

Sample Portfolio: Unit 02

**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 02 – Understanding food (H/506/5037)

This portfolio is designed to demonstrate the types of evidence that could be produced for Unit 02 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, planning, observation and evaluation sheets and visual evidence eg photographs. Where the learner has provided visual evidence (for example recipes), 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 assurance 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 NCFE 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:

- 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 2 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's 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 general 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 and 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 what purposes were discussed as part of the qualification design.

Glossary

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

Labelling

It's important to use 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 the 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's important to note that in order to capture this evidence NCFE approached school 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 02 Understanding food (H/506/5037)

Assessment criterion

1.1 Describe the main food groups

Learner evidence:

Food Groups (Eatwell Plate)	Examples of foods in this group	Contribution to our diet
1. Bread, rice, potatoes, pasta and other starchy foods	Good sources are wholegrain breakfast cereals and porridge, jacket potatoes, wholemeal bread and pasta, brown rice, couscous.	Starchy foods give us energy and also minerals, such as calcium and iron, and vitamin B group. We should eat wholegrain types for increased dietary fibre. We should obtain more of our energy from starchy foods than we do from fatty and sugary foods.
2. Meat, fish, eggs, pulses and other non-diary sources of protein	Lean meat, especially chicken, all types of fish, pulses e.g. peas, beans and lentils, soya, Quorn.	We need some foods from this group for protein; these foods also give us vitamins, such as B group and minerals, especially iron. If we eat pulses rather than meat we will also get extra fibre. We need to cut down on red meat and processed meat.
3. Fruits and vegetables	Fresh, frozen, canned and dried fruit and vegetables. Unsweetened fruit and vegetable juices.	We should eat at least 5 portions of these every day. Fruit and vegetables give us vitamins, especially vitamin A and C, and minerals such as iron and calcium. They also give us fibre and water.
4. Milk and dairy foods	Choose lower fat types e.g. skimmed or semi-skimmed milk, low fat yoghurt and cheese.	We need some milk and dairy foods in our diet for protein and calcium but should not eat too much as they can contain a high amount of fat. Use a low-fat spread instead of butter.
5. Food and drinks high in fats and/or sugar	Avoid too many sweets, biscuits, cakes, pies, sugary soft drinks and adding sugar to hot drinks, cereals etc. Choose foods with no added sugar and unsaturated fats e.g. olive oil for cooking.	We do need a small amount of fat in our diets but too much fat and sugar will make us obese and more likely to have e.g. heart disease, strokes, and high blood pressure. It is better to obtain more energy from starchy foods than fatty and sugary foods.



Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion

1.1 Describe the main food groups

External Quality Assurer commentary:

The learner's evidence for 1.1 meets the assessment criterion at a **Pass**. The learner has produced a chart which names and describes (defines, explains) the main food groups using the names for the groups as given in the range.

For each food group the learner gives specific foods which should be included and/or avoided in the diet and some basic information on the contribution that the group makes to the diet eg the nutrients provided. A learner designed chart is useful evidence for this assessment criterion as it gives structures to the evidence. The learner also includes a model of the Eatwell Guide, with abbreviated names of the food groups but this does not add any further evidence to that given on the chart.

To achieve a **Merit** the learner would have to describe clearly (eg logically and without possibility of misunderstanding) and in greater detail the specific contribution/s that foods from each food group can make to the diet. The learner would make reference to the functions of specific nutrients that each group provides.

To achieve a **Distinction** the learner would have to describe comprehensively (eg all-encompassing) the specific contribution(s) that foods from each food group can make to the diet. They would include the proportion of each of the food groups that should make up a balanced/healthy diet; they would relate this to the Eatwell Guide. They would also make reference to salt intake and to the different requirements of babies and young children eg in relation to milk types.

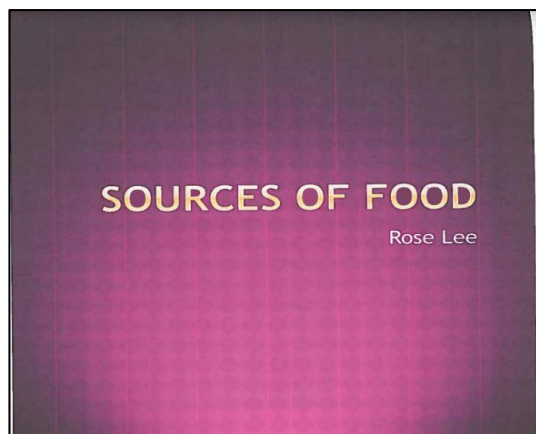
Grade awarded for this assessment criterion - Pass

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion


1.2 Describe sources of foods from each main food group

Learner evidence:



FARM GROWN FOODS

Farm grown food has been grown on a farm. Farm grown food is fresher, so people are more likely to buy it, however it is less likely to be perfect like supermarket food which has to meet certain rules. It is usually grown in open fields rather than in greenhouses and is sometimes sold at farm shops or at the farm gate

The block contains two photographs of farm-grown food. The left photograph shows a long, straight row of green beans in a field, with a fence and trees in the background. The right photograph shows a field of green cabbages, with rows of the vegetable plants visible.

Unit 02 Understanding food (H/506/5037) (cont'd)


Assessment criterion

1.2 Describe sources of foods from each main food group

Learner evidence (cont'd):

MANUFACTURED FOODS

People buy manufactured foods because it is easier and faster to buy foods such as a loaf of bread, than it is to make it at home. Manufactured foods are made in factories. Manufactured foods can be cheap, however they vary in quality and cheaper items are usually of a lower quality.



COUNTRY OF ORIGIN

Farmers in the UK encourage people to eat food which is produced in the UK. People also like to eat food from their country of origin as it travels less, reducing global warming. In the UK we import a lot of foods, including milk and meat. Foods which aren't produced in the UK are not always produced to the same high standards that food is produced in this country, especially with standards of animal rearing



Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion

1.2 Describe sources of foods from each main food group

Learner evidence (cont'd):

REARING

Animals which have been reared in the UK have to be reared to certain welfare standards. This means that people like to eat meat reared in the UK as they know that it has had good welfare and meets people's ethics. Eggs can be produced from battery chickens, which people don't like, because the chickens do not have a very happy life. If they can afford it they are likely to buy eggs which are free range or barn reared. Veal calves are now reared in a far more caring environment than before.



HOME GROWN

People grow their own fruit and vegetables to ensure that they are organic and fresh. People also raise their own chickens so that they can have their own fresh eggs. Growing your own fruit and vegetables allows you to have access to seasonal foods all year around if you plan your planting throughout the year.



Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion

1.2 Describe sources of foods from each main food group

External Quality Assurer commentary:

The learner's evidence for 1.2 meets the assessment criterion at a **Pass**. The learner has produced a PowerPoint presentation and has named and described (defined, explained) the sources of food as outlined in the range (eg farm-grown) and has also made reference to home-grown.

The learner has given basic examples of foods for some but not all sources and has illustrated the work with relevant but unannotated and unreferenced images, which is not valid evidence. The learner gives a clear and detailed description of each of the sources, which could have contributed to a Merit but the examples are incomplete and unspecific. The learner has not been very clear about linking the source of the food to each main food group. A PowerPoint presentation is an acceptable type of evidence but may limit the learner in terms of detail needed for the higher grades due to lack of space.

To achieve a **Merit** the learner would have to describe clearly (logically and without possibility of misunderstanding) and in greater detail various sources of food and would include the meaning of the country of origin. The learner would give specific examples of foods for each source and clearly link it to each main food group.

To achieve a **Distinction** the learner would have to describe comprehensively (all-encompassing) various sources of food and how these can affect the food. The learner would give specific examples of foods for each source and include the name of each food group (where applicable). They would also explain the meaning of the country of origin, specific examples, and the impact on availability and choice for a range of food groups.

Grade awarded for this assessment criterion - Pass

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion

1.3 Explain how seasons affect food availability

Learner evidence:



Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion

1.3 Explain how seasons affect food availability

External Quality Assurer commentary:

The learner's evidence for 1.3 meets the assessment criterion at a **Pass**. The learner has produced a poster, which explains how seasons affect food availability by making reference to autumn and winter vegetables and summer fruits. The evidence includes some specific food examples and indicates that foods are imported when they are out of season in the UK. A poster is an acceptable type of evidence but may limit the learner in terms of detail needed for the higher grade due to lack of space.

To achieve a **Merit** the learner would have to describe clearly (logically and without possibility of misunderstanding) and in greater detail why foods have seasons paying particular attention to specific weather and climate conditions in the UK and different countries eg in Spain strawberries are available much earlier in the summer than in the UK due to a warmer climate. The learner would include how foods in season can differ from imported foods taking into consideration costs, nutritional value, and taste with reasons.

There is no **Distinction** grade available for this assessment criterion.

Grade awarded for this assessment criterion - Pass

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criteria

- 2.1 Describe how social factors affect food choices
- 2.2 Describe how environmental factors affect food choices

Learner evidence:

Social and Environmental Influences on Food

Social

- **Peer group pressure** – you are more likely to eat what your friends are eating to 'fit in', which means that certain food will be eaten more than others, depending on which groups of people eat them. Even though some people may eat different foods at home when they are with their friends they will usually eat what their friends are eating.
- **Family background** – if your family lives on a farm then it is likely that you eat more of the foods that they produce. For example if someone lived on a pig farm they will probably eat lots of pork products. You will also eat the food that your parents cook for you, rather than eating different foods.
- **Family finance** – the amount of money which your family has will change the food that you eat. If the family is wealthy then the person is likely to eat more expensive foods, whereas in a poorer family they would not be able to afford expensive food so would eat cheap foods, which are usually healthier. Fresh foods, including fruit and vegetables, are more expensive so people who are poorer may not be able to afford the healthy foods.
- **Religion** – certain religions are not permitted to eat certain foods by their religion. For example, Buddhists are not allowed to eat animal products and Muslims have to have their meat prepared by the halal method and cannot eat beef. This means that people have less choice when they are buying foods and are restricted by their religion.
- **Geographical location** – the place that you live will change the food which you eat. If you live on the coast then you will probably eat more fish than people who don't live on the coast. People who live near farms will probably eat more local and fresh produce as they may be able to purchase food straight from the farmer, rather than from the shops.

Environmental

- **GM foods** – genetically modified foods may have unknown long term affects. This means that some people are strongly against eating the GM foods and avoid them. However, some people do not mind eating GM foods.
- **Weather** – During a drought the amount of fresh, local food that people eat will decrease and the food will have to be imported more. This may also happen if the farmland is flooded or very hot. The food will not be able to grow as well and imported food will have to be relied on. Seasonal food may also not be available when they are in season as the weather may have prevented the crop growing.
- **Transport** – If there is a lack of transport for the food to a certain area then the food will not be available. For example non-coastal locations have limited

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criteria:

- 2.1 Describe how social factors affect food choices
- 2.2 Describe how environmental factors affect food choices

Learner evidence (cont'd):

amounts of fresh fish because of the distance that the fish has to be transported. Areas which have lots of orchards will have lots of fresh apples and other fruit, but areas which aren't close to orchards won't have access to the fresh fruit. Place which have good transport links will have access to a wider range of food, including Fairtrade and organic

- **Carbon footprint** – foods which haven't travelled as far will have a smaller carbon footprint, which people want because of global warming. Therefore, people will want to eat food which hasn't travelled as far because they want to slow down global warming. People who are looking to decrease their carbon footprint are more likely to eat seasonal and local produce as it won't have travelled as far, reducing their footprint.
- **Fairtrade** – Fairtrade products are something which people will want to buy to support the growers. However, if the people are poor then they may not be able to afford the more expensive Fairtrade products. In some places Fairtrade products may not be available, so although people want to support Fairtrade they may not be able to buy the products due to them being expensive and not available.
- **Organic** – organic food is more appealing to most people as it hasn't been exposed to pesticides and herbicides. The organic food is more expensive so some people may not be able to purchase the organic foods. In some areas with small shops organic food may not be available because of the lack of variety and transport links.

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion

2.1 Describe how social factors affect food choices

External Quality Assurer commentary:

The learner's evidence for 2.1 meets the assessment criterion at a **Merit**. The learner has described clearly and in detail (logically and without possibility of misunderstanding) how various social factors (some from the range eg locality, peer group pressure) affect food choices. For each factor the learner has given one or more appropriate example.

To achieve a **Pass** the learner would name and describe (define, explain) a number of social factors that can affect food choices; they would give a basic example for each eg food choices can be affected by cultural factors such as religion, personal factors such as choosing to be a vegetarian and some people prefer to buy Fairtrade coffee because the coffee workers are paid a living wage.

To achieve a **Distinction** the learner would describe comprehensively (all-encompassing) how various social factors can affect food choices and would give appropriate, detailed and clearly explained examples for each.

Grade awarded for this assessment criterion - Merit

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion

2.2 Describe how environmental factors affect food choices

External Quality Assurer commentary:

The learner's evidence for 2.2 meets the assessment criterion at a **Merit**. The learner has described clearly and in detail (logically and without possibility of misunderstanding) how various environmental factors (some from the range eg carbon footprint and transport) affect food choices. For each factor the learner has given one or more appropriate example.

To achieve a **Pass** the learner would name and describe (define, explain) a number of environmental factors that can affect food choices. They would give a basic example for each eg food choices can be affected by environmental factors like how far the food has travelled to the customer (food miles), the use of pesticides (chemicals sprayed on crops and thought to be harmful to health) and the weather eg choosing lighter meals like salads when it is warm and hot filling dishes like stews when it is cold.

To achieve a **Distinction** the learner would describe comprehensively (all-encompassing) how various environmental factors can affect food choices and would give appropriate, detailed and clearly explained examples for each.

Grade awarded for this assessment criterion - Merit

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion

2.3 Describe how cost factors affect food choices

Learner evidence:

Product Name Economy Nine Stone

A Ingredients	B Package weight	C Unit Cost	D Cost per gram/item (C/B) £	E Quantity Used g/ml	G Cost of ingredients used (DxE)
Olive oil	1000 ml	£2.90	0.0029	40	0.116
Onion	1000 g	£0.79	0.00079	1000 300g	0.237
Carrots	1000g	£0.60	0.0006	420g	0.252
Celery	450g	£0.69	0.001533333	160	0.2453333328
Garlic	3 garlics	£0.49	0.16333333	1	0.16333333
Sausages	8 Sausages	£1.70	0.2125	8	1.7
Tomato Puree	200g	£0.40	0.002	20	0.04
Chopped tomatoes	400g	£0.34	0.00085	400	0.34
Chicken stock cube	10 cubes	£0.30	0.03	1	0.03
Cornellini beans	400g	£0.55	0.001375	400	0.55
Golden Caster Sugar	1000 g	£1.90	0.0019	20	0.038
White wine vinegar	350ml	£0.80	0.002285714	20	0.04571428
Parsley	100 g	£1.25	0.0125	10	1.25 0.125
					Total = 3.882380913
					£ Portions - per portion = $\frac{3.882380913}{24} = 0.1617658714$
					£0.65
					Selling Price = £1.65

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion

2.3 Describe how cost factors affect food choices

Learner evidence (cont'd):

Describe how cost factors affect food choices

The luxury minestone cost £1.36 per portion, whereas the economy minestone cost £0.65 per portion. This shows that if you have limited money then you would not be able to afford to luxury foods. The luxury costing was using organic vegetables and high end products. The economy costing used the cheapest vegetables and the supermarket value products. This means that the quality of the economy dish will be less and the vegetables will have been sprayed with pesticides. Therefore, if you have less money then you will have to buy lower quality foods.

Product Name Luxury Minestone

A Ingredients	B Package weight	C Unit Cost £	D Cost per gram/item (C/B) £	E Quantity Used	G Cost of ingredients used (DxE)
Olive oil	500	3.75	0.0075	40	0.3
Onion	750	1.00	0.00133333	300	0.399999
Carrots	700	1.00	0.001428571	420	0.59999982
Celery	350	1.10	0.003142857	160	0.50285712
Garlic	3	0.90	0.3	1	0.3
Sausages	6	3.00	0.5	8	4
Tomato Puree	140	1.00	0.007142857	20	0.14285714
Chopped tomatoes	400g	0.55	0.001375	400	0.55
Chicken stock Cube	6	1.20	0.2	1	0.2
Cannellini beans	400	0.85	0.002125	400	0.85
Golden Castor sugar	700	1.99	0.002842857	20	0.05685714
White wine vinegar	350	1.50	0.004285714	20	0.08571428
Parsley	35	0.70	0.02	10	0.2
					Total = 8.1882755
					6 portions - 1 portion = £1.36
					Selling price = £3.40

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion

2.3 Describe how cost factors affect food choices

External Quality Assurer commentary:

The learner has not met the assessment criterion for 2.3. Their report on a comparison between a luxury and an economy minestrone soup only has one brief reference to product quality and does not describe how this affects food choices. They have not considered any of the other aspects such as availability, brand or composition.

To achieve a **Pass** the learner would need to name and describe (define, explain) a number of cost factors that can affect food choices. They could provide a basic example for each eg food choices can be affected by cost factors such as availability (eg if a person lives a long way from a large supermarket they will have to shop at smaller local shops which are usually more expensive), quality (eg higher quality foods are usually more expensive), and variety (eg more unusual vegetables like asparagus are more expensive than say carrots).

To achieve a **Merit** the learner would need to describe clearly and in detail (logically and without possibility of misunderstanding) how various cost factors affect food choices. The learner would need to have identified other factors and have given one or more appropriate example.

To achieve a **Distinction** the learner would describe comprehensively (all-encompassing) how most of the various cost factors can affect food choices and would give appropriate, detailed and clearly explained examples for each.

Grade awarded for this assessment criterion – Not Yet Achieved

Please note that the learner would now achieve Not Yet Achieved for the whole unit, as they have not met the Pass criteria. Learners have two opportunities for submission to obtain a higher grade if they have been judged to have underperformed.

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion

2.4 Describe how sensory factors affect food choices

Learner evidence:

The Senses and Food
Ellie Griffiths

A range of senses are used when eating food, these are:

- Taste
- Sight
- Smell
- Hearing
- Touch

A combination of these senses enables us to evaluate food.

Taste

The tongue can detect five basic tastes:

- bitter;
- salt;
- sour;
- sweet;
- umami.

Taste may be described by association with a particular food, e.g. meaty, minty or fruity.

The intensity can also be recorded, e.g. mild or strong Cheddar

Umami is a savoury taste, often known as the fifth taste. It is a subtle taste and blends well with other tastes.

Sight

The size, shape, colour, temperature and surface texture of food all play an important part in helping you to make your first reaction to a food. Often if a food does not look appetising then you will not eat it. Appearance is vitally important if you want your food to be eaten and enjoyed. When Heinz made green tomato ketchup, although it tasted the same as the red ketchup, people did not want to buy or eat it.

Odour

The nose detects volatile aromas released from food. An odour may be described by association with a particular food, eg herby, cheesy, The intensity can also be recorded. Odour and taste work together to produce flavour. This is the reason why people with a blocked nose find it difficult to determine the flavours of food.

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion

2.4 Describe how sensory factors affect food choices

Learner evidence (cont'd):

Sound

The sounds of food being prepared, cooked, served and eaten all help to influence our preferences. Eg, crunchy, sizzling

How Sensory Factors Affect Food Choices

Sight

Foods which look appealing to people are more likely to be eaten as they look attractive. For example a salad which is all one colour will look boring and people will not want to eat it, whereas a colourful salad will look interesting and tasty. This means that colourful, exciting foods are likely to be chosen, rather than bland, boring colours. The colour of the food also matters as people won't buy blue tomato sauce but they will buy red tomato sauce even if they taste the same as people are expecting the sauce to be the colour of the tomato.

Smell

Foods which have a strong, appealing smell will be chosen over foods that have no smell. In a supermarket people who are wealthier are more likely to buy the bakery bread as it smells good, whereas the bagged bread doesn't smell.

Taste

If the food doesn't taste good then people will not eat or buy the food, as there is no point in buying food that they are not going to enjoy eating as it will be a waste of money. This means that foods which are only liked by a few people are not going to sell as well as foods which are eaten by most people, such as meat.

Texture

If the foods don't have an appealing texture then they won't be chosen by most people, no matter how nice the foods taste as they won't be nice to eat. Therefore if the food has a more appetising texture but it is more expensive, people who have more money will be likely to buy it as they will enjoy eating it more. Dishes that have varied textures will also be more enjoyable so will be purchased more. For example foods are often sold as 'crunchy' 'soft' and 'smooth' as it makes the foods seem appealing.

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion

2.4 Describe how sensory factors affect food choices

External Quality Assurer commentary:

The learner's evidence for 2.4 meets the assessment criterion at a **Merit**. The learner has described clearly and in detail (logically and without possibility of misunderstanding) how various sensory factors (from the range eg taste and sound) affect food choices. For each factor the learner has given one or more appropriate example.

To achieve a **Pass** the learner would name and describe (define, explain) a number of sensory factors that can affect food choices. They would give a basic example for each (eg taste, people will choose foods they like the taste of and not those they don't like), texture (eg some people like soft foods whereas others like crispy or chewy foods), appearance (eg how fresh foods look will affect their choice of fruit and vegetables).

To achieve a **Distinction** the learner would have to describe comprehensively (all-encompassing) how various sensory factors can affect food choices and would give appropriate, detailed and clearly explained examples for each.

Grade awarded for this assessment criterion - Merit

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion

3.1 Compare ingredients to inform choice of recipes for given dishes

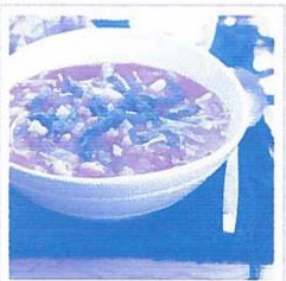
Learner evidence:

This is my pasta recipe for 5th May.

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goodfood

Chunky minestrone soup



Ingredients

- 1/2 1 large carrot, roughly chopped
- 1/2 1 large onion, roughly chopped
- 2 4 celery sticks, roughly chopped
- 1/2 1 tbsp olive oil
- 1 2 garlic cloves, crushed
- 1 2 large potatoes, cut into small dice
- 1 2 tbsp tomato purée
- 1 2l vegetable stock
- 200g 400g can chopped tomatoes
- 200g 400g can butter or cannellini beans
- 70g 140g spaghetti, snapped into short lengths
- 1/4 1/2 head Savoy cabbage, shredded + herbs.
- x crusty bread, to serve

Method

1. In a food processor, whizz the carrots, onion and celery into small pieces. Heat the oil in a pan, add the processed vegetables, garlic and potatoes, then cook over a high heat for 5 mins until softened.
2. Stir in the tomato purée, stock and tomatoes. Bring to the boil, then turn down the heat and simmer, covered, for 10 mins.
3. Tip in the beans and pasta, then cook for a further 10 mins, adding the cabbage for the final 2 mins. Season to taste and serve with crusty bread.

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30a

The recipe does not contain any herbs but I am going to add some to increase flavour; I have plenty of herbs in my garden so I will choose oregano which is an Italian herb, so it will be very suitable for my Minestrone Soup.

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion

3.1 Compare ingredients to inform choice of recipes for given dishes

External Quality Assurer commentary:

The learner's evidence for assessment criterion 3.1 needs to cover a number of different recipes for given dishes eg the Teacher has set the type of dish to be made such as a pasta or fruit dish and the learner has selected a suitable recipe and ingredients such as minestrone soup or apple pie. Learners should have the opportunity to participate in at least six practical sessions for this unit but do not have to show evidence for each of these, however, their evidence needs to be from a range of the dishes produced. Some form of planning sheet may be used provided this does not limit the opportunity for the learner to achieve all grades. In addition, a range of annotated candidate recipe sheets would be suitable evidence.

The learner evidence for 3.1 meets the assessment criterion at a **Pass** (provided there were other planning sheets of the same standard for different dishes available in the portfolio).

The learner has selected a suitable dish – minestrone soup to meet the requirements of the given dish – a pasta dish. There is some evidence that the learner has considered other recipes such as lasagne and that they have compared minestrone soup recipes before making their selection. Some reasons for choice of recipe have been given. The learner includes the recipe chosen, identifies it's source and gives some annotation related to amounts of the ingredients.

To achieve a **Merit** the learner would have to compare the ingredients for a number of recipes with critical understanding (eg the ability to deconstruct, analyse, evaluate and express opinion) eg they could compare several pasta recipes like beef lasagne, spaghetti carbonara, spaghetti bolognese and then a range of minestrone soup recipes before making a choice. This would be evidenced by a number of planning sheets for different dishes and a range of annotated recipe sheets with commentary relating to the ingredients.

To achieve a **Distinction** the learner would have to compare the ingredients for a number of recipes with critical judgement (apply critical understanding informing decisions). The learner would clearly show a detailed comparison of the ingredients covering a variety of appropriate social, environmental, cost and sensory factors and link these to the choice they make. This would be evidenced by a number of planning sheets for different given dishes and a range of annotated recipe sheets for each.

Grade awarded for this assessment criterion – Pass

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion

3.2 Apply choices of ingredients to make given dishes

Learner evidence:

Assessment criterion 3.2				
Teacher Observation sheet for Level 2 Food and Cookery – UNIT 2				
Student Name: Ellie		Date: 5.5.15		
Dish: Minestrone soup		Teacher Signature: GSmith		
Assessment Criteria	P	M	D	Comment:
	✓	✓	✓	
3.2 Apply choices of ingredients to make given dishes.		✓		Worked v. well. Good organisation. No help requested. Chose to make own cloutans - plenty of time. Soup over-cooked - rather thick. Ellie identified this herself. Soup good colour and taste - well seasoned. Demonstrated good hygiene/safety throughout.

Grading criteria for Unit 2 assessment criterion 3.2:

Pass: Candidates will apply choices of ingredients to make given dishes.

Merit: Candidates will apply choices of ingredients to confidently (i.e. with certainty in own ability) make given dishes.

Distinction: Candidates will apply choices of ingredients to skilfully (i.e. in a manner underpinned by technical knowledge and a degree of mastery) make given dishes.

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion

3.2 Apply choices of ingredients to make given dishes

Learner evidence (cont'd):



Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion

3.2 Apply choices of ingredients to make given dishes

External Quality Assurer commentary:

The learner's evidence for assessment criterion 3.2 needs to cover a number of different recipes for the given dishes. The Teacher has set the type of dish to be made such as a pasta or fruit dish and the learner has made suitable recipes eg minestrone or apple pie. An observation sheet could be used as evidence.

Learners should have the opportunity to participate in at least six practical sessions for this unit but do not have to show evidence for each of these, however, their evidence needs to be from a range of the dishes produced and must be supported by other evidence such as named photographs of the practical work.

The learner's evidence for 3.2 meets the assessment criterion at a **Merit** (provided there were other Teacher observation sheets and photographs of practical work of the same standard for different dishes available in the portfolio). The learner has made a minestrone soup to meet the requirements of the given dish – a pasta dish. There is evidence of their practical work in the form of a photograph of the dish which can be attributed to this learner because it has a name label and authenticity is confirmed by a Teacher signature and date. The Teacher observation sheet is also named, signed and dated and the written comment on the learner's practical work confirms that they have worked confidently (with certainty in own ability) by the Teacher comments eg good organisation, no help requested, chose to make croutons as well, identification of problem with soup, demonstration of good hygiene and safety.

To achieve a **Pass** the learner would have made the dish but demonstrated less confidence. The Teacher observation sheet would have recorded comments such as poorly organised, asked for help or advice on the ingredients or method, not identified a problem, needed Teacher intervention. This grade would be evidenced by a number of Teacher observation sheets and photographs of the completed work.

To achieve a **Distinction** the learner would have made the dish with confidence and skill to demonstrate their underpinning technical knowledge and mastery. The Teacher observation sheet would have recorded the skills shown, level of skill, standard of the completed dish in addition to examples of the learner working with confidence.

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion

3.2 Apply choices of ingredients to make given dishes

External Quality Assurer commentary (cont'd):

Photographic evidence might include the candidate at work demonstrating skills as well as a finished dish of a high standard. This assessment criterion would be evidenced by a number of Teacher observation sheets and photographs of the completed work.

Please note, in order to demonstrate the mastery of skills required by this assessment criterion learners should be advised to select recipes that will give them opportunity to demonstrate more advanced cooking skills. The minestrone soup would only allow demonstration of quite basic skills whereas carbonara would involve the more advanced skill of sauce making using the roux method.

Grade awarded for this assessment criterion - Merit

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion

3.3 Evaluate completed dishes

Learner evidence:

<u>Evaluating Cooking Practicals:</u>		
<u>Cook 1: STARTER / MAIN / DESSERT</u>		
Dish: <u>Minestrone</u>		Comments:
Skill level	Low Medium High	
Appearance	8/10	The minestrone had a variety of colours. The garnish of parsley made it look more appetising. I made croutons, which added an extra colour.
Flavour	8/10	It had a strong tomato flavour. The other vegetables gave it a more deeper flavor.
Texture	7/10	The vegetables were soft and the croutons added a crunch. There wasn't very much liquid left in the "soup".
Time	Too quick Just right Too slow	I finished making the soupeartier, but I decided to make croutons, so this took a bit longer.
What went well?		The dish had lots of colour and used lots of different lessons.
What went wrong?		I left the soup to boil for too long so all of the liquid reduced.
How could it be improved?		Take the soup off the heat as soon as it is cooked.

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion

3.3 Evaluate completed dishes

External Quality Assurer commentary:

The learner's evidence for assessment criterion 3.3 needs to cover the evaluation of a number of different recipes for given dishes. The Teacher has set the type of dish to be made such as a pasta or fruit dish and the learner has made and then evaluated their choice of recipe, minestrone or apple pie.

Learners should have the opportunity to participate in at least six practical sessions for this unit but do not have to show evidence for each of these, however, their evidence needs to be from a range of the dishes produced. Some form of evaluation sheet might be used as evidence provided this does not limit the opportunity for the learner to achieve all grades.

The learner's evidence for 3.3 meets the assessment criterion at a **Pass** (provided there were other evaluation sheets of the same standard for different dishes available in the portfolio). The learner has evaluated the minestrone soup and recorded comments on an Evaluation sheet. There are brief comments relating to examples from the range (eg effect of various ingredients, taste, appearance, texture) and ways in which the dish could be improved (eg what went well and what didn't go so well). The space on the Evaluation sheet might limit the amount of detail a learner can provide and may limit grading opportunities.

To achieve a **Merit** the learner would have to evaluate their completed dishes with critical understanding (eg the ability to deconstruct, analyse and evaluate and express opinion), for example they would give a detailed breakdown of the effects of the ingredients they selected on the final result, cost calculations, a sensory analysis of their finished result, highlight strengths and weaknesses of their methods and suggest ways in which they could improve the dish. This grade would be evidenced by a number of evaluations.

To achieve a **Distinction** the learner would have to evaluate their completed dishes with critical judgement (eg apply critical understanding informing decisions). They would give a detailed breakdown of the positive and negative effects of the ingredients they selected on the final result.

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion

3.3 Evaluate completed dishes

External Quality Assurer commentary (cont'd):

They would include cost calculations for the whole dish and per portion with commentary, a sensory analysis of their finished result, possibly with peer assessment as well as their own and highlight strengths and weaknesses of their methods suggesting ways in which they could improve the recipe, method of working and finished result. This grade would be evidenced by a number of evaluations.

Grade awarded for this assessment criterion - Pass

Summative feedback

Unit 02 Understanding food (H/506/5037) (cont'd)

I confirm this is all my own work. Learner signature

Learning Outcome 1- Understand the sources of food

The learner has provided sufficient evidence to achieve a Pass against each assessment criteria.

Learning Outcome 2 - Understand factors affecting food choices

The learner has shown a good level of understanding for three of the four assessment criteria achieving Merits. Assessment criterion 2.3 which focuses on cost factors is not of the same standard primarily because it does not reflect the range content and merely focuses on a cost comparison between a luxury and an economy soup. There is a sense that the assessment criterion has not been fully understood.

Learning Outcome 3 - Be able to make informed choices when using food for cooking

The learner has shown evidence of comparing ingredients and applying their choice to make the given dish. The photograph is named and the learner has authenticated the work as their own. There is a Teacher observation sheet showing comments against the assessment criteria to substantiate the learner's work. The learner has used an evaluation sheet and commented on timing, taste, appearance and texture. Available space for commentary needs to be considered so that it does not curtail learner comments.

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

Overall unit grade: Not Yet Achieved

Teacher Name: C. Smith

Signature: *C Smith*

Date: 25.5.15