Level 2 Technical Certificate in Professional Cookery (6100-20-022)

Synoptic Assignment 2019 – v2.0

PAST ASSIGNMENT (2019) DO NOT USE FOR LIVE ASSESSMENT

Version and date	Change detail	Section
Version 2.0 March 2019	Bullet point 1 amended to remove the instruction that candidates can take in their completed plan to the assessment. Candidates can only take in their menus and recipes.	Task 1 – Conditions of Assessment, bullet point 1

PAST ASSIGNMENT (2019) DO NOT USE FOR LIVE ASSESSMENT

General guidance for candidates

General guidance

This is a formal assessment that you will be marked and graded on. You will be marked on the quality and accuracy of your practical performance and the written work you produce. It is therefore important that you carry your work out to the highest standard you can. How well you know and understand the subject, and how you have used your knowledge and skills together to complete the tasks must be clear to the marker. This means you will have to explain your thinking and the reasons behind the way you have carried out the tasks and how/why you have made your decisions within your written work eg as part of your planning, reflections, or evaluations.

Plagiarism

This is an assessment of your abilities, so the work must be all your own work and carried out under the conditions stated. You will be asked to sign a declaration that you have not had any help with the assessment.

Your tutor is allowed to give you some help understanding the assignment instructions if necessary, but they will record any other guidance you need and this will be taken into account during marking.

Plagiarism is the failure to acknowledge sources properly and/or the submission of another person's work as if it were your own. Plagiarism is not allowed in this assignment.

Where research is allowed, your tutor must be able to identify which work you have done yourself, and what you have found from other sources. It is therefore important to make sure you acknowledge all sources and clearly reference any information taken from them.

Timings and planning

Where you have to plan your time, you should take care to make sure you have divided the time available between tasks appropriately. In some assignments, there are specified timings which cannot be changed and which need to be taken into account. You should check your plan is appropriate with your tutor.

If you have a good reason for needing more time, you will need to explain the reasons to your tutor and agree a new deadline date. Changes to dates will be at the discretion of the tutor, and they may not mark work that is handed in after the agreed deadlines.

Health and Safety

You must always work safely, in particular while you are carrying out practical tasks.

You must always follow any relevant Health and Safety regulations and codes of practice.

If your tutor sees you working in a way that is unsafe for yourself or others, they will ask you to stop immediately, and tell you why. Your tutor will not be able to continue the assessment until they are sure you are ready for assessment and can work safely.

Presentation of work

Presentation of work must be neat, legible and appropriate to the task.

You should make sure that each piece of evidence including any forms are clearly labelled with your name and the assignment reference.

All electronic files must be given a clear file name that allows your tutor to identify it as your work.

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Written work eg reports may be word processed or hand written unless stated otherwise.

All sketches and drawings should be neat and tidy, to scale and annotated.

Calculations should be set out clearly, with all working shown, as well as any assumptions made. You should use appropriate units at all times, and answers must be expressed to a degree of accuracy, consistent with the requirements of the task.

Assignment Brief

A college is hosting a celebration dinner for a local group who have won an award for their work in welcoming a group of refugees to the town.

You are required to plan for and produce two portions for each of the three courses as part of a tasting menu for the event.

Your menu will be based on the following and be provided by your tutor:-

Starter

Goujons of fish with a suitable sauce and a salad

Main course

Braised chicken with garnish, a creamed/mashed potato dish and a steamed vegetable accompaniment

Dessert

Egg custard tartlet with fruit compôte

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Tasks

Task 1

Your tutor will provide you with a menu and recipes for each dish.

You will be required to produce a plan which must include:
- timings
- order of work
- required tools and equipment
- food safety considerations
- health and safety considerations

You will also be required to complete:
- an allergen chart

What you must produce for marking:
- Task 1 paperwork that includes all of the above bullet points

Conditions of assessment
- You may take into the assessment your menus and recipes (supplied by your tutor).
- You must carry out Task 1 on your own, under supervised conditions.
- 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

Produce the products as outlined in the brief.

Conditions of assessment
- You must carry out the preparation and cooking on your own, under supervised conditions.
- You may use the appropriate 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.
- Photographic evidence as detailed below.

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Task 3

Complete an evaluation of your performance.

Conditions of assessment:
- The evaluation must be carried out independently under supervised conditions.

What you must produce for marking:
- Completed evaluation (approximately 500 words).

Additional evidence of your performance that must be captured for marking:
- None for this task

Task instructions for centres

Resources

Candidates must have access to a suitable range of resources to carry out the tasks and, where appropriate, to have the opportunity to choose materials demonstrating the ability to select from a range of appropriate materials. Resources specific to each task are as follows:

- Candidates may require access to IT and library facilities.
- Candidates will need to complete an allergen chart, such as the one provided towards the end of this pack.
- Centre pro-formas can be used, but they **must** be completed by the candidate to take into account their specific choice of methods, techniques, and completed dishes. Where pro-formas are used, centres should ensure that they do not limit the candidate's ability to demonstrate knowledge and understanding.
- Candidates will require materials, equipment and ingredients to produce the dishes.

Task specific guidance

- The assignment brief should be released one to two academic weeks before Task 1 to give candidates time to complete research activities.

Task 1

- Task 1 should be completed no more than three academic weeks before Task 2.
- The recommended time allocated to Task 1 does **not** include the research activity.

Task 2

- Task 2 **cannot** be split into two sessions.
- All dishes must be presented in sequential order.
- No feedback should be provided to candidates.
- Candidates **must** cook the food they prepare themselves.

Dish Specific Guidance

- **Goujons of fish with a suitable sauce and a salad**
  - The candidate can use pre-filleted fish.
  - The salad should be simple consisting of no more than 3 ingredients.

- **Braised chicken dish with garnish**
  - The candidate can use pre-portioned chicken.

- **Creamed/mashed potato dish**
  - Candidates must prepare the potatoes by boiling (not steaming or baking).
  - Centre can choose to use cream as part of the potato dish or can be made without cream.
  - Centre/candidates can choose to flavour the mashed/cream potato.

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It is not expected that candidates will pipe the creamed/mashed potato.

- **Steamed vegetable accompaniment**
  - The choice of vegetables is up to the centre.

- **Egg custard tartlet with fruit compote**
  - The candidate must produce the pastry.
  - The fruit can be fresh or frozen.

- The portion sizes for each dish **should** be appropriate.
- Candidates must submit everything for marking at the end of three hours, even if dishes are not completed. Candidates must not continue to finish these dishes once the three hours elapse.
- Candidates may also have someone to wash dishes for them. Please note that this **does not** include cleaning/clearing work stations. Candidates are responsible for managing their own workstations.
- A copy of the menu should be available for the assessment.

Task 3

- The candidate's self-evaluation of performance across Tasks 1 and 2 must be completed **no more** than **one week** after completion of the practical assessment.
- It is recommended that candidates reflect before completing their evaluation .

Taking and uploading photographic evidence for Task 2

Photographs are an important aspect of the evidence, but they should be kept to a minimum. Photographs must not be used to replace marker's notes. The following is required:
- a photograph of each completed dish
- a photograph of completed dishes together
- a photograph of the candidate in their chef's whites upon completion of the task.

Photographs **must**:
- be in colour
- be of a suitable size (a **maximum** of two shots per one A4 page)
- be taken in appropriate lighting with a clear focus to ensure the dish can be seen
- include candidate's ID.

Time

The **recommended** time allocated for the completion of the tasks and production of evidence for this assessment is **five hours thirty minutes**.

It is the centre's responsibility to arrange how this time is managed to fit with timetables during the assessment period and the requirements of each task. This may allow for some candidates to complete tasks at varying times.

- Task 1: **approximately one hour thirty minutes** will be required for the completion of this task (this could be split into two periods to allow for a break, but the candidates must not take materials away).
- Task 2: the **maximum** time permitted for this task is **three** hours. This does **not** include a maximum of 30 minutes setting up time.
- Task 3: **approximately one** hour will be required for the completion of this task.

* This time is intended to allow candidates to collect their tools and equipment, collect and weigh out any ingredients and organise their workspace. They are not permitted to begin any preparation or cooking.

Centre guidance

Guidance provided in this document supports the administration of this assignment. The following documents available on the City & Guilds website provide essential generic guidance for centres delivering Technical qualifications and **must** be referred to alongside this guidance:

- ***Technical qualifications – marking***

- ***Technical qualifications – moderation*** (updated annually)

- ***Technical qualifications – teaching, learning and assessment***

This synoptic assessment is designed to require the candidate to make use their knowledge, understanding and skills they have built up over the course of their learning to tackle problems/tasks/challenges.

This approach to assessment emphasises to candidates the importance and applicability of the full range of their learning to practice in their industry area, and supports them in learning to take responsibility for transferring their knowledge, understanding and skills to the practical situation, fostering independence, autonomy and confidence.

Candidates are provided with an assignment brief. They then have to draw on their knowledge and skills and independently select the correct processes, skills, materials, and approaches to take to provide the evidence specified by the brief.

During the learning programme, it is expected that tutors will have taken the opportunity to set shorter, formative tasks that allow candidates to be supported to independently use the learning they have so far covered, drawing this together in a similar way, so they are familiar with the format, conditions and expectations of the synoptic assessment.

Candidates should be made aware during learning what the Assessment Objectives are and how they are implemented in marking the assignment, so they will understand the level of performance that will achieve them high marks.

Candidates should not be entered for the assessment until the end of the course of learning for the qualification so they are in a position to complete the assignment successfully.

Health and safety

Candidates should not be entered for assessment without being clear of the importance of working safely, and practice of doing so. The tutor must immediately stop an assessment if a candidate works unsafely. At the discretion of the tutor, depending on the severity of the incident, the candidate may be given a warning, which should be recorded. If they continue to work unsafely however, their assessment must be ended and they must retake the assessment at a later date.

Compliance with timings

The timings provided are estimates to support centre planning. They refer to assessment time, not any additional setting up the centre needs to carry out to create the appropriate assessment environment.

It is the centre's responsibility to plan sufficient assessment sessions, under the appropriate conditions, within the assignment window, to allow candidates reasonable time to complete the assessment tasks.

Where candidates are required to plan their work they should have their plans confirmed for appropriateness in relation to the time allocated for each task.

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Candidates should be allowed sufficient time to fully demonstrate the range of their skills, however this also needs to be reasonable and practicable. Candidates should be allowed to overrun their planned timings or professional service times (where they exist) in order for evidence of a range of their skills to be captured. If however, the time required exceeds reasonably set assessment periods, or the tolerance suggested for professional service times, the centre may stop the assessment and base the marking on the evidence up to that point, including the tutor's notes of how far over time the task has taken.

Observation evidence

Where the tutor is required to carry out observation of performance, detailed, descriptive notes must be recorded on the practical observation (PO) form provided. The centre has the flexibility to adapt the form, to suit local requirements (eg to use tablet, hand-written formats, or to ease local administration) as long as this does not change or restrict the type of evidence collected.

The number of candidates a tutor will be able to observe at one time will vary depending on:

- the complexity of evidence collection for the task

- local conditions eg layout of the assessment environment,

- amount of additional support available (eg to capture image/video evidence), staggered starts etc,

- whether there are any peak times where there is a lot of evidence to collect that will need additional support or any that are quieter

It is advisable to trial the planned arrangements where possible during formative assessment, reviewing the quality of evidence captured and manageability. It is expected that for straight forward observations, (and unless otherwise specified) no more than eight candidates will be observed by a single tutor at one time, and the number will usually be fewer than this maximum. The key factor to consider is the logistics of collecting sufficient evidence.

As far as possible, candidates should not be distracted, or their performance affected by the process of observation and evidence collection.

Observation notes form part of the candidate's evidence and must describe **how well** the activity has been carried out, rather than stating the steps/actions the candidate has taken. The notes must be very descriptive and focus on the **quality** of the performance in such a way that comparisons between performances can be made. They must provide sufficient, appropriate evidence that can be used by the marker (and moderator) to mark the performance using the marking grid.

Identifying **what it is** about the performances that is **different** between candidates can clarify the qualities that are important to record. Each candidate is likely to carry out the same steps, so a checklist of this information would not help differentiate between them. However qualitative comments on **how well** they do it, and quantitative records of accuracy and tolerances would.

The tutor should refer to the marking grid to ensure appropriate aspects of performance are recorded. These notes will be used for marking and moderation purposes and so must be **detailed, accurate** and **differentiating**.

Tutors should ensure that any required additional supporting evidence e.g. photographs or video, can be easily matched to the correct candidate, are clear, well-lit and showing the **areas of particular interest** in **sufficient detail** and **clarity** for assessment (ie taken at appropriate points in production, showing accuracy of measurements where appropriate).

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If candidates are required to work as a team, each candidate's contribution must be noted separately. The tutor may intervene if any individual candidate's contribution is unclear or to ensure fair access (see below).

The *Technical qualifications guides on marking and moderation* are essential guidance documents and are available on the City & Guilds website. These provide further information on preparing for assessment, evidence gathering, standardisation, marking and moderation, and must be referred to when planning and carrying out assessment.

Minimum evidence requirements for marking and moderation
The sections in the assignment:

- *What you must produce for marking*, and
- *Additional evidence of your performance that must be captured for marking*

list the minimum requirements of evidence to be submitted for marking and the moderation sample.

Evidence produced during assessment above and beyond this may be submitted, as long as it provides useful information for marking and moderation and has been produced under appropriate conditions.

While technological methods which support the capturing or creating of evidence can be helpful, eg pinboard style websites for creating mood boards, the final evidence must be converted to a suitable format for marking and moderation which cannot be lost/ deleted or amended after the end of the assessment period (eg screen prints, pdf files). Considerations around tracking authenticity and potential loss of material hosted on such platforms during assessment is the centre's responsibility.

Where candidates have carried out some work as a group, the contribution of each candidate must be clear. It is not appropriate to submit identical information for each candidate without some way for the marker and moderator to mark the candidates individually.

Note: Combining candidates' individual pieces of evidence into single files or zip files may make evidence management during internal marking more efficient and will greatly simplify the uploading of the moderation sample.

Where the minimum requirements have **not been submitted** for the moderation sample by the final moderation deadline, or the **quality of evidence is insufficient** to make a judgement, the moderation, and therefore any subsequent adjustment, will be based on the evidence that *has been* submitted. **Where this is insufficient to provide a mark on moderation, a mark of zero may be given.**

Preparation of candidates
Candidates should be aware of which aspects of their performance (across the AOs) will give them good marks in assessment. This is best carried out through routinely pointing out good or poor performance during the learning period, and through formative assessment.

During the learning programme, direct tutor instruction on how to tackle practical tasks through modelling, support, guidance and feedback are critical. However gradual removal of this support is necessary in preparation for summative assessment. This, supported approach is **not** valid for summative assessment.

The purpose of summative assessment is to confirm the standard the candidate has reached as a result of participating in the learning process. Candidates should be encouraged to do the best they can and be made aware of the difference between these summative assessments and any formative assessments they have been subject to.

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Candidates may not have access to the full marking grids, as these may be misinterpreted as pass, merit distinction descriptors. Refer to the *Technical qualifications – teaching, learning and assessment* centre guidance document, available on the City & Guilds website for further information on preparing candidates for Technical qualification assessment.

Guidance on assessment conditions

The assessment conditions that are in place for this synoptic assignment are to:

- ensure the rigour of the assessment process
- provide fairness for candidates
- give confidence in the outcome.

They can be thought of as the rules that ensure that all candidates who take an assessment are being treated fairly, equally and in a manner that ensures their result reflects their true ability.

The conditions outlined below relate to this summative synoptic assignment. These do not affect any formative assessment work that takes place, although it is advised that candidates are prepared for the conditions they will need to work under during summative assessment.

The evidence for the tasks that make up this synoptic assignment must be completed under the specified conditions. This is to ensure authenticity and prevent malpractice as well as to assess and record candidate performance for assessment in the practical tasks. Any aspect that may be undertaken in unsupervised conditions is specified. It is the centre's responsibility to ensure that local administration and oversight gives the tutor sufficient confidence to be able to confirm the authenticity of the candidate's work.

Security and authentication of candidate work

Candidate evidence must be kept secure to prevent unsupervised access by the candidate or others. Where evidence is produced over a number of sessions, the tutor must ensure learners and others cannot access the evidence without supervision. This might include storing written work or artefacts in locked cupboards and collecting memory sticks of evidence produced electronically at the end of each session.

Candidates are required to sign declarations of authenticity, as is the tutor. The relevant form is included in this assignment pack and must be signed after the production of all evidence.

Where the candidate or tutor is unable to, or does not confirm authenticity through signing the declaration form, the work will not be accepted at moderation and a mark of zero will be given. If any question of authenticity arises eg at moderation, the centre may be contacted for justification of authentication.

Accessibility and fairness

Where a candidate has special requirements, tutors should refer to the *Access arrangements and reasonable adjustments* section of the City & Guilds website.

Tutors can support access where necessary by providing clarification to **any** candidate on the requirements or timings of any aspect of this synoptic assignment. Tutors should **not** provide more guidance than the candidate needs as this may impact on the candidate's grade, see the guidance and feedback section below.

All candidates must be provided with an environment, time frame and resources that allows them reasonable access to the full range of marks available.

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Where candidates have worked in groups to complete one or more tasks for this synoptic assessment, the tutor must ensure that no candidate is disadvantaged as a result of the performance of any other team member. If a team member is distracting or preventing another team member from fully demonstrating their skills or knowledge, the tutor must intervene.

Guidance and feedback

To support centre file management, tutors may specify a suitable file format and referencing format for evidence (unless otherwise specified eg if file naming is an assessment point for the assignment). Guidance must only support access to the assignment and must not provide feedback for improvement. The level and frequency of clarification & guidance must be

- recorded fully on the candidate record form (CRF),
- taken into account along with the candidate's final evidence during marking
- made available for moderation.

Tutors **must not** provide feedback on the quality of the performance or how the quality of evidence can be improved. This would be classed as malpractice.

Tutors **should** however provide general reminders to candidates throughout the assessment period to check their work thoroughly before submitting it, and to be sure that they are happy with their final evidence as it may not be worked on further after submission.

Candidates can rework any evidence that has been produced for this synoptic assignment during the time allowed. However, this must be as a result of their own review and identification of weaknesses and not as a result of tutor feedback. Once the evidence has been submitted for assessment, no further amendments to evidence can be made.

Tutors **should** check and be aware of the candidates' plans and designs to ensure management of time and resources is appropriate, and so any allowed intervention can take place at an appropriate time.

Tutors **should** ensure that candidates' plans for completion of the tasks distribute the time available appropriately and may guide candidates on where they should be up to at any point in a general way. Any excessive time taken for any task should be recorded and should be taken into account during marking if appropriate.

It is up to the marker to decide if the guidance the candidate has required suggests they are lacking in any AC, the severity of the issue, and how to award marks on the basis of this full range of evidence. The marker must record where and how guidance has had an impact on the marks given, so this is available should queries arise at moderation or appeal.

What is, and is not, an appropriate level of guidance

- A tutor **should intervene with caution** if a candidate has taken a course of action that will result in them not being able to submit the full range of evidence for assessment. However, this should **only** take place once the tutor has prompted the candidate to check that they have covered all the requirements. Where the tutor has to be explicit as to what the issue is, this is likely to demonstrate a lack of understanding on the part of the candidate rather than a simple error, and full details should be recorded on the CRF.

- The tutor **should not** provide guidance if the candidate is thought to be able to correct the issue without it, and a prompt would suffice. In other words, only the minimum support the candidate actually needs should be given, since the more tutor

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guidance provided, the less of the candidate's own performance is being demonstrated and therefore the larger the impact on the marks awarded.

- A tutor **must not** provide guidance that the candidate's work is not at the required standard or how to improve their work. In this way, candidates are given the chance to identify and correct any errors on their own, providing valid evidence of knowledge and skills that will be credited during marking.

- Whilst templates can be used, they must not restrict the candidate from creating their own. Templates provided as part of the assignment should be used as provided.

All specific prompts and details of the nature of any further guidance must be recorded on the relevant form and reviewed during marking and moderation.

Guidance on marking

Please refer to the ***Technical qualifications – marking, and - moderation*** centre guidance documents for further information on gathering evidence suitable for marking and moderation, and on using the marking grid and forms.

The **candidate record form** (CRF) is used to record:

- Details of any guidance or the level of prompting the candidate has received during the assessment period
- Rough notes bringing together relevant evidence from across tasks during marking.
- Summary justifications when holistically coming to an overall judgement of the mark.

The **practical observation form** (PO) is used to record:

- Descriptive information and evidence of candidate performance during an observation. Although descriptions of the quality of performance should support decisions against the AOs, the notes should follow the flow of the observation, rather than attempting to assign evidence against the AOs at this point.

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
15	**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 evident? • How confident and secure does their knowledge seem?	**(1-3 marks)** **Recall shows some weaknesses in breadth and/or accuracy.** Hesitant, gaps, inaccuracy.	**(4-6 marks)** **Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor.** Sound, minimal gaps.	**(7-9 marks)** **Consistently strong evidence of accurate and confident recall from the breadth of knowledge.** Accurate, confident, complete, fluent, slick.
		Examples of types of knowledge expected: food safety procedures, health and safety procedures, awareness of different tools and equipment, awareness of cooking techniques for different food items.		
		Inconsistent application of food safety procedures and health and safety procedures. Limited knowledge of tools and equipment, and appropriate usage. Poor grasp of suitable cooking techniques for different food items.	Satisfactory compliance with food safety procedures and health and safety procedures. Reasonable knowledge of tools and equipment, and appropriate usage. Reasonable knowledge of suitable cooking techniques for different food items.	Rigorous adherence to food safety procedures and health and safety procedures. Comprehensive knowledge of tools and equipment, and appropriate usage. Extensive knowledge of suitable cooking techniques for different food items.

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%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	**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? • How well chosen are exemplars – how well do they illustrate the concept?	**(1-2 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.	**(3-4 marks)** **Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored.** Logical, slightly disjointed, plausible.	**(5-6 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.
		Examples of understanding expected: impact of timings, work flow/order of work, use of resources and food safety/health and safety considerations, practices and procedures, understanding of cooking methods.		
		Inaccurate and/or flawed timings. Work flow plan is simplistic with little thought given to tasks required and cooking methods, including food safety and/or health and safety considerations.	Mostly logical and accurate timings. Work flow plan is reasonably well thought out to cover the tasks required and cooking methods, and includes key food safety and health and safety considerations.	Logical and accurate timings. Work flow plan is well thought out to cover the tasks required and cooking methods and includes all food safety and health and safety considerations.

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
35	**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?	**(1-7 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.	**(8-14 marks)** **Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature.** Somewhat successful, some inconsistencies, fairly adept/ capable.	**(15-21 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: knife skills, use of tools and equipment, preparation techniques, cooking techniques, finishing/presentation techniques.		
		Unsafe/inappropriate use of knives, tools and equipment, with incorrect food preparation and/or high levels of wastage. Poor application of cooking and finishing/presentation techniques, resulting in dishes that do not meet the menu requirements. **Top of the band** Inconsistent use of knives, tools and equipment, with limited food preparation skills and/or significant levels of wastage. Limited control of cooking and finishing/presentation techniques, resulting in dishes that only meet some of the menu requirements.	Satisfactory use of knives, tools and equipment, with reasonable food preparation skills and acceptable levels of wastage. Sufficient control of cooking and finishing/presentation techniques, resulting in dishes that largely meet the menu requirements. **Top of the band** Good use of knives, tools and equipment, with sound food preparation skills and generally low levels of wastage. Demonstrates competent control of cooking and finishing/presentation techniques, resulting in dishes that meet the menu requirements.	Confident use of knives, tools and equipment, with efficient food preparation skills and low levels of wastage. Demonstrates skilled control of cooking and finishing/presentation techniques, resulting in dishes that clearly meet the menu requirements. **Top of the band** Excellent use of knives, tools and equipment, with precise food preparation skills and minimal levels of wastage. Demonstrates outstanding control of cooking and finishing/presentation techniques, resulting in dishes that precisely meet the menu requirements.

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
30	**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? • How well can the candidate work out solutions to new contexts/ problems on their own?	**(1-6 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.	**(7-12 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	**(13-18 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.
		***Examples of bringing it all together:*** *design and implementation of plan throughout preparation, cooking and finishing/presentation of dishes, reflecting on performance.*		
		Poor integration of knowledge and skills, resulting in inadequate planning and badly executed tasks. Unable to resolve any problems, make adjustments or implement improvements. May require safety prompts. **Top of band** Limited integration of knowledge and skills, resulting in insufficient planning and somewhat poorly executed tasks. Can solve some minor problems and/or make adjustments.	Satisfactory integration of knowledge and skills, resulting in sufficient planning and reasonably executed tasks. Able to resolve minor problems and/or make minor adjustments. **Top of band** Good integration of knowledge and skills, resulting in sound planning and well executed tasks. Able to resolve most problems and/or make adjustments as required.	Strong integration of knowledge and skills, resulting in very well planned and executed tasks. Able to resolve any problems, make adjustments and/or improvements as required. **Top of band** Excellent integration of knowledge and skills, resulting in precisely planned and executed tasks. Highly capable of anticipating and resolving problems, making adjustments and/or improvements as required.

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%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	**AO5 Attending to detail/ 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)? • Would you describe the candidate as a perfectionist and wholly engaged in the subject?	**(1-2 marks)** **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.	**(3-4 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.	**(5-6 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.
		Examples of attending to detail: checking quality when selecting food items, accuracy of knife skills, attention to detail when preparing, cooking and finishing products.		
		No consideration given to quality of food items. Little regard given to consistency and accuracy throughout preparation and cooking processes. Overall quality of final dishes is poor.	Sufficient consideration given to quality of food items. Consistency and accuracy largely maintained throughout preparation and cooking processes. Overall quality of final dishes is adequate.	Meticulous consideration given to quality of food items. Consistency and accuracy methodically maintained throughout preparation and cooking processes. Overall quality of final dishes is excellent.

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Allergen chart

Dish / product	Celery	Cereals containing gluten	Crustaceans	Eggs	Fish	Lupin	Milk	Mollusc	Mustard	Nuts	Peanuts	Sesame seeds	Soya	Sulphur Dioxide

Candidate name		Candidate number		Date (dd/mm/yy)	

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