awarded for this assessment criterion – **Pass**

2.1 Merit

2.2 Not Yet Achieved

2.3 Pass

2.4 Pass

Unit 04 Plan and produce dishes in response to a brief (M/506/5039) (cont'd)

Assessment criterion

3.1 Assess the strengths and weaknesses of the menu

Learner evidence:

Strengths. I think the menu I chose was suitable because the dishes would work well for a wedding. They would both be easy to serve and eat especially the mousse. Portion control would be easy. They were both quite colourful which would mean they would look good when presented to the guests and make them want to eat them. There are different textures which would make them interesting to eat and the main dish would have a lovely smell of chicken and basil which would make the guests feel hungry and want to eat it. The chocolate mousse is served in an individual dish and therefore would be quick to serve at the wedding.

Weaknesses. I think I could have improved my menu by adding another vegetable to the chicken dish. The basil and the chorizo are both strong flavours to serve together. The main course plate also looked a little crowded and I could have improved the presentation if I had not run out of time. The mousse would look more appealing if I had decorated the top of it maybe with some chocolate curls.

Unit 04 Plan and produce dishes in response to a brief (M/506/5039) (cont'd)

Assessment criterion

3.1 Assess the strengths and weaknesses of the menu

External Quality Assurer commentary:

The learner evidence for 3.1 meets assessment criterion at a **Merit**. The learner has identified a range of strengths and weaknesses which are specifically about the menu. They show that the learner has reflected upon how suitable the menu is for the occasion and considered some key points such as flavours, texture, portion control, ease of service, presentation and how the wedding guests might react to the menu items. The learner has not referred to the nutritional content of the menu.

To achieve a **Pass** grade learners will assess some of the strengths and weaknesses of the menu such as how well the dishes work together and their suitability for the occasion. They may refer to the nutritional content and identify some of the key nutrients present or any that may be lacking and what might be the consequences of this.

To achieve a **Distinction** the learner would have to comprehensively (all encompassing) assess the strengths and weaknesses of the menu in detail, identifying and justifying the reasons given. The learner will be able to comment on the strengths and weaknesses of the menu from a range of perspectives for example the nutritional content, the suitability of the menu for the occasion and the guests. The strengths and weaknesses of the menu in terms of flavour, texture smell and their visual impact. It would be clear that the learner had reflected upon their menu and had been able to identify and justify a varied range of both strengths and weaknesses.

Grade awarded for this assessment criterion – **Merit**

Unit 04 Plan and produce dishes in response to a brief (M/506/5039) (cont'd)

Assessment criterion

3.2 Assess the strengths and weaknesses of the planning and preparation process

Learner evidence:

Strengths of the planning and preparation process

Strengths

I had typed up my recipes and methods and I had listed the equipment and utensils I was going to be using and written down some health and safety points. I had all the ingredients I needed in the right amounts laid out on my work area. I kept ingredients in the fridge that needed to be chilled. I collected all the equipment and utensils I needed. At the beginning I worked in a very clean and tidy way. I knew how to prepare the dishes I had chosen.

Weaknesses

I made a big mistake because I did not write a timed plan to prepare and cook my dishes. I was unsure which was the best order to prepare and cook my dishes in. Towards the end of the 2 hours I was panicking because I was running out of time. I was very worried that my mousse was not going to be set in time because I started the preparation too late. I did not have time to do my clearing up as I went along which is what I would usually do and I had a lot of mess and dishes needing to be cleared up at the end. I have realised that the planning and preparation process is very important because it helps you a lot when you are cooking the dishes.

Unit 04 Plan and produce dishes in response to a brief (M/506/5039) (cont'd)

Assessment criterion

3.2 Assess the strengths and weaknesses of the planning and preparation process

The learner evidence for 3.2 meets the assessment criterion at a **Merit**. They have realised the importance of a plan when cooking and appreciate that not having done so has had an impact on the practical session. The learner has made some relevant points identifying a range of strengths in terms of their initial preparation and organisation of equipment and ingredients. They have also been candid about the weaknesses and how they have had an impact on the manner in which they worked but also on the finished results.

To achieve a **Pass** learners would have to assess both the strengths and weaknesses of the planning and preparation process. Their plan will be referred to and whether it worked and they were able to keep to it or whether amendments became necessary. Processes will be identified and reasons for them given which are then justified. For example I prepared well before I started to cook because I collected together all of my ingredients and equipment which meant that I had everything ready and did not waste time going back to the cupboard to collect things.

To achieve a **Distinction** grade, the learner would have to comprehensively (all encompassing) assess the strengths and weaknesses of the planning and preparation process. They would have been very clear about their strengths and weaknesses which shows reflection and clarity about what worked well and what did not. They would have referred to their plan, being clear about whether it worked well or needed adjustment. They would have been specific about aspects of their preparation for example I could not follow my plan exactly because I had not prepared my mousse early enough to allow sufficient time for chilling. I should also have adjusted the shelves in the oven before I started to heat the oven to prevent burning myself. They will refer to the strengths and weaknesses of their planning and preparation and how it had an impact upon their finished results.

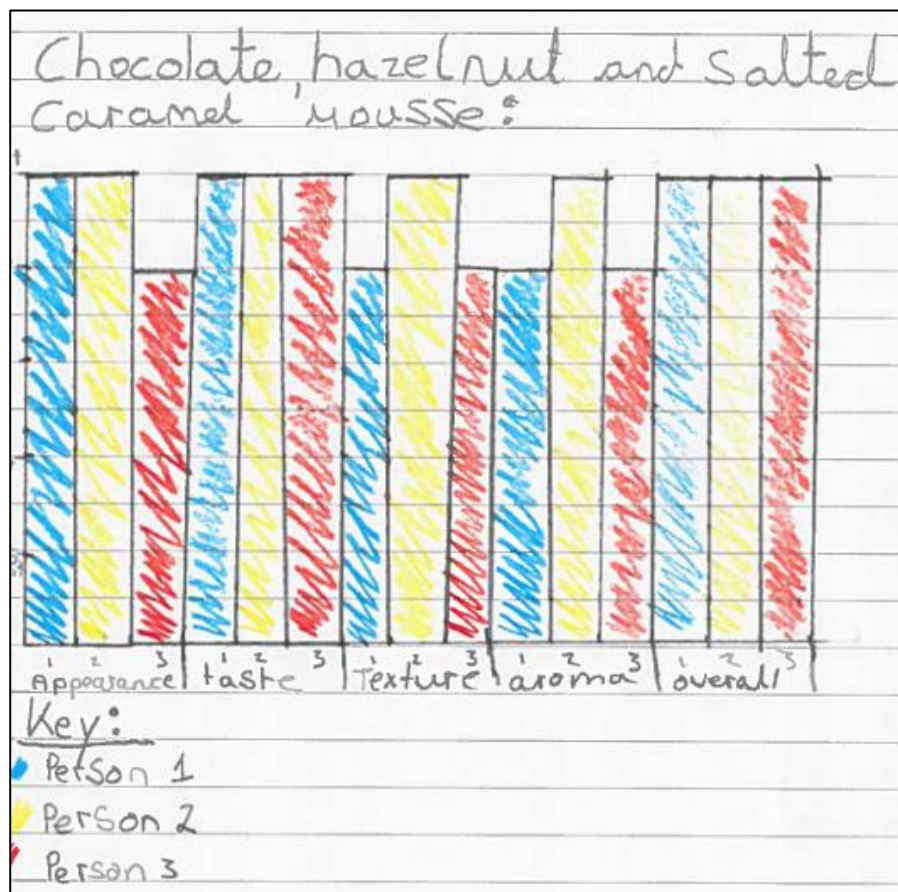
Grade awarded for this assessment criterion – **Merit**

Unit 04 Plan and produce dishes in response to a brief (M/506/5039) (cont'd)

Assessment criterion

3.3 Assess the strengths and weaknesses of the completed dishes

Learner evidence:



Unit 04 Plan and produce dishes in response to a brief (M/506/5039) (cont'd)

Assessment criterion

3.3 Assess the strengths and weaknesses of the completed dishes

Learner evidence (cont'd):

P
Presentation for Mozzarella and basil Stuffed
chicken breast with Chorizo Potatoes:
I Put the Stuffed chicken breast in a
different little dish on a plate. Around the
little dish is the chorizo Potatoes.
To Improve I would Need to put Some
more colour into it, Maybe add Some vegetables
to the dish on the plate. ✓
The plate and little dish IS white because
because it makes you food Stand out
More.

P
Presentation for chocolate, hazelnut and Salted
caramel Mousse:
I Put the Mousse in a clear glass,
which was on a plain white Plate ✓ with a
sprinkle of Grated chocolate also there is
a cut Strawberry at the side of the Plate
for decoration and Some Colour.

Unit 04 Plan and produce dishes in response to a brief (M/506/5039) (cont'd)

Assessment criterion

3.3 Assess the strengths and weaknesses of the completed dishes

Learner evidence (cont'd):

The Foods that are shown on the pictures are good as:

They have been presented well

Added extra Foods on to the plate to accompany the main course.

Any Sauce that has been miss placed on the plate has been wiped away.

It looks as if they have thought about which foods go together well.

They have thought about possible dietary needs.

The points above have to be taken into consideration. Certain people prefer their Foods presented in different ways. This will effect how well the customer enjoys the food.

My opinion on the foods presentation was that the foods have been presented in a clean and hygienic way. I think that whoever was eating this they would enjoy it.

Unit 04 Plan and produce dishes in response to a brief (M/506/5039) (cont'd)

Assessment criterion

3.3 Assess the strengths and weaknesses of the completed dishes

External Quality Assurer commentary:

The learner evidence for 3.3 meets the assessment criterion at a **Pass** criterion. The learner has assessed some of the strengths and weaknesses of the completed dishes and has sought feedback from others. The bar chart is useful because it shows feedback against a range of criteria from three people. It could have been improved with the addition of some learner commentary. The learner has also commented upon the finished dishes but has focused entirely on the presentation (appearance) and not included any commentary about the other criteria that they asked others to consider taste, texture aroma and an overall opinion. They also have included some quite detailed written feedback from a peer. Annotating photographs of the finished dishes would also have helped the learner to focus on the assessment criteria.

To achieve a **Merit** grade, the learner would have to assess in detail (thorough and in depth) the strengths and weaknesses of the completed dishes. This would include a thorough appraisal of the finished dishes including both the strengths and weaknesses of such aspects as aroma, appearance, taste, texture and colour. The learner may also refer to the way in which it was served and presented eg I put the mousse in a clear glass which was on a plain white plate. I added a sprinkle of grated chocolate to the top of the mousse and around the plate to give a decorative finish and to complement the flavour of the mousse. The cut strawberry was added to give a contrasting colour to the dish.

To achieve a **Distinction** the learner would have to comprehensively (all encompassing) assess the strengths and weaknesses of the completed dishes. The learner would show their ability to review their work candidly and include clear justifications and reasons for the identified strengths and weaknesses against specific criteria as identified in the **Merit** commentary. This would be done for each dish. An example might include; 'I added a sprinkle of grated chocolate to the top of the mousse and around the plate to give a decorative finish and to complement the flavour of the mousse'. A weakness of this dish was that the mousse did not have a very strong chocolate flavour, I should have tasted this at the appropriate stage and adjusted the flavour as necessary. I could have also improved my presentation by piping the mousse into the dishes and decorated the top with some chocolate curls which would make it more appropriate for a special occasion such as a wedding.

Grade awarded for this assessment criterion – **Pass**

Unit 04 Plan and produce dishes in response to a brief (M/506/5039) (cont'd)

Assessment criterion

3.4 Evaluate how the brief has been met

Learner evidence:

I think I have met the brief quite well. The two dishes that I chose are quite suitable for a wedding for various reasons. They are dishes that a wedding guest would enjoy; they are easy to eat and would have the wow factor when presented on the table. They are easy to serve especially the mousse as it is in an individual glass. The menu is generally colourful which makes people want to eat it and gives them an appetite. I would add some vegetable to the chicken dish to add more colour and I would not include the nuts in the dessert because some people at the wedding may have a nut allergy. I would decorate the mousse with some chocolate curls to make it seem more special. I think the menu would not be too heavy which is important because at a wedding other food and drink will be served like wedding cake. The dishes chosen show my cooking skills, but if I had written a timed plan it would have been easier to prepare and cook them. I would definitely do that in future so that I was not too rushed and could clear up as I went along.

Unit 04 Plan and produce dishes in response to a brief (M/506/5039) (cont'd)

Assessment criterion

3.4 Evaluate how the brief has been met

External Quality Assurer commentary:

The learner evidence for 3.4 meets assessment criterion at a **Merit**. They have evaluated how they feel they have met the brief and have suggested some changes they would make in the future. Some of the reasons given have been clearly justified. They have focused on a range of aspects and have been honest and shown that they understand the type of considerations that need to be made to meet this particular brief.

To achieve a **Pass** the learner would have to evaluate to an extent how they feel they have met the brief but they may omit some aspects and will not always suggest changes even though they have identified how an aspect may not have fully met the brief. Their suggestions may be the more obvious ones and they may not suggest some that require greater insight and reflection.

To achieve a **Distinction** the learner would have to comprehensively (all encompassing) evaluate how the brief has been met. Ways in which the brief has been met will be given and explained covering most aspects in a detailed and systematic way with clear justifications. Where they felt they did not meet the brief or improvements could be made appropriate changes would be suggested that showed a good understanding of what the brief required.

Grade awarded for this assessment criterion - **Merit**

Summative feedback

Unit 04 Plan and produce dishes in response to a brief (M/506/5039)

I confirm this is all my own work. Learner signature: XXXXX

Teacher comments: (please continue overleaf if necessary)

Some of your work for this unit is of a good standard. Unfortunately, by not presenting evidence for all assessment criteria it has resulted in a not yet achieved. I think you have realised the importance of including a timed plan of action as you have made that clear in your evidence. You will need to make sure with your second submission for this unit that you have included evidence for all of the assessment criteria.

I confirm I have graded this work against the grading descriptors for the qualification.

Overall unit grade:

Teacher Name: XXXXX

Signature: XXXX

Date: XXXX