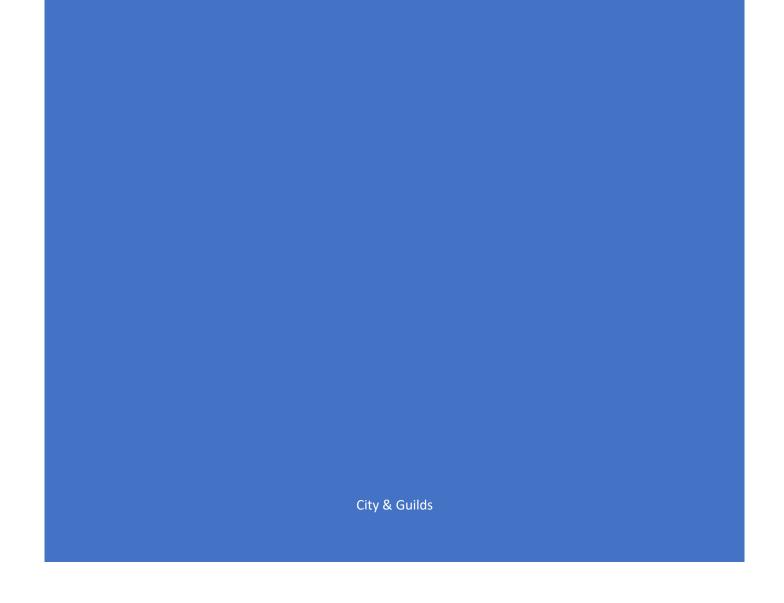


Practice Marking Materials for Technical Qualifications 2019



Level 3 Advanced Technical Diploma in Professional Cookery (6100-30)

Introduction

The synoptic assignments for the City & Guilds Technical Qualifications are externally set summative assessments which are internally marked by tutors. It is the centre's responsibility to ensure candidates' work is marked in a standard way across the centre, using the specified marking grid, in order to rank performance on a single mark scale.

Practise marking materials are useful to support centre staff with internal standardisation and as a pre-standardisation activity. The materials are produced to support staff in the process of marking including how to effectively use marking grids and assessment objectives (AO).

The marking materials must be considered alongside the Technical qualifications Marking and Moderation Guide

It is recommended that all tutors, including any unlikely to mark, are included in early discussions around the use of the marking grid, as all tutors should understand the basis of marking as it could shape their teaching by helping candidates practise bringing their skills and knowledge together to complete a problem, and helping them learn how to explain and justify their choices in terms of the subject knowledge in preparation for summative assessment. Tutors must study the *Marking and Moderation Guide:* https://www.cityandguilds.com/techbac/technical-qualifications/resources-and-support which provides detailed information about generic assessment objectives, and the marking grid, to ensure they are clear about the different AOs and how they may show up in evidence for assignments in the subject area. If there is more than one tutor carrying out marking at the centre, this process should be carried out as part of a group activity to ensure all markers are clear and in agreement about what sorts of evidence are relevant for assessment and which AO they fit into.

The following materials could form the basis for pre-standardisation practice and discussion could take place using evidence from trial runs/formative assessment activities. Standardisation should also take place using the evidence from the actual assignment set for that year, so along with utilising this tool, please ensure that activities surrounding the 2019 assignment also take place.

Within this pack, you will find

- a sample task brief
- a copy of the marking grid used for the synoptic assessment
- a sample of materials responding to either last year's synoptic assignment or a sample set of tasks. This includes learner produced evidence and tutor observations of the practical performance.

And finally, the Principal Moderator has provided a breakdown of the marks for the different assessment objectives along with general hints and tips on the synoptic assessment.

Section 1 Task Brief

Assignment Brief

The White Swan hotel has recently employed a new head chef to run the kitchen banqueting suite for weddings and conferences. As part of the offer, the hotel provides the opportunity for a sample tasting menu to ensure the organisers are content with the menu.

The head chef has asked you to plan the production of the menu and produce two portions of each dish.

You should submit your recipe specifications in advance; the sample menu is based on the following structure:

Sample Menu

Starter

A broth (using paysanne) and a bread roll of your choice

Fish Course

Pan fried fillets from a round fish with a suitable garnish and sauce

Main Course

Stuffed belly pork served with appropriate starch choice, seasonal vegetables accompanied with a reduction sauce

Dessert

Crème caramel

Finishing with

Chocolate truffles

Task 1
Plan the production of dishes/products to include:
□ a recipe specification for each of the dishes.
□ a health and safety risk assessment
□ a food safety risk assessment
□ an allergen chart
□ a food order for the commodities required
□ a time plan for Task 2
$\hfill \square$ a detailed costing of the main course per person with a 35% food cost. Assume the rate of VAT is 20%.
What you must produce for marking:
Task 1 paperwork that includes all of the above bullet points
Conditions of assessment:
☐ You may carry out research and collect the information you want to use under unsupervised conditions. You may take into the assessment your recipes, food costs, and pro-formas

☐ You must carry out Task 1 on your own, under supervised conditions.

$\ \square$ Both the tutor and candidate must sign declarations that the evidence produced has been the candidate's own and the tutor can only give such assurances if appropriate conditions have been followed.
Additional evidence of your performance that must be captured for marking: ☐ None for this task
Task 2 Conditions of assessment: ☐ You must carry out the preparation and cooking on your own, under supervised conditions. ☐ You may use the appropriate and relevant preparatory documents produced in task 1 in your execution of this task.
What you must produce for marking: ☐ finished products in sequential order.
Additional evidence of your performance that must be captured for marking: □ your tutor's notes on your performance, which will record your working practice, the standard and accuracy of the finished work, and details of your contribution □ a photograph of each completed dish taken by you and/or your assessor. You must also include one photograph of yourself.
Task 3 Conditions of assessment: ☐ The evaluation must be carried out independently under supervised conditions.
What you must produce for marking: □ completed evaluation (containing no more than 500 words).
Additional evidence of your performance that must be captured for marking: □ None for this task

Section 2 Marking Grid

Marking grid

For any category, 0 marks may be awarded where there is no evidence of achievement

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	AO1 Recall of knowledge relating to the qualification LOs • Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand? • How accurate it their knowledge? Are there any gaps or misunderstandings	(1-2 marks) Recall shows some weaknesses in breadth and/or accuracy. Hesitant, gaps, inaccuracy	(3-4 marks) Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor. Sound, minimal gaps	(5-6 marks) Consistently strong evidence of accurate and confident recall from the breadth of knowledge. Accurate, confident, complete, fluent
			xpected: hazards, risks in a kitchen, aluation criteria, timings for elemen	
	evident? • How confident and secure does their knowledge seem?	Candidate has shown basic knowledge of professional cookery from across the qualification, with some insecurity in some areas. Examples provided cover a limited range.	Candidate has shown a good range of knowledge from across the qualification which is sound and often detailed.	Candidate shows in-depth and detailed knowledge across the whole qualification range showing a high degree of confidence and accuracy.

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2	AO2 Understanding of concepts theories and processes relating to the LOs Does the candidate make connections and show causal links and explain why? How well theories and concepts are applied to new situations/the assignment?		(1-4 marks) Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete. Misunderstanding, illogical connections, guessing,	(5-8 marks) Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored. Logical, slightly disjointed, plausible,	(9-12 marks) Consistently strong evidence of clear causal links in explanations generated by the candidate. Candidate uses concepts and theories confidently in explaining decisions taken and application to new situations. Logical reasoning, thoughtful decisions, causal links, justified			
		 How well chosen are exemplars – how well do they illustrate the concept? 	Examples of understanding expected: applying food safety and health and safety working pro- measures in a risk assessment, suitability of sauces, accompaniments and finishes in dishes, see to working practices in a professional kitchen, selection of tools and equipment, quality points, he affect cooking methods, how to determine the selling price, evaluation.					
			Candidate shows a basic understanding of professional concepts and theories from across the qualification, with some insecurity in some areas. Examples provided cover a limited range. Some points are covered in detail but consideration of wider factors are limited.	Candidate shows a broad range of understanding of professional cookery concepts and theories, making links between theory and practice. Explanations are usually well-reasoned. There are some inconsistencies in the level of understanding.	Candidate shows an in-depth understanding of professional cookery concepts and theories across the whole qualification range, showing a high degree of confidence and accuracy. Explanations are clear and strong links have been made between theory and practice. Concepts and understanding are applied consistently and effectively.			

30	AO3 Application of
	practical/
	technical skills

- How practiced/fluid does hand eye coordination and dexterity seem?
- How confidently does the candidate use the breadth of practical skills open to them?
- How accurately/ successfully has the candidate been able to use skills/achieve practical outcomes?

(1-6 marks)

Some evidence of familiarity with practical skills. Some awkwardness in implementation, may show frustration out of inability rather than lack of care.

Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy.

(7-12 marks)

Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature.

Somewhat successful, some

Somewhat successful, some inconsistencies, fairly adept/capable.

(13-18 marks)

Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity.

Dextrous, fluid, comes naturally, skilled, practiced,

Examples of skills expected: use of tools, equipment, materials and ingredients, health and safety, food safety, work method, work practice, time management, monitoring, evaluation, accuracy of calculations, personal presentation, wastage, storage, preparation, production, finishing, portion control.

Candidate shows basic skills and work practices to prepare, produce and finish dishes. Candidate works within legal requirements for health and safety and food safety throughout. Calculations have inaccuracies with omissions and errors.

Candidate shows developed skills and work practices to prepare, produce and finish dishes.
Candidate works within legal requirements for health and safety and food safety throughout.
Calculations are mainly accurate with minor omissions and errors.

Candidate shows refined skills and work practices confidently and consistently to prepare, produce and finish dishes. Candidate works within legal requirements for health and safety and food safety throughout and produces evidence of this. Calculations are accurate without omissions and errors.

20	AO4 Bringing it all together - coherence of the whole subject • Does the candidate draw from the breadth of their knowledge and skills? • Does the candidate remember to reflect on theory when solving practical problems?	(1-4 marks) Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information. Some random trial and error, new situations are challenging, expects guidance, narrow. Many need prompting.	(5-8 marks) Shows good application of theory to practice and new context, some inconsistencies. Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice	(9-12 marks) Strong evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose. Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills.
	How well can the candidate work out solutions to new contexts/ problems on their own?	decisions/approaches taken, continge	applying knowledge and understanding encies, monitoring and evaluation in progredients and methods to produce a begreater their knowledge, understanding and skills when analysing and solving problems and reflecting on preparation, production and finishing of dishes. Candidate makes key links between a range topics across the qualification	eparation, production and finishing

20	AO5 Attending to detail/	(1-4 marks)
	perfecting Does the candidate routinely check on quality, finish etc and attend to imperfections/ omissions How much is accuracy a result of persistent care and attention (eg measure twice cut once)?	Easily distracted or lack of checking. Insufficiently concerned by poor result; little attempt to improve. Gives up too early; focus may be on completion rather than quality of outcome. Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated.
	Would you describe the candidate as a perfectionist and wholly engaged in the	Examples of attending to detail: mee

subject?

(5-8 marks) Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently.

Variable/intermittent attention. reasonably conscientious, some imperfections, unremarkable.

(9-12 marks) Alert, focussed on task, Attentive and persistently pursuing excellence. Using feedback to identify problems for correction. Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous.

tail: meeting specific requirements of the task, attention to detail in finishing and presenting dishes, range of hazards and risks identified, presentation of costing, monitoring and evaluation, work practices, personal presentation.

There is limited attention to detail in the presentation of the finished dishes. There is limited attention to detail when planning, preparing and producing dishes and this is reflected in their evaluation. Candidate takes limited pride in maintaining their personal presentation and work area.

The final dishes are presented with attention to detail that enhances their appeal. The candidate has shown care and attention to detail during the planning, preparation and production and this is reflected in their evaluation. They take pride in maintaining their personal presentation and work area.

The final dishes are presented and executed in a crisp and precise manner with an eye for detail that enhances their appeal. The candidate has been highly focused on all tasks showing care and attention to detail throughout the planning, preparation and production and this is reflected in their evaluation. They take pride in maintaining their personal presentation and work area to high professional standards.

Section 3 Learner Materials 6100-30

All references to the learner and centre have been redacted for training purposes

Task 1

Menu - Not provided

Recipes

Photographs are not the candidates work in the Synoptic assessment

Vegetable broth

Ingredients

50g each of carrots, Turnip, Celery, Leeks, Onion, cabbage

1000ml vegetable stock

30g Barley

10g Chopped Parsley

Bouquet Garni

Method

- 1. Wash the barley and simmer in stock for 1 hour
- 2. Wash peel and wash the vegetables and cut into paysanne.
- 3. Add vegetables to the stock with bouquet garni and season.
- Bring to boil and simmer till tender and skim.
- 5. Sieve flour and baking flour together and mix in suet and pinch of salt.
- 7. Remove bouquet garni, correct seasoning, add chopped parsley and serve.

Milk Soup Rolls - Fancy Shapes (between two)

Ingredients

7章
600g
40g
2 ½ g
7g
15g
25g
335 gms

Method

Straight Dough - A.D.D. method

Scale at 60g Baking temperature Baking time 10 minutes Mould up round, cover to prevent skinning, allow to recover and mould as per illustration.

Knot - double knot - Staffordshire knot - winkle 'S' 'C'
Scroll Scroll

- Egg wash twice carefully.
- 2. Prove in very gentle stam.
- Legal definition.
- 4. Milk bread-rolls, may only be made using fresh whole milk as the total moistening agent or whole milk solids with necessary added water.
- The bread must contain a minimum of 6% whole or skimmed milk solids calculated by weight on the dry matter of the bread.

Milk bread may not be described as 'Milk Bread' unless the 6% is whole milk solids. Bread containing the minimum amount of skimmed milk solids may be described as 'Milk Bread' provided that such words as containing skimmed milk solids or containing separate milk solids are added

I have decided to use this broth as its tasteful, light and not too filling. I will serve portions of 250ml paired with one bread roll which I have decided to do in a platted style as it looks good as well as it can be held and cut by the customer with ease. I shall plate the bread roll on the side of a large sized plate which will also hold the bowl of broth. I'm using paysanne cuts for the broth as it shows techniques and looks more presentable to customers.

Pan fried sea bass, vin blanc sauce, samphire, and cray fish

Ingredients Sea Bass 1 Samphire 25g Butter 25g Cray Fish 30g

For the sauce:

Ingredients

Shallot 25g
Fish Stock 75ml
White Wine vinegar
Cream double 75ml
butter 100g
Lemon, juice only ½

Stock

Fish Bones	
White peppercorns	5
Onion	25g
Celery	25g
Leek	25g
Bay leaf	1

Garnish

Picked Chervil

Method

- 1. Prepare Sea bass into fillets, trim, pin bone and score skin.
- Make fish stock
- Blanch and refresh samphire.
- Season fish and pan fry skin side down, remove from heat and turn and allow heat from pan to finish of cooking and ensure skin is crispy.
- Toss samphire in butter to reheat
- 6. Sauce reduce stock, vinegar and shallots to approximately 2 tablespoons.
- 7. Add cream and reduce
- Cool slightly
- 9. Gradually whisk in diced butter in small amount until mixture becomes creamy.
- 10. Whisk in lemon juice and hold in bain marie.
- 11. Neatly arrange and garnish with sauce and vegetables.

This dish shall be served with just over a handful of warmed samphire which has been built into a mound in the center of a flat style bowl. I shall use one full fillet of seabass per portion that's been cut in half and placed on the samphire in a smart presentable way. I shall use a flat style bowl as it will let me have more control of my plating as well as bring all aspects of the dish together in an artful way. The samphire is going to add a crunch to the dishb to balance out the fish and I am using crayfish in the sauce to help develop more texture and taste.



Slow roast stuffed belly pork, Cider sauce Fondant potatoes and seasonal vegetables.

Ingredients

2 Portions

Belly pork on the bone Pork mince Onion Carrot Celery Leek Thyme Sage Apricots Fresh white breadcrumbs Salt and pepper Sauce	750g 50g 100g 100g 1 stick 100g 5g 5g 10g 100g To taste
Veal stock Cider Whole grain mustard Butter Shallot	200ml 200ml 20g 50g 25g
Potatoes Butter	300g 25g
Vegetables Cavalo Nero Asparagus Baby Carrots Broad beans Shelled Peas Shelled Vegetable stock Butter	50gm 3 stems 6 ea 50g 50g 50ml 25g
Garnish Pea Shoots	5g

Pork

- 1. Bone out belly pork and butterfly to make pouch for stuffing and score skin.
- Roughly dice carrot, celery leek and half the onion for bed of roots. 2.
- Finely dice other half of onion and sweet off. 3.
- Add onion once cooled to the pork mince, add chopped thyme, sage and 4. apricots.

- 5. Add breadcrumbs and season, stuffed belly pork and tie.
- Place on bed off roots and stock, cover and slow roast at 150°C 6.
- With left over stuffing roll into even balls and breadcrumb for bon bons.

- Once meat is cooked allow to rest and trim edges and slice in half for two portions leaving the cracking on.
- Deep fry bon bons at 160 °C till golden brown.

Fondant Potatoes

- 1. Wash and peel potatoes
- 2. Cut the potatoes with a cylinder shaped cutter
- 3. Add to a pan just covering the tops with water
- 4. Add the butter and bring to a simmer
- 5. Let water evaporate gently and turn over, reheat when needed

Vegetables

- Trim carrots, oil and season and place in oven to roast once nearly cooked at the trimmed asparagus for another 5 minutes.
- Blanch off cavalo nero and rip into small pieces warm with peas and broad beans in the stock and butter.

Sauce

Method

- Thinly dice shallots
- 2. Sweat shallots in oil
- Add cider and reduce by half
- Add veal stock and reduce by 2 thirds
- Add grain mustard
- 5. Take of heat whisk in butter and season

Neatly arrange components and garnish with pea shoots

For my main I have decided to use a large oval plate so there is enough room for each component of the dish as well as enough room to place everything artistic and spacious. For the meat component I shall use one slice of rolled stuffed belly pork that has been cut so it is around half and inch thick. This shall be paired with the cavalo nero, peas and beans going in a crescent moon shape around the meat. Other components on the plate shall include three fondant potatoes placed in a triangle around the pork. There shall also be three half carrots that have been trimmed down and placed spaciously apart and three half's of asparagus which shall be arranged the same. A bon bon made with remaining stuffing mix shall be rolled in breadcrumbs and deep fried to add another aspect to the dish, just one will be placed on the plate close to the pork and it shall all be finished with a light dressing of sauce.



Crème Caramel

Ingredients

For the egg custard:
Milk
Sugar
Eggs
Vanilla Essence 425 mls 45g 3 To Taste

For the caramel:

Sugar Water 90g 45 mls and 10 mls

Garnishes

10g 50g Mixed nuts Mixed fruit

Icing sugar15gIsamalt30gOrange Food colouring3g

Oven Temperature 180°C Cooking Time 30 – 40 Minutes Serves 3

Method

- Make the egg custard as normal.
- Make a caramel by mixing the sugar and 90 mls of water in a heavy-bottomed saucepan.
- 3. Dissolve the sugar and bring it to the boil. Skim.
- With a clean pastry brush and some clean water, wash down the inside of the saucepan to remove any sugar crystals from the edge. Continue washing down throughout the boiling process.
- Cook the sugar until an amber colour has been achieved, approximately 15 -20 minutes.
- Add the 20 mls of water. This will stop the cooking process and thin down the sugar to produce a caramel sauce.
- Pour the caramel into some greased moulds and allow to set. The caramel will set more quickly if the moulds are put into cold water.
- Strain the egg custard mix onto the caramel.
- Transfer the moulds into a bain-marie.
- Cook in the oven until the custard is set.
- 11. When cooked remove from the bain-marie and allow to cool.
- When completely cold remove from the moulds and serve.

The crème caramel shall be plated on a small round plate to bring attention to the shape and smoothness. It shall be paired with a crumb trail of mixed nuts as well as a teaspoon full of fruit compote and a sugar spiral made with isamalt which shall be shown in the included photo. I have paired the dessert with these garnishes to add texture colour and sweetness to the dish. I have chosen these garnishes to round off the courses in a way that matches well with the previous dishes and cleanses the palette.



Truffles Ingredients

Tempered white and plain chocolate

400g of Dark chocolate for tempering 240g Whipping Cream 220g dark chocolate, finely chopped 25g unsalted butter, room temperature

To make the filling

- Place the cream in a small saucepan and the chocolate in a medium bowl.
 Bring the cream just to the boil and pour over the chocolate.
- Bring the cream just to the boil and pour over the chocolate.

- 3. Leave to stand for a few mins, then stir to combine.
- 4. Add the butter and stir until smooth, then leave to set until thickened.

Pipe out the ganache, on a flat tray lined with silicone paper.

Place into a fridge or freezer until very well chilled.

Carefully dip the ganache into the tempered chocolate and make sure they are evenly covered, allow the excess to run off.

place neatly onto a lined tray.

Once the chocolate has set, garnish with an appropriate decoration. I would suggest either coating with cocoa or whipping with white chocolate.

Present on an appropriate serving dish or plate.

I shall serve 6 truffles per portion, I shall do three different types with two of each style to show consistency and knowledge of techniques. I shall serve all 6 on a small rounded plate with a lip so they stay in place and attracts attention to themselves. I have decided to do different styles of presentation with the truffles to make them look more appealing and I shall finish some off with a drizzles of white chocolate to add a different but similar taste.



Candidate name:

Candidate number:

Date:

Health and Safety risk assessment

HAZARDS / AREA	People at Risk	How can they be harmed and consequence	EXISTING Control Measures	Risk Assessment			NEW / ADDITIONAL Control Measures		Final risk Assessment	
				L S		R			S	R
Burns! From pans -	Students + staff	Picking we or touching that pans can can burns and injuries	Thick protective clothes to help move hot pans				Extra time and care when it comes to moving /vsing pans and always having a protective cloth.			
From ovens -	Students + Staff	Heat/steam escapu from the over or not trays	Not standing directly infrom on the over when it's being opened and using protection when taking trays out				Leaving the over door open for a little in the food is cooke to avoid steam and using extra protection	١		
From food-	Studen's + Staff	Burns from cutting lipbling not good	Protective clothes to move food around and giving thems time to rest				Ensure things have cooled down onough and in the rase of caranal /sugar work be extra cautious			a maria
Cuts:		osing the knives,					Extra care and time when			
From Miniew-	Students *	when the knives are on these beach and in the sink	care to clean up attent				cultious of surroundings			
From equipment.	- 17	When being used (Euthers and roses) and mixing equipment	Taking precoutions when using one form of cutter				Any guards that can be used for the capipment should be onto taking care when using mixers			
وبالموافق		general section	to a Fall Road attenual				11103			

Spillages:	Student's t shaff	Can cause burns it hot liquid is spilt orland can eause people to slip over which can cause injury	All big pans secured at the back of the bench taking precautions with any pans/containers with a liquid content	Only leave big pans of liquid una Hended Be aware of Surroundings at all times
Tripping hazards'.	Students Staff	Open doors, bins and losse wines can cause Somere to fell over or cause then injury	Ensure oven/cabnit doors are closed whenever they closed whenever they closely need to be open. All bins should be placed far away from work Stations and any wired equipment should be packed away after use	Constantly clearing up after each takes fask has been completed. Make sure all equipment is put away. Always be aware of your surroundings
Deep fat fryer	Studenth	Can cause serious and fated injuries due to very not od	Ensure you are award at all times and your taking extra present when using this equipment	Never add anything directly to the oil always do it via a basket. Watch your surroundings so you treep yourself and others safe.

L.dii	TUTTE	Idi	100	Hell	ne:

Candidate number:

Date:

Food Hygiene risk assessment

HAZARDS / AREA	People at Risk	How can they be harmed and	EXISTING Control Measures	Risk Assessment			NEW / ADDITIONAL Control Measures		nal ri: essm	
AIVEA		consequence		L	S	R		L	S	R
Cross contenination	CONSUMES	Chemical -	Constant eleaning of thork space and equipment All produce checked as ivell as all ingredients Ensure all ingredients are held at the right temperatures and in the right place to avoid companionalists. Rinse away any chainals used to clean				Wear full P.P.E Fully clean and dointect Wipe away unsafe chemicals Store took correctly			
Storage and reheating	Anyone who Consumes	Food paising and other food borne Whesses	Store everything on Seperate Shelves Ensure any tood that needs to be is brought out of the changer zone Make sure anything Stored is fully wrapped up				Keep a record of temporal temperatures Make sure everything is labled and dated Reheat food as fast as possible Only reheat rood once			
b L i		324 (1111)	and the second							

P. P. € and hygeine	and anyone	Em Cross & contamination from Clothes and possible bygeine	A Correct uniform must be worn at all times A hairnet or hat must be worn at all times A good level of personal hygeine must be maintained at all times	Taking precautions to keep uniform clean and tidy throwought the whole task Washing hands after doing anything that may cause contamination
Temperatures	Anyone who	Underrooked Iran	Food must be brought out of the aurgerzone and not allowed to drop out or it	Probing pood constantly to check a temperatures as well as recording temperatures of construng final holds hot pood

Allergen chart

Dish / product	Celery	Cereals containing gluten	Crustaceans	Eggs	E.	Lupin	ğ	Mallusc	Mustard	Morts	Peanuts	Seame seeds	Soya	Sulphur Dioxide
Vegtable broth	/	/												
Milk soup rolls		/					/					/		
Sea bass	/		/		/	C)	/							
Vin blanc sauce	/		/		/		1							1./
Shuffed belly pork	/						/		/					/
Fondant potatoes							/							
Creme caramel				/			/							
& Garnishes	i i					100				/	/			1
Truffles							/							
Candidate name					Candid	ate nun	nber			Date	(dd/mm	(уу)	722	

Level 3 Professional Cookery (6100-031)

Order sheet to be submitted to

Date		Date required	
Candidate Name	<u> </u>	Time	
Candidate Number			150

Butchery	Quantity Required	DOQ
Belly porkon the bone	7509	
Pork mince	509	

Fishmonger	Quantity Required	DOQ
Sea bass	1 whole	
Cray Rish	309	
3	-	

Quantity Required	DOQ
1509	
Sog	
1759	
1759	
509	
239	
509	
3009	
1	
109	
509	
6 m	
109	
509	
509	
59	
Sa	
Sg	
	1509 509 1759 1759 509 239 509 3009 1 103 509 3 Sticks 6 mm 109 509

		Control of the Contro
Frozen	Quantity Required	DOQ
	0	500
Dry	Quantity Required	DOQ
Diamond	7/29	
Flour Milk powder	6009	
Milk bonger	409	
Sugar	1409	
Yeast	159	
Shortening	2.5g	
White peppercoins	59	
Whole grain mustard	209	
Veg stock	1000 ml	
Veal stock	200mi	
Bouget garni	1	
Cider	200 ml	
Vanilla essence	Sg	
mixed nuts	109	
Icing sugar	159	
Isanalt	309	
Orange Food colouring	59	
Dark chocolate	6 609	
Salt	109	
White wine vinegar	75 MI	
white whe vinegar	10 MI	
	-	
	-	
Dairy	Quantity Required	DOQ
Bulter	2259	
Unsalted butter	259	
Milk	425 mls	
double cream	75 ml	
Whipping cream	2409	
Eggs	4	

Preparation time-plan

14:30

Gather everything needed to prepare the veg cuts, fish, pork and truffles

Gather ingredients for milk rolls if there's time

Simmer barley for 1 hour

14.55

Cut and prepare veg for each dish Rough cuts for stock and mirepoix

15.15

Prepare paysanne cuts for broth 50g of each (shaped)

15.30

Cut and fillet fish

2 fillets

15.55

Trim and prepare the belly pork

Cut, stuffed and rolled if possible

16.15

Make the ganache for truffles

On a tray to set

Cooking time-plan

9:30

Gather milk roll ingredients (if it hasn't already been done) and mix While dough is in the mixer add barley and veg to stock and bring to boil

09:50

Weigh out bread rolls and let them rise

Bring soup to a simmer

Add bread to the oven

(While soup and bread is cooking)

Add bones and other ingredients to make fish stock

Blanch and refresh samphire

10:05/10:10

Plate and serve soup and milk roll

Set off fish dish sauce

Fry fish

Reduce and finish sauce

10:35/10:40

Make stuffing if not already done

If meat is already prepared add to tray with veg and put in the oven

Plate and serve the fish dish

Start making the crème caramels

11:15

Put crème caramels in the oven if not already done

Check pork and start components of pork dish (carrots asparagus etc.)

12:00

Take pork out of the oven

Take crème caramels out and put to set in the fridge

Make sure the sauce and everything is done for the pork dish

12:45

Plate and serve pork dish

Make components of the crème caramel dish

Start of the sugar work to go with the crème caramel

13:15

Plate and serve crème caramels Start tempering chocolate for truffles

13:30

Dip truffles in cholate and let set

13:45

Garnish the truffles with coca powder and white chocolate and let that set

14:00

Plate and serve truffles

Prices for task A costing

2 portions

Ingredient	Quantity	Price	Remarks
Belly pork on the bone	1 Kg	£3.29 ÷	1000 x750= £2.46
Pork mince	1 Kg	£3.25 ÷	1000 ×750g=星2·4 6 1000 ×50g=星0·1 6
Onion	1 Kg	£0.48 ÷	1000 × 509 = £0.1 6
Carrot	1Kg	£0.48 ÷	1000 ×1009= £0.05
Celery	Head	£0.50	10 stick per head + 10= \$0.05 one
Leek	1Kg	£1.40 ?	1000 ×100g= \$0.14
Thyme	100g	£1.43 ÷	160 x Sq = \$0.07
Sage	100g	£1.43 ÷	100 ×Sg = 是O·0 T
Apricots	1Kg	£7.58 ÷	1000 ×109=\$0.07
Fresh white breadcrumbs	500g	£1.25 ÷	5 100g = \$0. 25
Veal stock	1Ltr	£0.90 ÷	5 200ml= ±0.18
Cider	1Ltr	£1.15 ÷	5 200m1=£0.23
Whole grain mustard	1Kg	£4.03 ÷	1000 ×20g= £0.08
Shallot	1Kg	£0.89 ÷	(000 x 2 Sq = #0, 02
Potatoes	1Kg	£0.40 ÷	1000 ×300g= 10.12
Garlic	Bulb	£0.70	10 cloves per bulb
Cream Double	2Ltr	£5.55	
Milk	2Ltr	£1.05	8
Gruyere Cheese	1Kg	£17.83	
Cavalo Nero	1Kg	£3.33 ÷	(000 ×509 = £0.16
Asparagus	Bunch	£3.43	12 stems per bunch - 4 -\$0.85
Baby Carrots	Punnet	£1.73	12 per punnet → Z = \$0.86
Broad beans Shelled	1Kg	£1.78 ÷	(000 ×50g =美 0.09
Peas Shelled	1kg	£1.99 ÷	1000 ×50g= ± 0.09
Vegetable stock	1ltr	£0.80 ÷	(000 x50m1=20.04
Pea Shoots	50g	£2.02 ÷	10 Sg= #0.20
Condiments		£0.08	Salt, Pepper, Oil 🕏 o .0°
Buller	250g	£1.26 ÷	250 ×110g= \$0.55
Potato Mids	200g	£0.72	0 0 0 0

Total:至6.92

6.92:35 = 0.1977 (35 percent food cost) 0.1977 × 100=\$19.77 (Selling price) \$19.77 × 1.2 = \$23.72 (Selling price plus UAT)

2 portions = £23.72 1 portion = £11.86

Task 2

























Technical qualifications - Practical Observation Form

Assessment ID	Qualification number
6100-31	6100-30
Candidate name	Candidate number
Centre name	Centre number
college	

Complete the table below referring to the relevant marking grid found in the assessment pack. Do not allocate marks at this stage.

Assessment Objective (AO)	Notes – detailed, accurate and differentiating notes that identify areas of strength and weakness are necessary to distinguish between different qualities of performance and to facilitate accurate allocation of marks once all evidence has been submitted.
AO1 Describe how well the candidate shows recall of knowledge e.g. stating facts without explanation / simple descriptions of what they are carrying out / showing aspects of straightforward knowledge through logical sequencing and application of skill etc.	Clean pressed whites, very good personal appearance. Checked ingredients for quality and quantity and correctly stored and labelled at the end of the first session. Very good work method keeping work station clean at all time cleaning and sanitizing between tasks. Paul was blowing to remove caramel from mould, question him on his actions and he corrected and disposed of the one he had blown on Paul was probing food item throughout
AO2 Describe how well the candidate shows understanding when carrying out practical tasks e.g. their explanation of why they are completing a process or how they may change their course of action / are they able to justify their actions etc.	Paul use the correct boards, knives and equipment for all tasks during the observation.
AO3 Describe how well the candidate demonstrated their practical skills. e.g. how practiced/fluid is hand eye coordination and dexterity / how confident are they / how accurate or 'polished' is the outcome / safe working etc.	Demonstrated good knife skills filleting fish and deboning and stuffing pork, all food items correctly stored, wrapped and labelled at the end of the first session. Used incorrect knife for slicing pork and was questioned on his actions Looks like Paul has forgot his crème caramel, he looks very flustered getting them in very late. Needs to prioritise order of work, trying to do to many things at once whilst trying to plate up his main course Soup – range of different paysanne shapes produced which are slightly uneven in size, small amount of fat content from sweating of vegetables, very strong flavour within soup from cabbage, good ratio of vegetables to liquid, slightly over cooked and good seasoning. Paul was tasting and correcting season off soup Rolls – produced different shapes very good glaze and crust, even shaping, well proved very good crumb and light texture, lovely flavour very good.

Assessment Objective (AO)	Notes – detailed, accurate and differentiating notes that identify areas of strength and weakness are necessary to distinguish between different qualities of performance and to facilitate accurate allocation of marks once all evidence has been submitted.
	Fish – Flesh of fish very moist and well controlled cooking, Paul was pressing the fish down to try to get the skin crisper but he need to leave it longer, Cray fish well cooked, samphire was nice and crunchy, very good flavour of sauce which just needed to be reduced a little longer. Pork- Fondants needed to be cooked a little longer to gain colour and should of reduced temperature of initial cooking as the bottoms where slightly undercooked, meat was well rested and evenly carved, pork was very tender, potatoes and stuffing lacked a little salt and vegetable slightly over cooked, Crème Caramel – Very good colour of caramel, used vanilla pod which has gone into the caramel, very good controlled cooking, egg slightly warm but very good texture nice balance serve with a sharp compote of fruit, dish could of done with another texture. Truffles- ganache was very smooth and a lovely flavour, chocolate has not been tempered correctly and soft and messy to eat. Work areas where kept very clean throughout very good clean as you go procedures.
AO4 Describe how well the candidate brings it all together – e.g. how coherent are their actions / how well do they draw from the breadth of their knowledge and skills / reflection on theory when solving practical problems / How well can they work out solutions to new contexts/ problems on their own / time management etc.	Paul kept calm and bring it together and serve all course with in the time frame to his dish specification.
AO5 Describe how well the candidate attended to detail e.g. professionalism / perfecting / accuracy / checking / taking care / methodical working etc.	Soup – Served in warm clean bowls, lack of colour due to the vegetables being overcooked. Rolls – served a selection of different shapes and decoration in a bread basket and napkin. Fish – Good temperature of bowls and very neat and precise presentation. Pork- Neat presentation, clean but plates could have been warmer. Crème Caramel – Very simple clean decoration Truffles – Uneven shapes and a little messy

Tutor signature	Date

Task 3 evaluation

In this evaluation I will be reflecting upon my examination, talking about why I did certain components for the dishes I created and things I could have done to show a higher level of skill and creativity. I shall also be comparing my finished dishes to my planning and talking about any changes I made during the examination.

Firstly I believe the starter and bread course was overall quiet successful and the same as what I planned, the bread was soft and tasteful with a variety of different shapes, the yeg cuts for my broth however were a little unevenly shaped so I could have put a little extra caution into ensuring they were all the same size. My pan fried seabass was nicely seasoned with good even filets of fish, ideally I would have reduced the white wine cream sauce down a more as it was a little on the runny side. I also feel like if I had raised the temperature of the pan some more then I would have been able to get a crisper more even skin on the fish to improve the quality of the dish. My main course was something I had a little bit of difficulty with as I could have managed my timings a little better. Because of this I had a few components of the dish not turn out quiet the way I wanted it too, I could have improved by ensuring my timings are the best they can be. To improve the dish I would have reduced both the stock and cider down more to create a sauce with more viscosity and left the meat in the oven a little longer on a low temperature so it stays a high temperature until all components are ready. As a point of reflection I had a point during the exam between serving the main course and dessert where I got a little overwhelmed and started to let my frustration get the better of me, at this point I just stood myself back to take some deep breaths, I ensured that my work area was clean and tidy throughout all and I managed to come back from this and serve 2 portions of all five courses. My dessert dish I feel went well although I did have some difficulty extracting the crème caramels from the dariole moulds. Component wise the dish didn't turn out how I planned on my dish specification, to improve my dish I would have added a twirl of Chantilly cream and a garnish of crushed mixed nuts to add texture. My truffles were tasteful and well-shaped however they were a little rushed, they could have been improved with a splash of orange liquor in the ganache and the chocolate it is dipped in could have been tempered better to match my dish specification. Overall I feel it was a well cooked and served set of dishes that matches the dish specifications that I done.

Declaration of authenticity

Technical qualifications

Assessment ID	Qualification number				
610031	610030				
Candidate name	Candidate number				
Centre name	Centre number				

Candidate:

I confirm that all work submitted is my own, and that I have acknowledged all sources I have used.

Candidate signature	Date
. 100	
hin -	11

Tutor:

I confirm that all work was conducted under conditions designed to assure the authenticity of the candidate's work, and am satisfied that, to the best of my knowledge, the work produced is solely that of the candidate.

Tutor signature/	Date	
1 //		

Additional Support

Has	the	candidate	received	anv	additional	support in	the	production	of this	work?

No ☐ Yes ☐ (Please tick appropriate)



Technical qualifications

Level 3 Advanced Technical Diploma Professional Cookery (6100-30) Level 3 Professional Cookery- Synoptic assignment (6100-031)

Candidate name	Candidate number
Centre name	Centre number
college	

Marker Notes – Please always refer to the relevant marking grid for guidance on allocating marks and make notes that describe the quality of the evidence and justification of marks. Expand boxes as required.

AO1 – Recall -	Breadth, d	lepth, accurac										
10%	1	2	3		4	5	(6				
AO1 Mark: 4	Good food h practic good was un was we descrit dishes compression frame. PM No Band 2	Notes & justification Good breath of knowledge demonstrated within health and safety risk assessments and food hygiene assessment could of added more detail and good terminology. During his practical performance his work areas were kept immaculate at all times demonstrating a good understanding food hygiene and high regard to health and safety, even when he was under pressure towards the end third of the assessment. His personal appearance was very good as well personal hygiene. Within his dish specifications he has added a description on how her dishes are being served including garnishes and finishing of dishes which matched his production. He allergen chart was correctly completed. A good comprehensive food order which he has ordered all commodities required. He has also produce a good time plan which are very realistic and he finished just within the time frame. PM Notes Band 2 descriptor. Candidate has shown a good range of knowledge and recall from across the qualification which is sound and often detailed										
100 11 1		PM Mark 4										
<u> AO2 – Unders</u> 20%	tanding -	Security of co	ncepts, causal lin		7 8	9	10 1	11 12				
20% AO2 Mark:7	Notes	& justificatio	-	6	7 8	9	10 1	11 12				
, to 2 main.	Working clearly price a organic was we observe observe manner theory PM No Band 2	ng out of cosy laid out the and added Valued for a vastery logical arroad during the vation where er. Paul has of and practicates 2 descriptor. pts and theo	ting the selling property costs of each in AT. Links between the asset of the asset of easy to follow e practical. Selections correct using codemonstrated a	en theory sessment. The che ection of to orrect kniv very soun	and worked of and practica The sequent cking of ingrepols and equities, boards and ad, board known	out the cos al was sou ice of ever edients for ipment thr and other e owledge and iderstanding	et per portion and working ants within the r quality an oughout the equipment ind and understa	on, selling clean and ne time plan d was e practical in a safe anding of				

30%	skill - Dexterity, fluidity, confidence, ease of application 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18									
AO3 Mark:7	Notes & justification									
AOS Wark.	Calculations of dish are accurate with no errors or omissions. Time management was									
	good at the early stage of the practical completing the task on time. Paul forgot to get his									
	crème caramel into the oven and he started to panic, at one point he was nearly stopped									
	trying to pour his hot caramel whilst holding his dariole moulds and he quickly realised									
	and changed his practice. When tipping out his crème caramels Paul for some reason									
	was trying to blow to free the egg from the side of the mould, I questioned him on his									
	actions and he clearly understood that he should not off been blowing on his food and he									
	correct his method and disposed of the one he had blown on. His actions are more than									
	likely at this point he was quickly running out of time to get finished. To Pauls credit was									
	would off normally walked out at this point and he showed great composure to continue									
	with his assessment.									
	He worked within legal requirements for food safety and health and safety throughout									
	demonstrating very good personal hygiene, organised work method in a methodical clean									
	as you go approach. He demonstrated some very good knives skills filleting fish,									
	deboning belly pork and cuts of vegetable for paysanne which were slightly uneven size									
	but demonstrated different shapes. He correctly stored his production at the end of the									
	first session confirming her food safety knowledge.									
	Food storage was very good throughout and in general he produced some good dishes									
	with just a few minor errors such as, the vegetable in the soup were slightly over cooked,									
	fondants lacked colour and slightly undercooked, crème caramel was slightly warm, and									
	the chocolate was not correctly tempered. On the positive side his bread was a selection									
	of different shapes and the flavour was very good and light in texture, he produced a very									
	good fish course that just need the skin to be a little crisp, his pork was nice and tender									
	and even slightly warm his caramels were perfectly cooked. Portion control was good and									
	relevant to the theme.									
	PM Notes									
	Candidate has shown basic skills and work practices to prepare, produce and finish									
	Candidate has shown basic skills and work practices to prepare, produce and finish dishes. He was generally successful in the application of skills to complete the task									
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AO4 – Bringing	Candidate has shown basic skills and work practices to prepare, produce and finish dishes. He was generally successful in the application of skills to complete the task however his skills are not second nature (Band 1) I observed this during the observation and pleased the centre has honestly included an appropriate comment. (PM Mark 6)									
	Candidate has shown basic skills and work practices to prepare, produce and finish dishes. He was generally successful in the application of skills to complete the task however his skills are not second nature (Band 1) I observed this during the observation and pleased the centre has honestly included an appropriate comment. (PM Mark 6) it together - use of knowledge to apply skills in new context									
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AO5 - Attending	to deta	I / perfe	ecting -	Repeat	ed check	ing, perf	ecting, n	oticing,	engage	d		
20%	1	2	3	4	5	6	7	8	9	10	11	12
AO5 Mark:6	Notes	Notes & justification										
	The pr	esentat	ion of th	ne final o	costing i	s clear	but the v	working	out cou	ld have	been ty	ped to
	make i	t neater	The d	ish spec	cification	has be	en com	puter ge	enerated	d and ve	ry neat	with
	picture	s and d	iagram	s and ex	cplanation	on of the	dishes	. All oth	ner plan	ning ma	terials	are
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							-	aul has	•	•		
								essmen				
				sional st			uio aoo	00011101	it and in	o wone	arouo w	7010 01
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	PM No	itae										
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	laken	oriue or	nis app	earance	and wo	ork area	i. (PIVI IV	iaik 5)				

Tutor signature	Date	Total
		30 (27)

Total	
30 (27)	

Section 5 Principal Moderator's guidance, hints and tips.

This practise marking material has been produced to be used for standardisation activities and for centre guidance in the early years of the qualification. The marks allocated to each learner are in accordance with the Principal Moderator marks and show the standard set for this qualification.

To make holistic judgments, it is necessary to ensure that all tasks are completed and submitted prior to assigning any final marks. Practical tasks are not marked independently of written submissions so ensure that all tasks have been completed before assigning any marks.

When judging ephemeral performances / practical skills, centres must ensure that the evidence is in a format visible to the marker/moderator and gives sufficient qualitative detail to aid moderation. Observers and markers should ensure their notes are comprehensive, employing key words written in the marking grids and describing how, where or why the work is good or better. Along with this they should ensure that any verbal questions are documented and that weaknesses / mistakes as well as strengths / exemplary practice are noted on the PO form. These notes will enable the centre marker and the moderator get a feel for the practical skills shown by each individual on the synoptic assessment day/s and will assist in allocation of marks and rank ordering.