



Non-Exam Assessment (NEA)

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

Centre version

October 2024 release

v1.0

Past paper

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Introduction

The non-exam assessment (NEA) is a formal synoptic assessment that requires learners to independently apply an appropriate selection of knowledge, understanding, skills and techniques, developed through the full course of study, in response to a real-world situation, to enable them to demonstrate an integrated connection and coherence between the different elements of the qualification.

The NEA will contribute **60%** towards the overall qualification grade; therefore, it is important that the learner produces work to the highest standard that they can. The learner must not start the NEA until they have been taught the full course, to ensure that they are in the best position to complete the NEA successfully.

What is synoptic assessment?

Synoptic assessment is an important part of a high-quality vocational qualification because it shows that learners have achieved a holistic understanding of the sector. It also shows that they can make effective connections between different aspects of the subject content and across the breadth of the assessment objectives (AOs) in an integrated way. The Department for Education (DfE) has consulted with awarding organisations and agreed the following definition for synoptic assessment:

‘A form of assessment which requires a candidate to demonstrate that they can identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the whole vocational area, which are relevant to a key task.’

Synoptic assessment enables learners to show that they can transfer knowledge and skills learnt in one context to resolve problems raised in another. To support the development of a synoptic approach, the qualification encourages learners to make links between elements of the course and to demonstrate how they have integrated and applied their increasing knowledge and skills.

As learners progress through the course, they will use and build upon knowledge and skills learnt across units. The NEA will test the learners’ ability to respond to a real-world situation.

Information for learners

Introduction

The NEA will be assessed holistically using a levels of response marking grid and against five integrated AOs. These AOs and their weightings are shown below.

Assessment objectives (AOs)
AO1: Recall knowledge and show understanding The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding. 8 marks (8.3%)
AO2: Apply knowledge and understanding The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations. 12 marks (12.5%)
AO3: Analyse and evaluate knowledge and understanding The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions. 26 marks (27.1%)
AO4: Demonstrate and apply relevant technical skills, techniques and processes The emphasis here is for learners to demonstrate the essential technical skills relevant to the vocational sector by applying the appropriate processes, tools and techniques. 36 marks (37.5%)
AO5: Analyse and evaluate the demonstration of relevant technical skills, techniques and processes. The emphasis here is for learners to analyse and evaluate the essential technical skills, processes, tools and techniques relevant to the vocational sector. 14 marks (14.6%)

Mark scheme

The purpose of this mark scheme is to give you:

- examples and criteria of the types of response expected from a learner
- information on how individual marks are to be awarded
- the allocated AOs and total marks for each question.

Marking guidelines

General guidelines

You must apply the following marking guidelines to all marking undertaken. This is to ensure fairness to all learners, who must receive the same treatment. You must mark the first learner in exactly the same way as you mark the last.

- The mark scheme must be referred to throughout the marking period and applied consistently. Do not change your approach to marking once you have been standardised.
- Reward learners positively, giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the learner's response has no creditworthy material.
- Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.
- If you are in any doubt about the application of the mark scheme, you must consult with your internal quality assurer.

Guidelines for using extended-response marking grids

Extended-response marking grids have been designed to assess learners' work holistically. They consist of band-based descriptors and indicative content.

Band-based descriptors

Each band is made up of several descriptors from across the AO range – AO1 to AO5, which when combined provide the quality of response that a learner needs to demonstrate. Each band-based descriptor is worth varying marks.

The grids are broken down into bands, with each band having an associated descriptor indicating the performance at that band. You should determine the band before determining the mark.

Indicative content reflects content-related points that a learner may make but is not an exhaustive list, nor is it a model answer. Learners may make all, some or none of the points included in the indicative content, as its purpose is to guide the relevance and expectation of the responses. Learners must be credited for any other appropriate response.

Application of extended-response marking grids

When determining a band, you should use a bottom-up approach. If the response meets all the descriptors in the lowest band, you should move to the next one, and so on, until the response matches the band descriptor. Remember to look at the overall quality of the response and reward learners positively, rather than focusing on small omissions. If the response covers aspects at different bands, you should use a best-fit approach at this stage and use the available marks within the band to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors.

Past paper

Documentation

Declaration of authenticity

The learner and assessor **must** complete the form at the end of the assessment and before any marking takes place. The assessor **must** check the number of tasks submitted by the learner is accurate.

The completed form **must** be retained within the centre and is not to be sent to the moderator or NCFE unless specifically requested.

Learner name:	
Tasks submitted:	
Learner declaration:	
I certify that the work submitted for this NEA is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.	
Learner signature:	
Date:	

Assessor name:	
Assessor declaration:	
I certify that the work submitted is the learner's own. The learner has clearly referenced any sources used in the work. I confirm that all work was conducted under conditions designed to assure the authenticity of the learner's work.	
Assessor signature:	
Date:	

Note: once completed, the declaration of authenticity **must** be stored securely within the centre, in line with NCFE Regulations for the Conduct of NEA – Non-Exam Assessment. A copy of this declaration form **must** be made available to NCFE upon request.

GDPR consent

Section A: this section must be completed by the learner

- NCFE may select your work for use at teacher training or standardisation events. Your work will be anonymised by removing your name. All materials will be reviewed regularly and will be removed if no longer required.
- NCFE may select your work at some point in the future for use in teaching and learning resources published on the NCFE website. Your work would be anonymised by removing your name. All materials will be reviewed regularly and will be removed if no longer required.
- You understand that this agreement may be terminated at any time through written request.
- For further details about how we process your data, please refer to the [legal information section on the NCFE website](#).

Please tick the option that applies, and sign and date the boxes below:

	Tick one only
I consent to my work being used in the manner detailed in section A	
I do not consent to my work being used in the manner detailed in section A	
Learner signature:	
Date:	

Section B: this section must be completed by any participants who feature in the work

Over 13 years old

- I am over 13 and I give my permission for my video and / or photographic image to be used as detailed in section A (above).

Under 13 years old

- I give my permission for my child's video and / or photographic image to be used as detailed in section A (above).

Name of participant (printed)	Participant / Parent / Carer signature	Date

If any of the participants have declined permission, please tick here: ☐

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

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Learner instructions

- Read the project brief carefully before you start the work.
- You **must** clearly identify and label all of the work you produce during the supervised time.
- You **must** hand in all of your work to the supervisor at the end of each timed session.

Learner information

- This NEA will assess your knowledge and understanding from across the qualification.
- The maximum mark for this NEA is **96**.
- The maximum completion time for this NEA is **16 hours 30 minutes** (plus **2 hours** preparation and research time).
- All of the work you submit **must** be your own.

Resources

- The centre have been provided with the following documents to use during the NEA:
 - Record of Learner Observation (assessor) for Tasks 2 (a), 3 (b) and 4 (a)

Please complete the details below clearly and in BLOCK CAPITALS.

Learner name

Centre name

Centre number

Learner number

Learner signature

Preparation and research task

Maximum time: 2 hours

In addition to the allocated assessment time for this NEA, you are permitted to spend a maximum of **2 hours** to undertake research and develop a research pack that you can refer to during the formal NEA assessment time. During this 2-hour period, you may access all learning materials, the internet and other published materials.

You should use this time to create your own research pack, and it is this pack alone that you may use during the allocated time given to the NEA. This is the only support material that is permitted during the completion of NEA tasks (unless otherwise stated within each of the task instructions).

All research and data used in your final NEA **must** be referenced appropriately. As a minimum this **must** include the following:

- the use of quotation marks to clearly identify any passages not of your own words
- date accessed (websites only)
- name of source / author.

Evidence requirements: research pack of no more than four sides of A4, font size 12 (if word-processed), to be returned to your assessor at the end of each task / session and submitted with the completed NEA.

Formal non-exam assessment (NEA)

Maximum completion time

You have been provided with a total of **16 hours and 30 minutes** to complete this NEA (plus **2 hours** for preparation and research).

You may use some or all of the time provided for each task.

You are allowed to use any remaining time allocated to one task to rework previous tasks up to the maximum time allowed.

You are not allowed to exceed the total number of hours.

You should not start your NEA until you have been taught the full course of study. This will ensure that you are in the best position to complete the NEA successfully.

Project brief

You are working with the chef at a residential, outdoor activity centre. The centre is open between April and July and caters for 50 secondary school aged pupils each week. Pupils take part in a range of high energy, intensive, outdoor activity training sessions. During the day, pupils are outside. They take part in hiking, swimming, climbing and canoeing. They only have a light packed lunch. They then return for their evening meal in the dining hall. Where possible, the centre buys all ingredients locally to reduce food miles and CO₂ emissions.

The chef would like you to adapt an old recipe. This is shown as 'the set dish recipe' on the next page. The chef wants you to adapt this recipe to one that provides the teenagers with more of their 5 a day and the necessary nutrients for their age and activity levels. Pupils only pay a small amount to attend the outdoor activity centre, so you will only have a small budget when you amend the recipe. You must still make sure that the recipe is appealing to the age group and will be a warm, filling and tasty dish.

One of the visiting instructors is a female vegetarian and the chef would like you to plan and prepare a two-course menu. The menu should contribute towards a healthy, balanced diet and be suitable for the instructor's dietary choices.

On the last night of the residential, pupils get together and plan something special for the instructors. As the instructors have been physically active all week, the pupils have decided on a sweet treat and want you to make a spectacular, layered dessert. One of the instructors has a nut allergy.

Plan and prepare a layered dessert suitable for a celebration that shows a range of cooking and preparation techniques as well as having good sensory properties.

Project brief: set dish recipe – pasta and mega meatballs in a sweet and spicy sauce

Ingredients

For the meatballs:

200 g organic beef steak mince
200 g organic pork mince
3 garlic cloves, very finely chopped or grated
a handful of fresh parsley leaves, finely chopped
1 organic free range egg, beaten
a grating of fresh nutmeg
50 g fresh grated parmesan, plus extra to serve
150 g fresh buffalo mozzarella, diced into 12 pieces
sea salt and freshly ground black pepper

For the sauce:

4 tbsp extra virgin olive oil
2 fresh garlic cloves, finely sliced
2 tbsp golden caster sugar
2 tbsp white wine vinegar
100 ml fresh chicken stock
1 can organic chopped tomatoes
1 tsp fresh oregano, finely chopped
1 tsp mild chilli powder
400 g fresh spaghetti or linguine
a small bunch of fresh basil to garnish

Method

- mix all the meatball ingredients in a large bowl, except for the diced mozzarella
- season generously with the sea salt and pepper, then scrunch the mixture together with your hands until combined
- roughly divide the meatball mixture into 12 portions
- use your hands to flatten one portion, then gently wrap it around a piece of the mozzarella and roll into a ball. Repeat with the remaining portions
- chill the meatballs in the fridge whilst preparing the sauce
- heat 2 tablespoons of the oil in a large frying pan, fry the meatballs in batches, browning them on all sides, then transfer to a plate and set aside
- pour the remaining oil into the pan and heat for 1 minute, then fry the sliced garlic for a few seconds
- tip in the sugar and vinegar and simmer for 1 minute, add the chopped tomatoes, then seasonings and cook over a medium heat for 10 minutes, reducing the sauce a little
- tip in the meatballs and gently stir to ensure they are fully coated in the sauce, cover the pan and simmer on a low heat for about 20 minutes, spooning the sauce over the meatballs occasionally
- meanwhile, cook the spaghetti
- to serve, divide the spaghetti between four bowls, top with three warm meatballs each, spoon over the sauce and scatter with the remaining parmesan
- garnish with fresh basil.

Serves 4

Assessment tasks and mark schemes

Task 1

Amending a recipe	
Maximum time	2 hours
Content areas assessed	3. Food groups, key nutrients and a balanced diet 6. Recipe amendment, development and evaluation
Assessment objectives (AOs)	AO1 – 4 marks AO2 – 4 marks AO3 – 4 marks
You are required to: plan the recipe amendments for a healthier pasta and meatballs recipe (as detailed in the project brief). Remember this is for active teenagers at the outdoor activity centre. You must consider the cost, taste and texture of the completed dish provide the chef with your amended recipe give reasons for your choices of alternative ingredients and for other changes explain how you have considered the cost explain how you have improved the nutritional content of the dish, including contributing to the 5 a day guidance. You are permitted to use the internet for this task to research alternative ingredients only. You must reference all sources used. [12 marks]	
Evidence	A word-processed document to be completed by the learner, which must include: - a revised healthier pasta and meatballs recipe suitable for active teenagers at the outdoor activity centre - reasons for choice of ingredients made when amending the recipe - nutritional information, relevant to the amended dish, making it clear why the amended recipe is more suitable for active teenagers at the outdoor activity centre - examples of how you have considered the cost, taste and texture of the amended pasta and meatballs recipe. You must also submit your internet browsing history of sites used to support your response to the task.

Task 1: amending a recipe

Band	Mark	Descriptor
4	10 to 12	AO3 – excellent analysis and evaluation of food groups, key nutrients and a balanced diet that is comprehensive and highly relevant when amending the recipe. Excellent justification for the decisions taken for the amended recipe that are comprehensive, highly detailed and will significantly improve the nutritional content of the recipe. AO2 – excellent application of knowledge and understanding of food groups, key nutrients, a balanced diet and recipe amendment that is comprehensive, highly detailed and will significantly improve the nutritional content of recipe. AO1 – excellent recall of knowledge and understanding of food groups, key nutrients, a balanced diet and recipe amendment that is comprehensive and highly relevant when amending the recipe.
3	7 to 9	AO3 – good analysis and evaluation of food groups, key nutrients and a balanced diet that is detailed and mostly relevant when amending the recipe. Good justification for the decisions taken for the amended recipe that are detailed and will mostly improve the nutritional content of the recipe. AO2 – good application of knowledge and understanding of food groups, key nutrients, a balanced diet and recipe amendment that is detailed and will mostly improve the nutritional content of the recipe. AO1 – good recall of knowledge and understanding of food groups, key nutrients, a balanced diet and recipe amendment that is detailed and mostly relevant when amending the recipe.
2	4 to 6	AO3 – reasonable analysis and evaluation of food groups, key nutrients and a balanced diet that has some detail and some relevance when amending the recipe, though this may be underdeveloped. Reasonable justification for the decisions taken for the amended recipe that have some detail and will result in some improvement to the nutritional content of the recipe, though this may be underdeveloped. AO2 – reasonable application of knowledge and understanding of food groups, key nutrients, a balanced diet and recipe amendment that has some detail and will result in some improvement to the nutritional content of the recipe, though this may be underdeveloped. AO1 – reasonable recall of knowledge and understanding of food groups, key nutrients, a balanced diet and recipe amendment that has some detail and some relevance when amending the recipe.

Band	Mark	Descriptor
1	1 to 3	AO3 – limited analysis and evaluation of food groups, key nutrients and a balanced diet that has minimal detail and minimal relevance when amending the recipe. Limited justification for the decisions taken for the amended recipe that have minimal detail and will result in minimal improvement to the nutritional content of the recipe and are mostly superficial. AO2 – limited application of knowledge and understanding of food groups, key nutrients, a balanced diet and recipe amendment that has minimal detail and will result in minimal improvement to the nutritional content of the recipe and are mostly superficial. AO1 – limited recall of knowledge and understanding of food groups, key nutrients, a balanced diet and recipe amendment that has minimal detail and minimal relevance when amending the recipe.
	0	No rewardable material

Note: it is not a requirement that the learner formulates a response in their portfolio specifically against each AO as laid out in the indicative content. The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the indicative content points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

Indicative content

The knowledge and understanding demonstrated by the learner will be informed by the choices made when amending the recipe of the set dish (pasta and meatballs dish). When deciding a placement within the bands, consideration should be given for the range and relevance of recalled and applied understanding (AO1 and AO2), as well as the relevance of the decisions taken and strength of justifications, in relation to the needs of the brief – a healthier option for active teenagers that contains more of the 5 a day (AO3).

AO1: Recall knowledge and show understanding.

The learner should recall knowledge and understanding, in their written response, such as:

- key food groups and nutrients required for a balanced diet:
 - carbohydrates
 - fats
 - high biological value (HBV) and low biological value (LBV) protein
 - vitamins
 - minerals
- current UK government healthy eating tips relevant to the amended dish:
 - reduce saturated fat, fat and sugar
 - reduce salt intake to help stay within the recommended maximum of 6 g a day
 - increased fibre content in the dish
 - base meals on starchy carbohydrates

- foods represented in the Eatwell Guide:
 - potatoes, bread, rice, pasta and other starchy carbohydrate foods: 37 %
 - fruit and vegetables: 39 %
 - dairy and alternatives: 8%
 - beans, pulses, fish, eggs, meat and other protein: 12 %
 - oils and fats: 1%

Note: we would accept answers as shown within the Qualification Specification and any updated Government guidance in relation to the Eatwell Guide.

- recipe amendment:
 - seasonality
 - cost issues relating to organic ingredients
 - factors affecting food choices.

The learner should recall knowledge and understanding, in their written response, of foods teenagers and adults should reduce, such as:

- saturated fats – such as fatty meat or fried foods
- foods that are high in sugar
- foods that are high in salt.

The learner should recall knowledge and understanding, in their written response, of healthy diets suitable for active teenagers, such as:

- lean protein for growth and repair of tissue
- sufficient calories each day to support rapid growth and development
- complex carbohydrates for slower release energy
- calcium for teeth and bone development
- increase fruit and vegetable intake for vitamins and minerals
- increase fibre intake to prevent constipation and for good digestive health
- choose healthier methods of cookery, such as grilling, poaching or baking.

AO2: Apply knowledge and understanding.

The learner should apply knowledge and understanding, in their written response, to their decisions taken for the recipe amendment, such as:

- provide sufficient calories to meet energy need of very active teenagers
- key nutrients required for a balanced diet, which support the diet for an active teenager, such as:
 - carbohydrates
 - fats
 - HBV and LBV protein
 - vitamins
 - minerals (especially iron for deficiency in teenage girls due to menstruation)
- current UK government healthy eating tips, which support a healthy diet, such as:
 - reduce fat (including saturated fat) and sugar content in the recipe
 - reduce salt levels in the recipe, due to health condition
 - increase fibre content in the recipe
 - base meals on starchy carbohydrates
- ratios of foods represented in the Eatwell Guide:
 - potatoes, bread, rice, pasta and other starchy carbohydrate foods: 37 %
 - fruit and vegetables: 39 %
 - dairy and alternatives: 8%

- beans, pulses, fish, eggs, meat and other protein: 12 %
- oils and fats: 1%

Note: we would accept answers as shown within the Qualification Specification and any updated Government guidance in relation to the Eatwell Guide.

- amending and developing recipes:
 - choosing cheaper, non-organic variations of ingredients
 - seasonality (for example, using seasonal vegetables in the meatballs and sauce recipe due to them being cheaper / cost issues)
 - factors affecting food choice (cost for example, bulking out the recipe with vegetables or alternative proteins to reduce cost as meat is more expensive, and environmental and dietary needs)
 - sensory factors – texture, appearance
 - adding tomato puree (to the sauce to improve the colour)
 - adding chopped fresh chillies (to improve the taste).

The learner should apply knowledge and understanding, in their written response, of foods active teenagers should avoid, such as:

- saturated fats – such as minced pork
- fatty meat – such as replacing with leaner meat or suitable alternative
- foods high in salt – such as stock cubes.

The learner should apply knowledge and understanding, in their written response, of ways to improve the recipe in terms of healthy diets for active teenagers, such as:

- reduce saturated fat intake – replacing with reduced fat options (for example, minced beef)
- reduce salt intake – such as replacing with lower / free from alternatives
- increase fruit and vegetable intake – such as adding in additional vegetables to the sauce and / or meatballs
- increase fibre intake – such as the addition of beans / pulses, use of wholewheat pasta
- choose healthier methods of cookery, such as grilling, poaching or baking.

AO3: Analyse and evaluate knowledge and understanding.

The learner may choose to swap a range of ingredients within the meatballs recipe for others with better nutritional value, lower costs and / or healthier alternatives, and will therefore provide different justifications, in their written response, for their choices. These may include:

- using lean turkey mince to reduce the fat content – this would make the recipe more cost effective as well as reducing the overall saturated fat
- replacing meat with pulses or vegetables – this is a good decision as it supports the healthy eating guidelines of consuming 5 fruit and vegetables a day and would still provide some LBV protein for growth and repair in a teenager's diet
- replacing organic ingredients for non-organic options as well as fresh herbs for cheaper, dried herbs for example
- replacing oil for frying with oil spray or adapting the cooking method to oven cook the meatballs – this is effective as it still allows for a range of cooking methods but will reduce the fat content
- using additional vegetables in the tomato sauce – this would be effective because it will support the advice in the Eatwell guide of eating 5 fruit and vegetables a day. It will also add flavour and texture as well as vitamins and minerals for teenagers to remain healthy.

Note: this is not an exhaustive list and credit should be given for other appropriate nutritional amendments and justifications.

Task 2 (a)

Preparing and cooking an amended recipe	
Maximum cooking time	2 hours
Time for annotations	30 minutes This is to complete the annotations on your images.
Content areas assessed	1. Health and safety relating to food, nutrition and the cooking environment 5. Food preparation, cooking skills and techniques
Assessment objectives (AOs)	AO4 – 12 marks
You are required to: Demonstrate your preparation, cooking techniques and methods, and presentation skills by creating your pasta and meatballs dish for active teenagers. You must also demonstrate safe and hygienic working practices for yourself and the cooking environment throughout the completion of the dish. You are not permitted to use the internet for this task. Additional information: You will need to gather images of the key technical skills used to make the pasta and meatballs dish, your preparation, cooking techniques and methods as well as the final presentation. It is acceptable for you to ask someone else to take the pictures for you (such as another member of the class or teacher). For this part of the task, you are required to annotate the images with an explanation of what you were doing (and why) at that point in the process. They do not require any evaluation of your skills, as this is the key focus of the next task. [12 marks]	
Evidence	A word-processed document to be completed by the learner, which must include: - annotated images explaining what preparation, cooking techniques and methods, and presentation processes you were completing and why. These can be annotated after the pasta and meatballs dish is complete - an image of the completed dish. To be completed by the teacher: - Record of Learner Observation form.

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

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

Note: it is not a requirement that the learner formulates a response in their portfolio specifically against each AO as laid out in the indicative content. The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the indicative content points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

Note: Learners are permitted to use meat alternatives where applicable.

Indicative content

The technical skills, preparation, cooking techniques and methods, and presentation demonstrated by the learner will be informed by the choices made when amending the recipe of the set dish (pasta and meatballs in sauce). When deciding a placement within the bands, consideration should be given to both the range and relevance of skills. Marking judgements should balance the number (range) of selected technical skills attempted by the learner, the success and complexity of the selected techniques, and appropriateness for the dish selected in context of the brief (relevance). This will vary between learners given the scope of potential responses that may be provided. The evidence provided by the learner for each AO may be captured in a range of ways through the annotated images (supported with the notes taken during the observation of the activity).

AO4: Demonstrate and apply relevant technical skills, techniques and processes.

In the absence of photographic evidence for the stages of making, marking decisions **must** be supported on the record of learner observation and could include qualitative statements relating to the following:

- hygiene and safety measures witnessed throughout the preparation and cooking process
- technical and preparation skills such as whisking, creaming, sautéing, peeling and chopping
- cooking methods used and the level of competence, safety and accuracy
- dovetailing of any processes and overall time management
- attention to detail, quality controls, and the presentation and finishing of the final dish.

Typical responses may include the use of the following preparation skills with annotations, such as:

- peeling – ‘this image shows me peeling away from the carrot, with the end on the board to help me stay safe’
- knife skills – ‘this image shows I have selected the correct knife and I am holding the knife with the blade pointing down to stay safe’.

Typical responses may include the use of the following cooking skills (techniques) with annotations, such as:

- grating – ‘this image shows me grating vegetables into the base sauce to increase the intake of nutrients’
- reducing – ‘this image shows me simmering to reduce the base sauce to help enhance its flavour’.

Typical responses may include the use of the following cooking skills (methods) with annotations, such as:

- simmering – ‘this image shows me simmering the sauce so it does not burn / so that the flavour develops’
- boiling – ‘this image shows me bringing the water to the boil before adding the pasta so that the pasta does not stick together or become mushy’
- shallow frying – ‘this image shows me shallow frying the turkey mince with an oil spray to reduce the saturated fat content of the dish’
- grilling – ‘this image shows me grilling the reduced fat cheese on top of the meatballs to make the dish more appropriate for active teenagers’
- steaming – ‘this image shows me steaming the vegetables so that no fat is required to partially cook them, which is a good way of retaining vitamins and minerals’
- cooking skill to support the overall presentation of the dish – ‘this shows my completed dish served in a pasta bowl garnished with fresh herbs’.

Please note: as the task requires learners to consider the age and activity of the person eating the dish, there are some cooking skills and supporting annotations that would be less acceptable and should be placed in lower bands, such as:

- deep frying – ‘I have used this method to create deep fried dough balls as a side to add to the dish’
 - this would be unsuitable as the brief requires the learner to make the dish healthier
- shallow frying – ‘I have shallow fried the meat and vegetables in butter to enhance the flavour’
 - this would be unsuitable because the brief requires the learner to make the dish healthier for teenagers and reducing saturated fat is one of the main healthy eating goals.

Typical responses may include the use of the following presentation skills, as illustrated by the image of the completed dish:

- choice of plate – ‘I selected a plate that had contrasting colours to the dish’
- choice of utensils – ‘I selected rustic utensils to complement the Italian origin of the dish’
- texture – ‘I added a crunchy side of garlic ciabatta to complement the softer texture of the dish’
- garnish – ‘I added fresh herbs to complement the flavours’.

Note: due to the range of ways learners may choose to prepare, cook and present the dish, the above is not an exhaustive list and credit should be given for other appropriate responses.

Task 2 (b)

Evaluating an amended recipe	
Maximum time	1 hour 30 minutes
Content areas assessed	2. Food legislation and food provenance 3. Food groups, key nutrients and a balanced diet 5. Food preparation, cooking skills and techniques 6. Recipe amendment, development and evaluation
Assessment objectives (AOs)	AO3 – 6 marks AO5 – 6 marks
You are required to: Analyse and evaluate: - the preparation, cooking techniques and methods, and presentation skills you have used to create the pasta and meatballs dish, including examples of how you could improve - how you demonstrated safe and hygienic working practices for yourself and the cooking environment throughout the completion of the dish - your completed, amended pasta and meatballs dish, including how the choice of ingredients has impacted upon the nutritional and sensory properties of your dish. You are not permitted to use the internet for this task. [12 marks]	
Evidence	A word-processed document to be completed by the learner, which must include: - an annotated image of the completed dish that evaluates the presentation - an evaluation of your preparation, cooking techniques and methods, skills and the overall outcome of the completed pasta and meatballs dish.

Task 2 (b): evaluating an amended recipe

Band	Mark	Descriptor
4	10 to 12	AO5 – excellent analysis and evaluation of own preparation, cooking techniques and methods, and presentation skills used to create the amended dish that is comprehensive and highly detailed, supported by highly relevant examples of how cooking skills could be improved. AO3 – excellent analysis and evaluation of the completed dish, supported by highly relevant links to how the choice of ingredients impacted upon the amended dish and nutritional content in a comprehensive and highly detailed way.
3	7 to 9	AO5 – good analysis and evaluation of own preparation, cooking techniques and methods, and presentation skills used to create the amended dish that is mostly detailed, supported by mostly relevant examples of how cooking skills could be improved. AO3 – good analysis and evaluation of the completed dish, supported by mostly relevant links to how the choice of ingredients impacted upon the amended dish and nutritional content in a mostly detailed way.
2	4 to 6	AO5 – reasonable analysis and evaluation of own preparation, cooking techniques and methods, and presentation skills used to create the amended dish that has some detail, supported by examples that have some relevance to how the cooking skills could be improved, though may be underdeveloped. AO3 – reasonable analysis and evaluation of the completed dish, supported by links that have some relevance to how the choice of ingredients impacted the amended dish and nutritional content and show some detail, though may be underdeveloped.
1	1 to 3	AO5 – limited analysis and evaluation of own preparation, cooking techniques and methods, and presentation skills used to create the amended dish that have minimal detail, supported by examples that have minimal or no relevance to how the cooking skills could be improved, and are mostly superficial. AO3 – limited analysis and evaluation of the completed dish, supported by links that have minimal relevance to how the choice of ingredients impacted upon the amended dish and nutritional content and show minimal detail and may be irrelevant.
	0	No rewardable material

Note: it is not a requirement that the learner formulates a response in their portfolio specifically against each AO as laid out in the indicative content. The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the indicative content points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

Indicative content

The evaluative skills demonstrated by the learner will be informed by the choices made when evaluating the amended recipe of the set dish (pasta and meatballs dish). When deciding a placement within the bands, consideration should be given to the range of factors evaluated, including the strength of the points provided, and the areas for improvement identified.

AO5: Analyse and evaluate the demonstration of relevant technical skills, techniques and processes.

Typical responses may include the evaluation of the following skills, techniques and processes which include preparation, cooking techniques and methods, and presentation. The list includes examples of comments learners may make in terms of their effective or less effective demonstrations. If learners correctly evaluate fewer effective skills, they can still be rewarded positively as they are meeting AO5 (though it is likely they will have been awarded lower for their practical demonstration for AO4 in the previous task). Consideration should be given to the strength and relevance of their points.

Preparation:

- weighing and measuring:
 - (effective) 'I applied this skill well because I double checked the measurements and made sure I cleaned the scales between each use'
 - (less effective) 'I could have done this a bit better because I forgot to clean the spatula when measuring the butter, which meant that the amount was not as accurate as it could have been. Next time, I will make sure that all of my measurements are double checked before going into the recipe'
- peeling:
 - (effective) 'I did this well because I washed the carrots first and made sure I used the same motion to remove all of the skin'
 - (less effective) 'I could have done this more effectively because I did not manage my time well and it was a bit rushed, and some large parts of the skin were left on, which impacted the texture of the dish. Next time, I would try and remove all of the skin'
- knife skills:
 - (effective) 'this was a key strength when chopping the vegetables as I cut all of the pieces a very similar size, which meant that they all cooked equally, helping with the texture and taste of the dish'
 - (less effective) 'I could have improved this, as I was rushing a bit, I used the wrong knife and it meant that my onions were chopped a bit too thick, this meant that my base sauce did not turn out as good as it could have. Next time, I would select the correct knife or take out the larger pieces of onion'.

Cooking techniques:

- grating:
 - (effective) 'I did this well because I used a steady motion and grated as much of the carrot as possible, limiting food waste'
 - (less effective) 'I did not take care to clean the grater between the different vegetables and it got a bit clogged up costing me more time. Next time, I would make sure I cleaned it quickly so that it was easier to use'
- reducing:
 - (effective) 'I think this was done well because I planned effectively and was able to start reducing the sauce quite early, allowing plenty of time for it to really enhance the flavour'
 - (less effective) 'I did not do this very well because I had to rush it, I tried using a really high heat to speed it up, but I ended up burning it a bit, which impacted on the flavour. Next time I will try and leave it on a lower heat for longer'.

Cooking methods:

- boiling:
 - (effective) 'I did this well as I checked the softness of the vegetables to make sure they were cooked properly'
 - (less effective) 'I did not do this very well as I forgot to check my vegetables and overcooked them, which meant the nutritional value was reduced. Next time I would check more regularly to make sure I can keep the nutrient levels higher'
- grilling:
 - (effective) 'I think I did this really well as I made sure the grill was at the correct temperature before browning the meatballs, which made the appearance better'
 - (less effective) 'I did not do this very well as I burnt the meatballs a bit. Next time, I would control the time better and check it more often so that the cheese did not burn, which would make the appearance better'
- steaming:
 - (effective) 'I did this well as I checked the softness of the vegetables to make sure they were cooked properly'
 - (less effective) 'I did not do this very well as I did not put the lid on properly and some of the steam escaped. This meant that it took longer to cook and put me a bit behind on time. Next time, I would use the equipment differently to better cook the ingredients'.

Presentation (please note that this should be detailed on the annotated image of the final dish):

- choice of plate:
 - (effective) 'I selected an appropriately coloured plate to emphasise the dish, for example a plain white one allowed the range of colours to stand out'
 - (less effective) 'I selected a plate that was too small, and it made the dish look a bit overwhelming, which was not what I wanted. Next time, I would select a more appropriately sized plate'
- texture:
 - (effective) 'This was a key strength of my skills as I layered the different parts of the dish on the plate to complement the different textures of the dish, which would enhance the enjoyment of eating it'
 - (less effective) 'I could have improved this because I did not consider the softness of all my ingredients enough, which made the dish look less appealing. Next time, I would consider including an additional, crunchy side to complement the dish'

- garnish:
 - (effective) 'I added basil oil and leaves in a decorative manner, which was really effective as it made the dish more eye catching'
 - (less effective) 'I do not think I did this effectively as I used dried herbs in olive oil, which got lost in the dish and was not very noticeable. Next time, I would use fresh herbs so that it looks better and is more appealing'.

Note: due to the range of ways learners may choose to evaluate their preparation, cooking and presentation skills, the above is not an exhaustive list and credit should be given for other appropriate responses.

AO3: Analyse and evaluate knowledge and understanding.

Typical responses when evaluating the success of the completed dish, in their written response, may include:

- choice of alternative ingredients and their effect on taste:
 - (effective) 'as I used reduced salt options, I used herbs to enhance the natural flavours, which worked really well'
 - (less effective) 'I used a meat alternative but did not think of how to enhance the flavour of the sauce (as the alternative did not have natural fats / oils that would usually support the taste). Next time, I could add some more stock when cooking the meat alternative'
- nutritional content of completed dish (this may include reference to food provenance, for example, if any processed ingredients have been used) should the learner have opted to include such ingredients:
 - saturated fats – 'reducing ingredients that are high in saturated fats, such as the cheese / double cream / butter / full fat milk was really effective in meeting the needs of the brief as they should be consumed less by young people'
 - fatty meat – 'replacing with leaner meat or suitable alternative was really effective in meeting the needs of the brief as they should be consumed less according to the healthy eating guidance'
- final presentation of the amended dish:
 - colour:
 - (effective) 'this image shows how I substituted the beef mince with darker coloured lentils so that the colours were similar to a more typical version of the dish. I think this was effective because it is familiar to people'
 - (less effective) 'as I swapped the expensive parmesan for a lower fat cheese it did not melt as I expected and I couldn't achieve the browned crust effect due to the lower fat content, this made the colour a little translucent and less appealing, as you can see in the image'
 - flavour:
 - (effective) 'as I used a mixture of dried herbs for the sauce, complemented by fresh herbs for the garnish, the flavour was enhanced really well and, as you can see in the image, it also looks really appetising'
 - (less effective) 'as I used a range of reduced salt options for the meat, stock cube and cheese but did not add any additional herbs, the flavour was a little bland and less successful. As you can see in the image, it does not look very appetising. Next time I would try to use more herbs to enhance the taste'.

Note: due to the range of ways learners may choose to amend the dish, the above is not an exhaustive list and credit should be given for other appropriate responses.

Task 3 (a)

Menu and action planning for a two-course menu	
Maximum time	2 hours 30 minutes
Content areas assessed	1. Health and safety relating to food, nutrition and the cooking environment 3. Food groups, key nutrients and a balanced diet 4. Factors affecting food choice 7. Menu and action planning for completed dishes
Assessment objectives (AOs)	AO1 – 4 marks AO2 – 8 marks
You are required to: plan a two-course menu that would be suitable for an active, female adult who follows a vegetarian diet create an action plan that will allow you to prepare and cook your two-course menu within a set, continuous period of 2 hours 30 minutes. You are not permitted to plan and prepare any of the same dishes that you created in previous tasks. You are permitted to use the internet for this task to research ingredients only. You must reference all sources used. [12 marks]	
Evidence	A word-processed document to be completed by the learner, which must include: - a two-course menu that shows your selected dishes and how it meets the requirements of the brief - a completed action plan detailing all appropriate considerations. You must also submit your internet browsing history of sites used to support your response to the task.

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

Band	Mark	Descriptor
4	10 to 12	AO2 – excellent application of knowledge and understanding of menu planning to create a menu that is comprehensive, highly detailed and highly relevant to the requirements of the brief. AO2 – excellent application of knowledge and understanding of action planning that is comprehensive, highly detailed and highly relevant to the requirements of the brief. AO1 – excellent recall of knowledge and understanding of menu and action planning that is comprehensive, highly detailed and highly relevant to the requirements of the brief.
3	7 to 9	AO2 – good application of knowledge and understanding of menu planning to create a menu that is mostly detailed and mostly relevant to the requirements of the brief. AO2 – good application of knowledge and understanding of action planning that is mostly detailed and mostly relevant to the requirements of the brief. AO1 – good recall of knowledge and understanding of menu and action planning that is mostly detailed and mostly relevant to the requirements of the brief.
2	4 to 6	AO2 – reasonable application of knowledge and understanding of menu planning to create a menu that has some detail and some relevance to the requirements of the brief, though may be underdeveloped. AO2 – reasonable application of knowledge and understanding of action planning that has some detail and some relevance to the requirements of the brief, though may be underdeveloped. AO1 – reasonable recall of knowledge and understanding of menu and action planning that has some detail and some relevance to the requirements of the brief, though may be underdeveloped.

Band	Mark	Descriptor
1	1 to 3	AO2 – limited application of knowledge and understanding of menu planning to create a menu that has minimal detail and minimal or no relevance to the requirements of the brief and is mostly superficial. AO2 – limited application of knowledge and understanding of action planning that has minimal detail and minimal or no relevance to the requirements of the brief and is mostly superficial. AO1 – limited recall of knowledge and understanding of menu and action planning that has minimal detail and minimal relevance to the requirements of the brief and is mostly superficial.
	0	No rewardable material

Note: it is not a requirement that the learner formulates a response in their portfolio specifically against each AO as laid out in the indicative content. The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the indicative content points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

Indicative content

The knowledge and understanding demonstrated by the learner will be informed by the choices made when completing an action plan for the two-course menu. When deciding a placement within the bands, consideration should be given to the range and relevance of planning techniques recalled and applied, and how appropriate the menu is against the requirements of the brief (nutritional content, seasonality and environmental factors). The extent to which the action plan is a useable document with appropriate health and safety considerations, relevant preparation cooking and presentation skills, as well as adhering to the requirements of the brief (AO1 and AO2), should also be considered when determining a placement within the bands.

AO1: Recall knowledge and show understanding.

Typical responses may include recalling knowledge and understanding of the following menu and action planning considerations:

- menu planning (as related to the requirements of the brief):
 - nutritional value:
 - 'I have included good sources of vegetable protein in my menu, as protein is needed for very active adults'
 - 'I have included plenty of carbohydrates to provide energy as the instructor is active'
 - 'I have included some sources of calcium in my menu as it is needed for strong bones and teeth'
 - 'I have included iron in my menu as it is important particularly for women of menstrual age and people who do not eat red meat or animal products'
 - factors affecting food choice (for example, environmental):
 - 'I am using local, seasonal produce in my menu because it can be cheaper and help with the chef's aims to keep costs down overall'

- action planning:
 - safe and hygienic working practices for the self and the cooking environment:
 - 'I will prepare myself before starting by washing my hands thoroughly, removing jewellery, tying my hair back and putting on a clean apron. I will check all my equipment for cleanliness and will sanitise my work top'
 - selection of ingredients and equipment:
 - 'I have chosen a range of ingredients I think will appeal to an adult and some seasonal vegetables to help reduce food miles and support the chef's aims to keep within a tight budget'
 - timeline:
 - 'I have chosen a menu that can realistically be completed within the 2-hour 30-minute time frame'
 - dovetailing:
 - 'I have identified the order I will complete each stage of each dish so that the time available is used wisely and everything is completed within the 2-hour 30-minute time frame'
 - fridge / oven space:
 - 'I have chosen a menu that realistically can be achieved based on the amount of fridge and oven space I have available'
 - oven temperature and timing:
 - 'I have selected a menu that does not need very different oven temperatures or require very long cooking period so that I can complete my menu in the 2-hour 30-minute time frame'.

AO2: Apply knowledge and understanding.

Typical responses may include application of the following planning considerations:

- menu planning (as related to the requirements of the brief):
 - 'my menu meets the requirements of the brief because I have considered the nutritional needs of the instructor when selecting my menu as well as taking account of the types of foods that might be appealing'
- nutritional value of the two-course menu:
 - protein function and sources:
 - 'my menu includes good sources of LBV protein for complementation. LBV protein in the pulses, rice, seeds and soya, is needed by this person who is physically active and needs to maintain muscle mass'
 - fats' functions and sources:
 - 'my menu includes some fat, mainly unsaturated, as found in the nuts because this age group require some in their diet to provide energy, protect vital organs and as a source of fat-soluble vitamins A, D, E and K'
 - carbohydrates' functions and sources:
 - 'my menu includes some carbohydrates, which are mainly complex, for example in the chickpeas, because they provide a good source of energy, which is very important for active people'
 - vitamins' functions and sources:
 - 'my menu includes a good range of water-soluble vitamins, such as B and C, found in the raspberries and the fat-soluble nutrients; vitamin A found in the carrots; and vitamin D found in the fortified soya milk. The B vitamins are needed for release of energy and C vitamins are needed to aid the absorption of iron, which is important for women in menstrual age range. Vitamin A is needed to aid the digestive system

- and to support growth in this age group. Vitamin D is needed for the absorption of calcium and phosphorous for healthy bones'
- minerals' functions and sources:
 - 'my menu includes calcium in the dairy ingredients used, which is needed for strong bones and teeth, and the iron found in the meat is needed for carrying oxygen around the body and for healthy red blood cells'
 - factors effecting food choice:
 - special dietary need – 'I have replaced meat in the product with a vegetarian plant-based alternative'
 - environmental – 'I have used locally sourced produce to reduce food miles and my carbon footprint, supporting the chef's aims to keep costs low'
 - seasonality – 'I have used seasonal produce to ensure the fruit and vegetables are at their peak, flavoursome and have a high nutritional content'
 - action planning:
 - safe and hygienic working practices for the self and the cooking environment – 'I will prepare myself before starting by washing my hands, removing jewellery, tying my hair back and putting on a clean apron. I will check all my equipment for cleanliness and sanitise my work top to ensure I am preventing physical and cross contamination'
 - selection of ingredients and equipment – 'I have chosen seasonal vegetables to help reduce my food miles and my carbon footprint and to support the chef's aims of cutting costs. I have chosen a range of equipment that will support the completion of the menu and will aid presentation, such as the spiraliser, and some that will save time, such as an electric hand whisk'
 - timeline – 'I have chosen a menu that can realistically be completed within the 2-hour 30-minute time frame but still enable me to showcase a range of skills in each of my dishes on my menu'
 - dovetailing – 'I have identified the order in which I will complete each stage of each dish and will make sure that I always have a task ongoing so that no time is wasted waiting for an item to chill or prove, and that the time available is used wisely and everything is completed within the 2-hour 30-minute time frame'
 - fridge / oven space – 'I have chosen a menu that uses a variety of preparation and cooking skills so that I am not overly reliant on the amount of oven and fridge space available to me'
 - oven temperature and timing – 'I have selected a menu that does not need very different oven temperatures or require long cooking periods, and I have incorporated cooking methods using the hob so that I am not overly reliant on the oven space available to me'.

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

Task 3 (b)

Preparing and cooking a two-course menu	
Maximum cooking time	2 hours 30 minutes The cooking requirements of the task must be completed under controlled conditions of a set 2 hours 30 minutes only.
Time for annotations	1 hour This is to complete the annotations on your images.
Content areas assessed	1. Health and safety relating to food, nutrition and the cooking environment 5. Food preparation, cooking skills and techniques
Assessment objectives (AOs)	AO4 – 12 marks
You are required to: Follow your action plan to prepare, cook and present the two-course menu. You must demonstrate safe and hygienic working practices for yourself and the cooking environment throughout the completion of the dish but will not need to evidence this. If necessary, you must also demonstrate your ability to amend the sequence or timing of the action plan if this will lead to a better outcome for the two-course menu. You are not permitted to plan and prepare any of the same dishes that you created in previous tasks. You are not permitted to use the internet for this task. Additional information: You will need to gather images of the key technical skills used to produce the two-course menu, your preparation, cooking techniques and methods as well as the final presentation, but you are not required to annotate them during the set 2 hours 30 minutes. It is acceptable for you to ask someone else to take the pictures for you (such as another member of the class or teacher). This is to allow you to focus on completing the preparation, cooking and presentation of the dishes. After you have completed cooking the two-course menu, you will be provided with time to annotate your images. When you complete the annotations of your images, they do not require any evaluation of your skills, as this is the key focus of the next task. You are only required to annotate them with an explanation of what you were doing (and why) at that point in the process. [12 marks]	

Evidence	A word-processed document to be completed by the learner, which must include: • an amended action plan (if you make any changes) • comments on any changes to your action plan (if you made any changes) • annotated images explaining what preparation, cooking techniques and methods, and presentation processes you were completing and why. These will be annotated after the two-course menu is complete • images of the completed dishes. To be completed by the teacher: • Record of Learner Observation form.
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Past paper

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

Band	Mark	Descriptor
4	10 to 12	AO4 – excellent demonstration and application of a wide range of highly relevant technical skills, preparation, cooking techniques and methods, and presentation, in relation to the requirements of the brief, that are mostly more technically demanding, when preparing and cooking the two-course menu in a comprehensive and highly effective manner. AO4 – excellent demonstration and application of a wide range of safe and hygienic working practices (including for the self, cooking environment and equipment / utensils) in a comprehensive and highly consistent manner.
3	7 to 9	AO4 – good demonstration and application of a range of mostly relevant technical skills, preparation, cooking techniques and methods, and presentation, in relation to the requirements of the brief, that are likely to be more technically demanding, when preparing and cooking the two-course menu in a mostly effective manner. AO4 – good demonstration and application of a range of safe and hygienic working practices (including for the self, cooking environment and equipment / utensils) in a detailed and mostly consistent manner.
2	4 to 6	AO4 – reasonable demonstration and application of some technical skills, preparation, cooking techniques and methods, and presentation with some relevance and some technical demand, in relation to the requirements of the brief, when preparing and cooking the two-course menu with some effectiveness, though may be underdeveloped. AO4 – reasonable demonstration and application of some safe and hygienic working practices (including for the self, cooking environment and equipment / utensils) in a reasonable manner, though may be inconsistent at times.
1	1 to 3	AO4 – limited demonstration and application of a minimal range of technical skills, preparation, cooking techniques and methods, and presentation that have less technical demand and minimal relevance to the requirements of the brief, when preparing and cooking the two-course menu with minimal effectiveness and are mostly superficial. AO4 – limited demonstration and application of a minimal range of safe and hygienic working practices (including for the self, cooking environment and equipment / utensils) in a limited and mostly inconsistent manner.
	0	No rewardable material

Note: it is not a requirement that the learner formulates a response in their portfolio specifically against each AO as laid out in the indicative content. The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the indicative content points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

Indicative content

The technical skills, preparation, cooking techniques and methods, and presentation demonstrated by the learner will be informed by the choices made when preparing and cooking the menu. When deciding a placement within the bands, consideration should be given to both the range of skills used as well as their appropriateness for the two-course menu, the standard of the technical skills applied, and the level of consistency demonstrated. Marking judgements should balance the number (range) of selected technical skills attempted by the learner, the success and complexity of the selected techniques, and appropriateness for the dish selected in context of the brief (relevance). This will vary between learners given the scope of potential responses that may be provided. The evidence provided by the learner for each AO may be captured in a range of ways through the annotated images (supported with the notes taken during the observation of the activity).

AO4: Demonstrate and apply relevant technical skills, techniques and processes.

In the absence of photographic evidence for the stages of making, marking decisions **must** be supported on the record of learner observation and could include qualitative statements relating to the following:

- hygiene and safety measures witnessed throughout the preparation and cooking process
- technical and preparation skills such as whisking, creaming, sautéing, peeling and chopping
- cooking methods used and the level of competence, safety and accuracy
- dovetailing of any processes and overall time management
- attention to detail, quality controls, and the presentation and finishing of the final dish.

Typical responses may include the use of the following preparation skills with annotations, such as:

- weighing and measuring:
 - 'this image shows me controlling the measurement and ratio of my ingredients for my recipe, this is important to ensure proportions are correct so that ingredients can perform their function properly and balance and flavour are achieved'
- preparation of tins:
 - 'this image shows me greasing the tin so that my ingredients do not stick to the bottom, this will help me present the final dish better'
- knife skills:
 - 'this image shows me selecting an appropriate knife and sharpening it so that it can be used safely and more effectively'.

Typical responses may include the use of the following cooking skills with annotations, such as:

- simmering:
 - 'this image shows me monitoring the sauce so that it does not boil, and the correct consistency and depth of flavour is achieved'

- boiling:
 - 'in this image I am boiling water to cook rice on the hob, I have timed it, so it is not overcooked'
- stir-frying:
 - 'in this image I have kept the heat high and used the spoon to keep the ingredients moving so that they cook quickly and uniformly and do not stick to the base of the pan and burn'
- shallow-frying:
 - 'in this image I am shallow-frying to making sure the temperature is not too hot so that the delicate soya does not break up or burn'
- microwaving:
 - 'in this image I am melting chocolate in the microwave because it is much quicker and less likely to go wrong than if I melted it over water on the hob, as water must not get into the chocolate'
- steaming:
 - 'in this image I am monitoring the vegetables I am steaming; I am using a timer, so they do not overcook'
- baking:
 - 'in this image I am baking a cake, I have used a timer and am now checking if it is cooked by checking if the cake is leaving the sides of the tin and if the skewer when inserted into the centre comes out clean'
- presentation skills:
 - 'in this image I am garnishing my main course item with edible flowers and fresh herbs'.

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

Task 3 (c)

Evaluating a two-course menu	
Maximum time	1 hour 30 minutes
Content areas assessed	1. Health and safety relating to food, nutrition and the cooking environment 2. Food legislation and food provenance 3. Food groups, key nutrients and a balanced diet 4. Factors affecting food choice 5. Food preparation, cooking skills and techniques 7. Menu and action planning for completed dishes
Assessment objectives (AOs)	AO3 – 4 marks AO5 – 8 marks
You are required to: Analyse and evaluate your: - choice of menu and action planning (including any changes made to your action plan if required) - application of preparation, cooking techniques and methods, and presentation skills, including examples of how to improve - overall outcome of completed dishes. You are not permitted to use the internet for this task. [12 marks]	
Evidence	A word-processed document to be completed by the learner, which must include: - annotated images of the completed dishes that evaluate the presentation of the dishes - an evaluation of your preparation, cooking techniques and methods, skills, and the overall outcome of the completed two-course menu.

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

Band	Mark	Descriptor
4	10 to 12	AO5 – excellent analysis and evaluation of own preparation, cooking techniques and methods, and presentation skills used to create the two-course menu that is comprehensive and highly detailed, supported by highly relevant examples of how preparation and cooking skills could be improved. AO5 – excellent analysis and evaluation of own planning processes used to create the two-course menu that is comprehensive and highly detailed, supported by examples of how the action plan was adjusted (if appropriate). AO3 – excellent analysis and evaluation of the completed dishes, against the requirements of the brief, that is comprehensive, highly detailed and highly relevant, supported by highly relevant examples of how the completed dishes could be improved.
3	7 to 9	AO5 – good analysis and evaluation of own preparation, cooking techniques and methods, and presentation skills used to create the two-course menu that is mostly detailed, supported by mostly relevant examples of how preparation and cooking skills could be improved. AO5 – good analysis and evaluation of own planning processes used to create the two-course menu that is mostly detailed, supported by examples of how the action plan was adjusted (if appropriate). AO3 – good analysis and evaluation of the completed dishes, against the requirements of the brief, that is mostly detailed and mostly relevant, supported by mostly relevant examples of how the completed dishes could be improved.

Band	Mark	Descriptor
2	4 to 6	AO5 – reasonable analysis and evaluation of own preparation, cooking techniques and methods, and presentation skills used to create the two-course menu that has some detail, supported by examples that have some relevance, of how preparation and cooking skills could be improved, though may be underdeveloped. AO5 – reasonable analysis and evaluation of own planning processes used to create the two-course menu that has some detail, though may be underdeveloped, supported by examples of how the action plan was adjusted (if appropriate). AO3 – reasonable analysis and evaluation of the completed dishes, against the requirements of the brief, that has some detail and some relevance, supported by examples that have some detail of how the completed dishes could be improved, though may be underdeveloped.
1	1 to 3	AO5 – limited analysis and evaluation of own preparation, cooking techniques and methods, and presentation skills used to create the two-course menu that has minimal detail, supported by examples that have minimal relevance of how preparation and cooking skills could be improved. AO5 – limited analysis and evaluation of own planning processes used to create the two-course menu that has minimal detail, and are mostly superficial, supported by examples of how the action plan was adjusted (if appropriate). AO3 – limited analysis and evaluation of the completed dishes, against the requirements of the brief, that has minimal detail and minimal relevance, supported by examples that have minimal detail of how the completed dishes could be improved.
	0	No rewardable material

Note: it is not a requirement that the learner formulates a response in their portfolio specifically against each AO as laid out in the indicative content. The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the indicative content points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

Indicative content

The analysis and evaluative skills demonstrated by the learner and the outcome of the completed dishes will be informed by the preparation and cooking skills utilised by the learner, and the types of choices they made when creating their two-course menu. When deciding a placement within the bands, consideration should be given to the range and complexity of the

cooking skills included in the two-course menu and the appropriateness of the cooking skills evaluated (AO5) and the range of strengths and weaknesses evaluated for the completed dishes (AO3).

AO3: Analyse and evaluate knowledge and understanding.

Typical responses may include the consideration of the following factors when evaluating the success of the completed dishes:

- how well the customer brief was met:
 - vegetarian ingredients including meat substitutes if selected
 - seasonal produce (this may include reference to food provenance, for example if any organic ingredients have been used, should the learner have opted to include such ingredients)
 - environmental factors (such as the use of local produce)
 - nutrition / healthy eating choice of dishes (such as the use of less processed ingredients)
- the success of the sensory attributes:
 - taste
 - texture
 - appearance
 - smell
- nutritional content of the completed dishes (this may include reference to food provenance, for example, if any processed ingredients have been used, should the learner have opted to include such ingredients)
- how the completed dishes could be improved.

AO5: Analyse and evaluate the demonstration of relevant technical skills, techniques and processes.

Typical responses should include the learner evaluating their demonstration of planning processes whilst completing their two-course menu, such as:

- menu planning (in relation to the requirements of the brief):
 - nutritional value
 - individual skillset
 - environmental factors
 - age range, activity levels, gender and dietary choices (vegetarianism)
- action planning:
 - safe and hygienic working practices for the learner and the cooking environment
 - selection of a range of skills and techniques in the chosen menu
 - selection of ingredients
 - selection of equipment
 - timeline
 - dovetailing
 - fridge / oven space
 - oven temperature and timing.

The nature of the evaluative points provided by learners will depend on the success of their dishes. Given the potential for a range of different approaches that learners may take to this task, the following lists the areas of content that it is expected will be evaluated. It does not

present contextualised examples (like task 2 (c) does) due to the range of variation expected. However, when deciding placement within the bands, consideration should be given to the detail and justification provided, whether that be to support why their application of skills was effective or ineffective.

Typical responses should include the evaluation of the following preparation, cooking and presentation skills demonstrated whilst completing their two-course menu, such as:

- preparation skills:
 - weighing and measuring
 - knife skills for a range of ingredients
 - peeling
 - preparation of tins
- cooking techniques
 - creaming
 - rubbing in
 - whisking
 - kneading
 - grating
 - marinading
 - basting
 - blanching
 - reducing
- cooking methods:
 - boiling
 - simmering
 - grilling
 - shallow-frying
 - deep frying
 - braising
 - paper bag
 - roasting
 - poaching
 - sautéing
 - casseroles
 - microwaving
- presentation (please note that this should be detailed by the annotated images of the completed dishes):
 - choice of plate
 - choice of utensils
 - design
 - colour
 - texture
 - flavour
 - garnish
 - decoration.

Note: this is not an exhaustive list and credit should be given for other appropriate evaluative points offered by the learner, providing they meet the requirements of the task.

Task 4 (a)

Preparing and cooking a dish suitable for someone with a food-related health condition	
Maximum research and planning time	30 minutes
Maximum cooking time	1 hour 30 minutes
Content areas assessed	1. Health and safety relating to food, nutrition and the cooking environment 3. Food groups, key nutrients and a balanced diet 5. Food preparation, cooking skills and techniques
Assessment objectives (AOs)	AO4 – 12 marks
You are required to: Choose, prepare, cook and present a celebration, layered dessert. An additional requirement is that the dish must be completely free of nuts and traces of nuts to ensure two members of staff with a nut allergy will not be affected. You must also demonstrate safe and hygienic working practices for yourself and the cooking environment throughout the completion of the dish. Your tutor will evidence this through observation during the task. You are not permitted to plan and prepare any of the same dishes that you created in previous tasks. You are permitted to use the internet for this task to research ingredients only. You must reference all sources used. Additional information: You will need to provide an image of the final dish. It is acceptable for you to ask someone else to take the picture for you, such as another member of the class or teacher. [12 marks]	
Evidence	A word-processed document to be completed by the learner, which must include: - an image of the completed dish - a copy of the recipe you used. To be completed by the teacher: - Record of Learner Observation form. You must also submit your internet browsing history of sites used to support your response to the task.

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

Band	Mark	Descriptor
4	10 to 12	AO4 – excellent demonstration and application of technical skills, preparation, cooking techniques and methods, and presentation when preparing and cooking a dish suitable for someone with a food-related health condition in a comprehensive and highly effective manner. AO4 – excellent demonstration and application of a wide range of safe and hygienic working practices (including for the self, cooking environment and equipment / utensils) in a comprehensive and highly consistent manner.
3	7 to 9	AO4 – good demonstration and application of technical skills, preparation, cooking techniques and methods, and presentation when preparing and cooking a dish suitable for someone with a food-related health condition in a mostly effective manner. AO4 – good demonstration and application of a range of safe and hygienic working practices (including for the self, cooking environment and equipment / utensils) in a detailed and mostly consistent manner.
2	4 to 6	AO4 – reasonable demonstration and application of technical skills, preparation, cooking techniques and methods, and presentation when preparing and cooking a dish suitable for someone with a food-related health condition with some effectiveness, though may be underdeveloped. AO4 – reasonable demonstration and application of some safe and hygienic working practices (including for the self, cooking environment and equipment / utensils) in a reasonable manner, though may be inconsistent at times.
1	1 to 3	AO4 – limited demonstration and application of technical skills, preparation, cooking techniques and methods, and presentation when preparing and cooking a dish suitable for someone with a food-related health condition with minimal effectiveness. AO4 – limited demonstration and application of a minimal range of safe and hygienic working practices (including for the self, cooking environment and equipment / utensils) in a limited and mostly inconsistent manner.
	0	No rewardable material

Note: it is not a requirement that the learner formulates a response in their portfolio specifically against each AO as laid out in the indicative content. The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the indicative content points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

Indicative content

The technical skills, preparation, cooking techniques and methods, and presentation demonstrated by the learner will be informed by the choices made when preparing and cooking the layered dessert suitable for people with nut allergies. When deciding a placement within the bands, consideration should be given to the range and complexity of technical skills used, including presentation skills, as well as the appropriateness of the layered dessert for people with nut allergies.

AO4: Demonstrate and apply relevant technical skills, techniques and processes.

The recipe for the dessert should exemplify the learner's understanding of the set context of the task, which in this case is foods suitable for someone who has a nut allergy. Typical responses may include the exclusion of ingredients to be avoided and the inclusion of alternative ingredients in the layered dessert making it suitable for people with nut allergies. The dessert should be produced in a nut free environment using suitable equipment to avoid cross contamination.

Excluded ingredients including:

- nuts (such as walnut, almond, pistachio, cashew, pecan, macadamia, hazelnut, peanuts)
- nut oil
- nut extracts
- chocolate nut spread / peanut butter
- ground almonds or nut-based flour
- ingredients that show traces of nuts on food labels.

Typical responses may include the use of the following preparation and cooking skills with annotations, such as:

- simmering – 'this photograph shows me monitoring the sauce so that it doesn't boil, overflow and burn'
- baking – 'this photograph shows me selecting the correct cooking method for a sponge cake by using the oven'
- whisking – 'this photograph shows me whisking the cream to ensure that it is light and airy'
- creaming – 'this photograph shows me creaming together the butter and sugar to a smooth consistency'

Typical responses may include the demonstration of the following safe hygienic practices:

- hand washing (self)
- no jewellery or makeup
- blue plaster to cover any cuts or grazes
- sanitising work surfaces (cooking environment)

- safe preparation of equipment and utensils, for example, colour-coded chopping boards to prevent cross contamination (equipment / utensils)
- checking equipment prior to use.

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

Past paper

Task 4 (b)

Evaluating a dish suitable for someone with a food-related health condition	
Maximum time	1 hour
Content areas assessed	3. Food groups, key nutrients and a balanced diet 4. Factors affecting food choice 7. Menu and action planning for completed dishes
Assessment objectives (AOs)	AO3 – 12 marks
You are required to: Analyse and evaluate your celebration, layered dessert created for someone with a nut allergy. This must include: - an evaluation of the nutritional content of the dish and its suitability for people who might have it as a treat as part of an otherwise healthy, balanced diet and an active lifestyle - an evaluation of the control measures taken to ensure the dish is suitable for someone with a nut allergy and the likely consequences of contamination - an evaluation of the outcome of the completed dish in terms of the other requirements. You are not permitted to use the internet for this task. Additional information: You are not required to evaluate your preparation, cooking techniques and methods, or presentation skills for this task. The focus of this evaluation is on the suitability of the dish, both for people with nut allergies and as a celebration dessert. [12 marks]	
Evidence	A word-processed evaluation to be completed by the learner, which must include: - an evaluation of the nutritional content of the dish and its suitability - an evaluation of the control measures taken to ensure the dish is suitable for someone with a nut allergy - an evaluation of the outcome of the completed dish, as detailed above.

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

Band	Mark	Descriptor
4	10 to 12	AO3 – excellent analysis and evaluation of the nutritional content of the dish and its suitability for someone with a food-related health condition, that is comprehensive, highly detailed and highly relevant and supported by highly detailed examples of ingredients that should be avoided and / or altered. AO3 – excellent analysis and evaluation of the completed dish, against the requirements of the brief, that is comprehensive, highly detailed and highly relevant, supported by highly relevant examples of how the completed dish could be improved.
3	7 to 9	AO3 – good analysis and evaluation of the nutritional content of the dish and its suitability for someone with a food-related health condition, that is mostly detailed and mostly relevant and supported by mostly detailed examples of ingredients that should be avoided and / or altered. AO3 – good analysis and evaluation of the completed dish, against the requirements of the brief, that is mostly detailed and mostly relevant, supported by mostly relevant examples of how the completed dish could be improved.
2	4 to 6	AO3 – reasonable analysis and evaluation of the nutritional content of the dish and its suitability for someone with a food-related health condition, that has some detail and some relevance and supported by examples of ingredients that should be avoided and / or altered that have some detail, though may be underdeveloped. AO3 – reasonable analysis and evaluation of the completed dish, against the requirements of the brief, that has some detail and some relevance, supported by examples that have some detail of how the completed dish could be improved, though may be underdeveloped.
1	1 to 3	AO3 – limited analysis and evaluation of the nutritional content of the dish and its suitability for someone with a food-related health condition, that has minimal detail and minimal relevance and supported by examples of ingredients that should be avoided and / or altered that have minimal detail and are mostly superficial. AO3 – limited analysis and evaluation of the completed dish, against the requirements of the brief, that has minimal detail and minimal relevance, supported by examples that have minimal detail of how the completed dish could be improved.
	0	No rewardable material

Note: it is not a requirement that the learner formulates a response in their portfolio specifically against each AO as laid out in the indicative content. The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the indicative content points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

Indicative content

The set food-related health condition for this version of the brief is a nut allergy. When deciding a placement within the bands, consideration should be given to the depth of understanding of the dietary needs of the active adults, nutritional content of the dish and the range of considerations when evaluating their completed dishes.

It is expected that we will see evidence of recognition of the dessert being a rare treat for a special occasion for active adults who follow a healthy balanced diet on the whole (as outlined in the brief). Learners may give reasons how the dish could contribute to a healthy balanced diet as well as being clear about the disadvantages such as being high in sugar / saturated fat.

Learners should be credited for nutritional understanding by indicating how they might have adapted a recipe to remove or replace ingredients containing nuts and to make it less unhealthy, for example substituting sugar for sweetener, using reduced fat cream cheese or crème fraîche.

AO3: Analyse and evaluate knowledge and understanding.

Typical responses may include evaluation of the following ingredients and nutritional content:

- unsuitable:
 - nuts (such as, walnut, almond, pistachio, cashew, pecan, macadamia, hazelnut, peanuts)
 - nut oil
 - nut extracts
 - chocolate nut spread / peanut butter
 - ground almonds or nut-based flour
 - ingredients that show traces of nuts on food labels

Typical responses may include evaluation of the suitability of the dish for an active adult:

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

Typical responses may include the consideration of the following factors when evaluating the success of the completed dish:

- how well the customer brief was met:
 - awareness and removal of nuts and traces of nuts
 - seasonal produce
 - environmental factors
 - nutrition / healthy eating aspects

- the success of the sensory attributes:
 - taste
 - texture
 - appearance (celebration dessert)
 - smell
- how the completed dishes could be improved.

Typical responses may include control measures to ensure suitability for someone with a nut allergy, such as:

- checking labels of all ingredients to ensure no traces of nuts are present
- looking for the nut allergy symbol of any pre-made components
- separate prep areas / colour-coded equipment for using nuts to ensure the nut free products are not contaminated in larger industrial and hospitality settings.

Learners could also refer to the consequences of ingesting traces of nuts for someone with a nut allergy, that may include details of mild to severe reactions.

Note: this is not an exhaustive list and credit should be given for other appropriate evaluative points.