

# **Level 3 Professional Cookery (6100-30-031)**

**Synoptic Assignment 2019 – v1.0**

Version and date	Change detail	Section

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.

Written work e.g. 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.

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## Assignment Brief

The White Swan Hotel has recently submitted a tender to a conference company to provide lunch to a number of clients followed by tea and cake later in the afternoon.

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 fresh pasta cannelloni dish with a vegetable filling

#### Fish Course

Fish cake using shellfish served with an emulsion sauce

#### Main Course

Chicken Ballotine with appropriate starch choice and seasonal vegetables accompanied with a reduction sauce

#### Dessert

French Apple Flan (Crème Pâtissière) served with suitable *accompagnement*

#### Afternoon Cake

Victoria Sandwich

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## Tasks

### Task 1

Plan the production of dishes/products to include:

- a recipe specification for the dishes
- a menu
- 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
- 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, pro-formas and research materials.
- You must carry out Task 1 on your own, under supervised conditions.
- You can use a calculator but all workings must be shown.
- Both you and your tutor must sign declarations that the evidence produced has been your own, 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.

**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.

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## 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 may use recipe specifications that have been previously provided by the centre during teaching and learning
- **Recipe specifications must be submitted to the assessor for approval before candidates can begin the timed element of Task 1.** This is to ensure that the chosen recipes are within the centre's budget and/or sourcing capabilities. Assessors' feedback on recipe specifications should point out any issues with the proposed dishes, but should **not** provide solutions to these issues. Any feedback should be noted in the assessors' marking notes. Please see the *Guidance and feedback* section below for further details.
- 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 as outlined on their approved recipe specifications.

### Task specific guidance

- The assignment brief should be released 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.
- Candidates may take into the assessment their recipes, ingredient costs and pro-formas.
- Food costing must be completed under supervision and include candidate's individual calculations. Food costings must not be computer-generated by food ordering software. Candidates can use a calculator/spreadsheet and must show workings.

### Task 2

- Task 2 can be split over two sessions, please note the following:
  - How the time is split is at the discretion of the centre.
  - Under no circumstances should dishes be presented at the end of the first session.

- All dishes **must** be presented during the second session.
- All dishes do not need to be presented together but must be presented in sequential order.
- Any food prepared in session one must be kept securely and clearly labelled with the candidate's ID.
- The 30 minutes set-up time must be split across the two sessions i.e.15 minutes in each session.
- If centres split the sessions, this should be applied to every candidate on this qualification.
- The same tutor **must** attend both sessions where possible.
- No feedback should be provided to candidates between the first and second session.
- Candidates **must** cook the food they prepare themselves.

### Dish Specific Guidance

- **A fresh pasta cannelloni dish with a vegetable filling**
  - The candidate must make the pasta.
  - The candidate must choose the vegetable filling and sauce.
- **Fishcake using shellfish served with an emulsion sauce**
  - The candidate must prepare the shellfish for the fishcake.
  - The centre must not order pre-prepared shellfish.
  - The fishcake can either be made using a puree potato as the base or a Thai style cake.
- **Chicken Ballotine with appropriate starch choice and seasonal vegetables accompanied with a reduction sauce**
  - The candidate must tunnel-bone the chicken leg.
  - The candidate must choose the ballotine filling.
  - The candidate must choose the starch and vegetable accompaniment.
  - The candidate must choose the flavour of the sauce.
- **French Apple Flan (Crème Pâtissière) served with a suitable sauce**
  - The candidate must make a flan lined with sweet paste that is three quarters filled with the pastry cream and then covered with the apples before it is baked and glazed.
  - The candidate must use fresh apples
    - the apples should be cut across the core very thinly and arranged neatly to resemble a flower
  - The candidate must present 2 portions from the flan.
  - The candidate can decide on suitable accompaniment

- **Victoria Sandwich**
  - This needs to be cut from a 6-8 portion sponge.
  - The only filling expected is a jam. Buttercream or fresh cream are not required.
- A copy of the menu needs to be available at the service point.
- The portion sizes for each dish **should** be appropriate.
- Candidates must submit everything for marking at the end of seven hours, even if dishes are not completed. Candidates must not continue to finish these dishes once the seven 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.

### 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 on their performance until at least the following day 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 **twelve** hours. 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 four** hours 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 **seven** hours. This could be split into two periods; the first to be used for preparation (*mise-en-place*), the second for finishing and presentation of the dishes. This does **not** include a maximum of 30 minutes setting up time, which can also be split if undertaking the assessment in two sessions\*
- 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.*

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## 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 of 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, 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.

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 (e.g. 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 e.g. layout of the assessment environment,
- amount of additional support available (e.g. 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 (i.e. taken at appropriate points in production, showing accuracy of measurements where appropriate).

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, e.g. 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 (e.g. 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.

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 e.g. 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.

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 e.g. 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 area, 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

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 and not adapted.

**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
10	<b>AO1 Recall of knowledge relating to the qualification LOs</b> <ul style="list-style-type: none"> <li>Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand?</li> <li>How accurate is their knowledge? Are there any gaps or misunderstandings evident?</li> <li>How confident and secure does their knowledge seem?</li> </ul>	<p><b>(1-2 marks)</b></p> <p>Recall shows some weaknesses in breadth and/or accuracy. Hesitant, gaps, inaccuracy</p>	<p><b>(3-4 marks)</b></p> <p>Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor. Sound, minimal gaps</p>	<p><b>(5-6 marks)</b></p> <p>Consistently strong evidence of accurate and confident recall from the breadth of knowledge. Accurate, confident, complete, fluent</p>
<p><b>Examples of types of knowledge expected:</b> hazards, risks in a kitchen, examples of accompaniments, garnishes and finishes to dishes, evaluation criteria, timings for elements of food production, terminology.</p>				
		<p>Candidate has shown basic knowledge of professional cookery from across the qualification, with some insecurity in some areas. Examples provided cover a limited range of knowledge expected.</p>	<p>Candidate has shown a good range of knowledge of professional cookery from across the qualification which is sound and often detailed. Examples provided cover a good range of knowledge expected.</p>	<p>Candidate has shown in-depth and detailed knowledge across the whole qualification range showing a high degree of confidence and accuracy. Examples provided cover most, if not all of the knowledge expected.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	<p><b>AO2 Understanding of concepts theories and processes relating to the LOs</b></p> <ul style="list-style-type: none"> <li>Does the candidate make connections and show causal links and explain why?</li> <li>How well theories and concepts are applied to new situations/the assignment?</li> <li>How well chosen are exemplars – how well do they illustrate the concept?</li> </ul>	<p><b>(1-4 marks)</b></p> <p>Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete.</p> <p>Misunderstanding, illogical connections, guessing,</p>	<p><b>(5-8 marks)</b></p> <p>Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored.</p> <p>Logical, slightly disjointed, plausible,</p>	<p><b>(9-12 marks)</b></p> <p>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.</p> <p>Logical reasoning, thoughtful decisions, causal links, justified</p>
<p><i><b>Examples of understanding expected:</b> applying food safety and health and safety working practices, control measures in a risk assessment, suitability of sauces, accompaniments and finishes in dishes, sequencing of working practices in a professional kitchen, selection of tools and equipment, quality points, how quality points affect cooking methods, how to determine the selling price, evaluation.</i></p>				
		<p>Candidate has shown 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.</p>	<p>Candidate has shown 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.</p>	<p>Candidate has shown 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 have been applied consistently and effectively.</p>

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%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
30	<p><b>A03 Application of practical/ technical skills</b></p> <ul style="list-style-type: none"> <li>• How practiced/fluid does hand eye coordination and dexterity seem?</li> <li>• How confidently does the candidate use the breadth of practical skills open to them?</li> <li>• How accurately/ successfully has the candidate been able to use skills/achieve practical outcomes?</li> </ul>	<p><b>(1-6 marks)</b></p> <p><b>Some evidence of familiarity with practical skills. Some awkwardness in implementation, may show frustration out of inability rather than lack of care.</b></p> <p>Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy.</p>	<p><b>(7-12 marks)</b></p> <p><b>Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature.</b></p> <p>Somewhat successful, some inconsistencies, fairly adept/ capable.</p>	<p><b>(13-18 marks)</b></p> <p><b>Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity.</b></p> <p>Dextrous, fluid, comes naturally, skilled, practiced,</p>
<p><b>Examples of skills expected:</b> <i>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.</i></p>				
		<p>Candidate has shown basic skills and work practices to prepare, produce and finish dishes. Candidate has worked within legal requirements for health and safety and food safety throughout. Calculations have inaccuracies with omissions and errors.</p>	<p>Candidate has shown developed skills and work practices to prepare, produce and finish dishes. Candidate has worked within legal requirements for health and safety and food safety throughout. Calculations are mainly accurate with minor omissions and errors.</p>	<p>Candidate has shown refined skills and work practices confidently and consistently to prepare, produce and finish dishes. Candidate has worked within legal requirements for health and safety and food safety throughout and produces evidence of this. Calculations are accurate without omissions and errors.</p>

PAST ASS

MENT

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	<p><b>AO4 Bringing it all together - coherence of the whole subject</b></p> <ul style="list-style-type: none"> <li>Does the candidate draw from the breadth of their knowledge and skills?</li> <li>Does the candidate remember to reflect on theory when solving practical problems?</li> <li>How well can the candidate work out solutions to new contexts/ problems on their own?</li> </ul>	<p><b>(1-4 marks)</b></p> <p>Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information.</p> <p>Some random trial and error, new situations are challenging, expects guidance, narrow. May need prompting.</p>	<p><b>(5-8 marks)</b></p> <p>Shows good application of theory to practice and new context, some inconsistencies.</p> <p>Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice.</p>	<p><b>(9-12 marks)</b></p> <p>Strong evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose.</p> <p>Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills.</p>
<p><i>Examples of bringing it all together: applying knowledge and understanding to a particular situation, justifying decisions/approaches taken, contingencies, monitoring and evaluation in preparation, production and finishing dishes, costing dishes, coherence of ingredients and methods to produce a balanced menu.</i></p>				
		<p>Candidate used their knowledge and understanding to make straightforward links between limited topics across the qualification.</p>	<p>Candidate brought together their knowledge, understanding and skills when analysing and solving problems and reflecting on preparation, production and finishing of dishes. Candidate made key links between a range topics across the qualification.</p>	<p>Candidate consistently brought together a wide range of knowledge, understanding and skills from across the qualification to prepare, produce and finish dishes. They have shown clear relationships between these stages from concept to production of dishes and how they are used to meet customer and business expectations.</p>

PAST ASSESSMENT

MENT

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	<p><b>A05 Attending to detail/perfecting</b></p> <ul style="list-style-type: none"> <li>Does the candidate routinely check on quality, finish etc and attend to imperfections/ omissions</li> <li>How much is accuracy a result of persistent care and attention (e.g. measure twice cut once)?</li> <li>Would you describe the candidate as a perfectionist and wholly engaged in the subject?</li> </ul>	<p><b>(1-4 marks)</b></p> <p><b>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.</b></p> <p>Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated.</p>	<p><b>(5-8 marks)</b></p> <p><b>Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently.</b></p> <p>Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable.</p>	<p><b>(9-12 marks)</b></p> <p><b>Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction.</b></p> <p>Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous.</p>
		<p><b>Examples of attending to detail:</b> 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.</p>		
		<p>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.</p>	<p>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.</p>	<p>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.</p>

PAST ASSESSMENT

## Allergen chart

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

<b>Candidate name</b>		<b>Candidate number</b>		<b>Date (dd/mm/yy)</b>	
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PAST ASSIGNMENT (2019) - DO NOT USE FOR LIVE ASSESSMENT