

# **Level 3 Professional Chefs (6100-033)**

**Version 2.2**

**Assessment Pack**  
**Sample Synoptic Assignment**

| Version and date | Change detail  | Section                       |
|------------------|--|-------------------------------|
| 2.1 January 2017 | Timings and resources made more task specific                  | Task instructions for centres |
|                  | Evaluation added to AO5; weighting transferred from AO7 to AO1 | Marking grid                  |
|                  | Small typographical amendments                                 | Throughout                    |
| 2.2 January 2017 | Added guidance around signature dish                           | Task instruction for centres  |

## 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 any written work you produce. It is therefore important that you carry your work out to the highest standard you can. You should show how well you know and understand the subject and how you are able to use your knowledge and skills together to complete the tasks.

### **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 outside 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 reassess you until they are sure you are ready for assessment and can work safely.

### **Presentation of work**

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

You should make sure that each piece of evidence including any proformas, eg record/job cards 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, eg reports, may be word processed but this is not a requirement.

## Assignment brief

You have been shortlisted to the final three applicants for the post of Chef in a restaurant. The restaurant has a reputation of using locally sourced produce that is prepared and served in an innovative way. The successful candidate needs to be flexible and work in all sections of the kitchen. As such, part of the interview process requires candidates to carry out a skills test to demonstrate their abilities. The skills test will involve producing two portions of the following dishes and desserts:

- forcemeat starter made from belly pork on the bone
- pan fried fillet of a whole flat fish with a sauce and garnish
- dish from a whole duck incorporating two cookery methods using breast and leg portions with a potato rosti, seasonal vegetable accompaniment and an alcohol based reduction sauce
- iced parfait
- Battenberg.

One part of the skills test is to present a signature starter dish that is suitable for vegetarians to reflect current trends in gastronomy.

Identify recipe specifications that you would want to use for this brief.

# Tasks

## Task 1

Plan the production of the skills test menu to include:

- recipe specifications for the menu with explanations of your choice of commodities
- a health and safety and food safety/ allergen risk assessment
- a food order for the production of two portions
- a time plan for the production of the menu
- an evaluation form.

### **Conditions of assessment:**

- You may carry out research and collect the information you want to use in your recipe specifications under unsupervised conditions.
- You must carry the task out on your own, under supervised conditions.

### **What you must produce for marking:**

- completed skills test menu.

## Task 2

Prepare and cook the skills test menu for two people, including the signature dish.

### **Conditions of assessment:**

- You must carry out the preparation and cooking on your own, under supervised conditions.

### **What you must produce for marking:**

- finished dishes
- food safety related documentation.

### **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
- photographs or video clips of dishes taken by you and/or your assessor
- photographs or video clips of your working methods, taken by your assessor.

## Task 3

Evaluate the dishes produced.

### **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).

## Task instructions for centres

### Time

The 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. This may allow for some candidates to complete tasks at varying times.

### Task 1

The assignment brief should be released one to two academic weeks before Task 1 to give candidates time to complete research activities. Task 1 should be completed no more than three academic weeks before Task 2.

The recommended time permitted for this task is as follows:

- **three** hours (this could be split into two periods to allow for a break, but materials must not be taken away by the candidates)
- this time does **not** include the recipe research activity.

### Task 2

The maximum time permitted for this task is **eight** hours. This could be split into two periods to cover preparation and cooking. This does **not** include a maximum of 30 minutes setting up time.\*

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

### Task 3

The candidate's self-evaluation must be completed no more than one week after completion of the practical assessment.

The maximum time permitted for this task is **one** hour.

### Resources

Candidates must have access to a suitable range of resources to carry out the tasks. Resources specific to each task are as follows:

#### Task 1

- 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
- the signature dish is in addition to the other menu items
- **proposed recipe specifications, including the signature dish, 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 issues in the proposed menus, 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.

### Task 2

- candidates will require materials, equipment and ingredients to cook the dishes as outlined on their approved recipe specifications.

### Task 3

- candidates may require access to IT facilities.

## Centre guidance

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.

You should explain to candidates 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.

The candidate 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.

### **Observation**

Where the tutor is required to carry out observation of performance, detailed notes must be taken using the Practical observation (PO) form provided. This may be a generic form or tailored to the specific assignment. The centre has the flexibility to adapt the form, or produce their own to suit local requirements as long as this does not change or restrict the type of evidence collected (eg to use tablet, hand-written formats, or to ease local administration).

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 and which provide the evidence on which the award of marks can be made by the marker and, if sampled, the moderator.

Identifying **what it is** about the performances that is **different** between candidates can clarify the qualities that are important to record. Each candidate may carry out the same steps, so a checklist of this information would not add information to help differentiate between them, but 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 including eg photographs or video can be easily matched to the correct candidate, are clear, sufficiently well-lit and showing the areas of particular interest for assessment (ie 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).

See the **Technical qualifications – marking and moderation** centre guidance document for further information on gathering evidence suitable for marking and moderation.

### Minimum evidence requirements

The sections:

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

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

Evidence above and beyond this may be submitted, but should provide useful information for marking and moderation.

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

Where the minimum requirements have **not** been met, the moderation remark and 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

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. 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. See the **Technical qualifications – teaching, learning and assessment** centre guidance document 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. Formative assessment will necessarily take a significant role throughout the learning programme where support, guidance and feedback (with the opportunity to show how feedback has been used to improve outcomes and learning) are critical. This approach is not, however, valid for summative assessment. The purpose of summative assessment is to confirm the standard the candidate has achieved as a result of participating in the learning process.

### **Authentication of candidate work**

Candidates are required to sign declarations of authenticity, as is the tutor. The relevant form is included in this assignment pack.

The final 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.

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.

**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 and resources that allows them 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**

Guidance must only support access to the assignment and must not provide feedback for improvement. The level and frequency of clarification & guidance should be recorded fully on the candidate record form (CRF), must be taken into account along with the candidate's final evidence during marking and must be 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 that they must check their work thoroughly before submitting it 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 ensure that candidates' plans or 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 required suggests the candidate is lacking in any AO, the severity of the issue, and how to award marks on the basis of this full range of evidence. The tutor 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 guidance provided, the larger the impact on the marks awarded.
- A tutor may **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.

Both prompts and details of the nature of any further guidance must be recorded and reviewed during marking and moderation.

### **Guidance on marking**

Please see the **Technical qualifications – marking and moderation** centre guidance document for further information on gathering evidence suitable for marking and moderation, and on using the following marking grid.

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 made while reviewing the evidence – alternatively these may be captured on the marking and moderation platform.
- Summary justifications when holistically coming to an overall judgement of the mark.

## Marking grid

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

| %  | Assessment Objective   | Band 1 descriptor<br>Poor to limited  | Band 2 descriptor<br>Fair to good   | Band 3 descriptor<br>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> </ul> How confident and secure does their knowledge seem? | <b>(1-2 marks)</b><br><b>Recall shows some weaknesses in breadth and/or accuracy.</b><br>Hesitant, gaps, inaccuracy   | <b>(3-4 marks)</b><br><b>Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor.</b><br>Sound, minimal gaps   | <b>(5-6 marks)</b><br><b>Consistently strong evidence of accurate and confident recall from the breadth of knowledge.</b><br>Accurate, confident, complete, fluent, slick  |
|    |  | <b>Examples of types of knowledge expected:</b> 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. |

| %  | Assessment Objective   | Band 1 descriptor<br>Poor to limited  | Band 2 descriptor<br>Fair to good  | Band 3 descriptor<br>Strong to excellent  |
|----|--|---|--|---|
| 20 | <b>AO2 Understanding of concepts theories and processes relating to the LOs</b> <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 style="text-align: center;"><b>(1-4 marks)</b></p> <p><b>Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete.</b></p> <p>Misunderstanding, illogical connections, guessing,</p>  | <p style="text-align: center;"><b>(5-8 marks)</b></p> <p><b>Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored.</b></p> <p>Logical, slightly disjointed, plausible,</p> | <p style="text-align: center;"><b>(9-12 marks)</b></p> <p><b>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.</b></p> <p>Logical reasoning, thoughtful decisions, causal links, justified</p> |
|    |  | <p><b>Examples of understanding expected:</b> <i>applying food safety working practices, hazards, risks and control measures in a risk assessment, suitability of sauces and finishes for dishes and desserts, sequencing of working practices in a professional kitchen, selection of tools and equipment, quality points, how quality points affect cooking methods, complementary flavours and colour combinations, gastronomy (people, sources of commodities, influences), evaluation.</i></p> |  |   |
|    |  | <p>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.</p>  | <p>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.</p>                       | <p>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.</p>               |

| %  | Assessment Objective   | Band 1 descriptor<br>Poor to limited   | Band 2 descriptor<br>Fair to good  | Band 3 descriptor<br>Strong to excellent  |
|----|--|--|--|---|
| 30 | <b>A03 Application of practical/ technical skills</b> <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 style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><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><i>Examples of skills expected:</i></b> use of tools, equipment, materials and ingredients, health and safety, food safety, work method, work practice, time management, monitoring, evaluation, personal presentation, wastage, storage, preparation, production, finishing, portion control, speed, precision and accuracy, degree of cooking, design of signature dish or dessert, flavours and colours, relevance to gastronomy.</p> |  |   |
|    |  | <p>Candidate shows basic skills and work practices to prepare, produce and finish dishes and desserts. Candidate works within legal requirements for health and safety and food safety throughout. Candidate presents a safe idea for a signature dish or dessert based on well-established ideas and concepts.</p>  | <p>Candidate shows developed skills and work practices to prepare, produce and finish dishes and desserts. Candidate works within legal requirements for health and safety and food safety throughout. Candidate shows creativity in developing an existing idea for a dish or dessert which requires further development.</p> | <p>Candidate shows refined skills and work practices confidently and consistently to prepare, produce and finish dishes and desserts. Candidate works within legal requirements for health and safety and food safety throughout and produce evidence of this. Candidate shows creativity with an original, fully developed and inspired signature dish or dessert.</p> |

| %  | Assessment Objective   | Band 1 descriptor<br>Poor to limited  | Band 2 descriptor<br>Fair to good  | Band 3 descriptor<br>Strong to excellent  |
|----|--|---|--|---|
| 20 | <b>AO4 Bringing it all together - coherence of the whole subject</b> <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 align="center"><b>(1-4 marks)</b></p> <p><b>Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information.</b></p> <p>Some random trial and error, new situations are challenging, expects guidance, narrow. Many need prompting.</p>  | <p align="center"><b>(5-8 marks)</b></p> <p><b>Shows good application of theory to practice and new context, some inconsistencies.</b></p> <p>Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice</p> | <p align="center"><b>(9-12 marks)</b></p> <p><b>Strong evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose.</b></p> <p>Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills.</p>                          |
|    |  | <p><b><i>Examples of bringing it all together:</i></b> applying understanding of food safety to preparation, production and finishing of dishes and desserts, applying understanding of gastronomy to design, justifying decisions/approaches taken, contingencies, monitoring and evaluation in preparation, production and finishing dishes and desserts, coherence of ingredients and methods to produce balanced dishes and desserts.</p> |  |   |
|    |  | <p>Candidate uses their knowledge and understanding to make straightforward links between limited topics across the qualification.</p>  | <p>Candidate brings together their knowledge, understanding and skills when analysing and solving problems and reflecting on preparation, production and finishing of dishes and desserts. Candidate makes key links between a range topics across the qualification</p>     | <p>Candidate consistently brings together a wide range of knowledge, understanding and skills from across the qualification to prepare, produce and finish dishes and desserts. They show clear relationships between these stages from concept to production of dishes and desserts as well as how they are used to meet customer and business expectations.</p> |

| %  | Assessment Objective  | Band 1 descriptor<br>Poor to limited  | Band 2 descriptor<br>Fair to good   | Band 3 descriptor<br>Strong to excellent  |
|----|---|---|---|---|
| 20 | <b>A05 Attending to detail/perfecting</b> <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 (eg measure twice cut once)?</li> <li>Would you describe the candidate as a perfectionist and wholly engaged in the subject?</li> </ul> | <p style="text-align: center;"><b>(1-4marks)</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 style="text-align: center;"><b>(5-8marks)</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 style="text-align: center;"><b>(9-12marks)</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><i>Examples of attending to detail: meeting specific requirements of the task, attention to detail in finishing and presenting dishes and desserts, range of hazards and risks identified, monitoring and evaluation, work practices, personal presentation, presentation of information, harmony of textures, pleasing to the eye.</i></b></p> |   |   |
|    |   | <p>There is limited attention to detail in the presentation of the finished dishes and desserts. There is limited attention to detail when planning, preparing, and producing dishes and desserts and this is reflected in their evaluation. Candidate takes limited pride in maintaining their personal presentation and work area.</p>              | <p>The final dishes and desserts 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> |



| %   | Assessment Objective  | Band 1 descriptor<br>Poor to limited | Band 2 descriptor<br>Fair to good | Band 3 descriptor<br>Strong to excellent |
|-----|---|--------------------------------------|-----------------------------------|--|
| N/A | <b>AO6</b> Identify and use knowledge from other sources – research | N/A                                  |                                   |  |
| 0   | <b>AO7</b> Originality and creativity                               | N/A                                  |                                   |  |
| N/A | <b>AO8</b> Communication/<br>Presentation/<br>Documentation         | N/A                                  |                                   |  |

# Declaration of Authenticity

Candidate name

Candidate number

---

Centre name

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Centre number

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## Candidate:

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

Candidate signature

Date

## 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

## Note:

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

# Candidate Record Form (CRF)

Candidate Name:  
Candidate Number:

Assessment ID:  
Centre Number:  
**Total Mark:**

|   | Summary justification | AO Mark |
|---|-----------------------|---------|
| <b>A01</b> Recall                         |                       |         |
| <b>A02</b><br>Understanding               |                       |         |
| <b>A03</b> Practical/<br>technical skills |                       |         |
| <b>A04</b> Bringing it<br>all together    |                       |         |
| <b>A05</b> Attention<br>to detail         |                       |         |
| <b>A06</b> Research                       |                       |         |
| <b>A07</b> Creativity                     |                       |         |
| <b>A08</b><br>Communication               |                       |         |

Tutor/assessor signature:

Date:

# Candidate Record Form (CRF)

## Marker Notes

|  |   |                     |                      |
|--|---|---------------------|----------------------|
| <b>A01 - Recall</b><br>Breadth, depth, accuracy                                      | <b>Examples of types of knowledge expected:</b> food safety procedures, health and safety procedures, awareness of different tools and equipment, awareness of cooking techniques for different food items.   |                     |                      |
| 10%  | Band1 1 – 2 marks   | Band 2 3 – 4 marks  | Band 3 5 – 6 marks   |
| Mark:  | Notes/Comments  |                     |                      |
| <b>A02 - Understanding</b><br>Security of concepts, causal links                     | <b>Examples of understanding expected:</b> applying food safety working practices, hazards, risks and control measures in a risk assessment, suitability of sauces and finishes for dishes and desserts, sequencing of working practices in a professional kitchen, selection of tools and equipment, quality points, how quality points affect cooking methods, complementary flavours and colour combinations, gastronomy (people, sources of commodities, influences), evaluation. |                     |                      |
| 20%  | Band1 1 – 4 marks   | Band 2 5 – 8 marks  | Band 3 9 – 12 marks  |
| Mark:  | Notes/Comments  |                     |                      |
| <b>A03 - Practical skill</b><br>Dexterity, fluidity, confidence, ease of application | <b>Examples of skills expected:</b> use of tools, equipment, materials and ingredients, health and safety, food safety, work method, work practice, time management, monitoring, evaluation, personal presentation, wastage, storage, preparation, production, finishing, portion control, speed, precision and accuracy, degree of cooking, design of signature dish or dessert, flavours and colours, relevance to gastronomy.  |                     |                      |
| 30%  | Band1 1 – 6 marks   | Band 2 7 – 12 marks | Band 3 13 – 18 marks |
| Mark:  | Notes/Comments  |                     |                      |
| <b>A04 - Bringing it together</b><br>use of knowledge to apply skills in new context | <b>Examples of bringing it all together:</b> applying understanding of food safety to preparation, production and finishing of dishes and desserts, applying understanding of gastronomy to design, justifying decisions/approaches taken, contingencies, monitoring and evaluation in preparation, production and finishing dishes and desserts, coherence of ingredients and methods to produce balanced dishes and desserts.   |                     |                      |
| 20%  | Band1 1 – 4 marks   | Band 2 5 – 8 marks  | Band 3 9 – 12 marks  |
| Mark:  | Notes/Comments  |                     |                      |

|  |   |                      |                      |
|--|---|----------------------|----------------------|
| <b>A05 - Attending to detail / perfecting</b><br>Repeated checking, perfecting, noticing | <i>Examples of attending to detail: meeting specific requirements of the task, attention to detail in finishing and presenting dishes and desserts, range of hazards and risks identified, monitoring and evaluation, work practices, personal presentation, presentation of information, harmony of textures, pleasing to the eye.</i> |                      |                      |
| 20%  | Band1 1 – 4 marks   | Band 2 5 – 8 marks   | Band 3 9 – 12 marks  |
| Mark:  | Notes/Comments  |                      |                      |
| <b>A06 - Research</b><br>Appropriateness, good use, referencing                          | <i>Examples of research: N/A</i>  |                      |                      |
| 0%   | Band1 # – # marks   | Band 2 # – # marks   | Band 3 # – # marks   |
| Mark:  | Notes/Comments  |                      |                      |
| <b>A07 - Creativity</b><br>Original, developed, challenging convention                   | <i>Examples of creativity: N/A</i>  |                      |                      |
| 0%   | Band1 # – # marks   | Band 2 # – # marks   | Band 3 # – # marks   |
| Mark:  | Notes/Comments  |                      |                      |
| <b>A08 - Communication</b><br>Fitness for purpose, clarity                               | <i>Examples of communication: N/A</i>   |                      |                      |
| 0%   | Band 1 – # – # marks  | Band 2 – # – # marks | Band 3 – # – # marks |
| Mark:  | Notes/Comments  |                      |                      |

**Please refer to the full marking grid for the qualification for full details of marking requirements.**

**Where marker notes and justifications are captured on the marking and moderation platform, this form is not required**

# Practical Observation Form (PO)

**Candidate Name:**  
**Candidate Number:**

**Assessment ID:**  
**Centre Number:**

## Notes

### **A01 - Recall**

Breadth, depth,  
accuracy

### **A02 - Understanding**

Security of concepts,  
causal links

### **A03 - Practical skill**

Dexterity, fluidity,  
confidence, ease of  
application

### **A04 – Bringing it all together**

use of knowledge to  
apply skills in new  
context

### **A05 - Attending to detail / perfecting**

Repeated checking,  
perfecting, noticing

### **A06 - Research**

Appropriateness, good  
use, referencing

### **A07 - Creativity**

Original, developed,  
challenging convention

### **A08 - Communication**

Fitness for purpose,  
clarity

**Tutor/Assessor signature:**

**Date:**

## 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> |  |
|-----------------------|--|-------------------------|--|------------------------|--|