

Level 2 Technical Certificate in Food Preparation and Service (7178-20)

Version 1.0

Synoptic Assignment Pack

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

Your employer provides the catering for an assisted service staff restaurant.

You are required to plan for, produce and serve four portions of a three course lunch, with beverages. Your supervisor will provide you with the menu and recipe specifications.

You must also prepare the counter, together with your allocated table and work station prior to service. You must then maintain the service for four customers, including serving beverages at their table. You should present the bill and process the payment before clearing and closing down your section at the end of the service.

You must produce a written evaluation of your performance, based on your own reflections, and any relevant feedback.

Tasks

Task 1

Your assessor will provide you with a menu, recipe specification and beverage list.

You will be required to produce a plan which must include:

- timings
- order of work
- required tools and equipment
- food safety and health & safety considerations.

You will also be required to complete an allergen chart.

Conditions of assessment

- You must carry the task out on your own, under supervised conditions

What must be presented for marking

- Plan of work
- Allergen chart

Task 2

Using your plan created in Task 1, you are required to produce a three course meal for four customers.

Conditions of assessment

- You must carry the task out on your own, under supervised conditions

What must be presented for marking

- Produced dishes in the correct order

Additional records to support your performance

- Photographs or video clips, taken by your assessor

Task 3

Using your plan created in Task 1, you are required to complete all stages of the service of the three course meal for four customers, together with the required beverages.

Conditions of assessment:

- You must carry the task out on your own, under supervised conditions

Additional records to support your performance

- Photographs or video clips, taken by your assessor

Task 4

Produce a written evaluation of your performance for Tasks 1-3. You may use available sources of feedback (such as customer or peer feedback), and include relevant supporting evidence.

Conditions of assessment:

- You must carry the task out on your own, under supervised conditions.

What must be handed in for marking:

- A written evaluation (containing no more than approximately 300 words), together with any supporting evidence.

Task instructions for centres

Task-specific guidance

- The menu and recipe specifications provided to the candidate should be based upon the following:
 - A cream soup
 - Roast chicken, accompanied with two seasonal vegetables and potatoes
 - A convenience-based pasta vegetarian dish, served with a side salad
 - A fruit pie using convenience fruit
 - At least one cold beverage
 - At least one hot beverage
- Where centres have large cohorts, or different candidates taking the synoptic assessment at different points in the assessment window, centres are required to develop alternative menus/recipe specifications for use with different groups of candidates. These alternatives **must** still be based on the menu outlined above. These alternate versions should help to ensure that candidates do not become overly familiar with the specific dishes to be produced for their synoptic assessments.
- Tasks 2 and 3 **must** be undertaken within three weeks of completing Task 1.
- Tasks 2 and 3 can be taken in either order, and not necessarily on the same day.
- Each candidate's plan should be checked by the assessor **before** the candidate can proceed to Tasks 2 and 3, in order to ensure resource availability.
- Candidates may choose to gather and include customer and/or peer feedback for Task 4. The assessor must **not** contribute to this feedback in any way.

Time

The time allocated for the completion of the tasks and production of evidence for this assessment is **eight** hours.

The **maximum** time permitted for each task is as follows:

- Task 1: two hours (maximum)
- Task 2: three hours (maximum and **not** including up to 30 minutes for setting up*)
- Task 3: two hours (suggested, but customer-dependent)
- Task 4: one hour (maximum)

** 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.*

Resources

For Task 1, candidates must be provided with a sample menu and recipe specifications to complete the assessment. Wherever a premade ingredient is specified in the recipes, an ingredients list will need to be provided to candidates. Candidates will need to complete an allergen chart, such as the one provided towards the end of this pack. Candidates may require access to IT facilities to complete their planning and evaluation documents.

For Tasks 2 and 3, candidates will require ingredients, tools and equipment within a fully equipped professional kitchen and restaurant area.

Centre guidance

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.

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 Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	AO1 Recall of knowledge relating to the qualification LOs <ul style="list-style-type: none"> Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand? 	<p align="center">(1-4 marks)</p> <p>Recall shows some weaknesses in breadth and/or accuracy. Hesitant, gaps, inaccuracy</p>	<p align="center">(5-8 marks)</p> <p>Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor. Sound, minimal gaps</p>	<p align="center">(9-12 marks)</p> <p>Consistently strong evidence of accurate and confident recall from the breadth of knowledge. Accurate, confident, complete, fluent, slick</p>
		<p>Examples of types of knowledge expected: food safety procedures, health and safety procedures, awareness of different tools and equipment, awareness of different food and beverages, awareness of the techniques required to prepare and serve different food and beverages.</p>		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	<ul style="list-style-type: none"> • How accurate is their knowledge? Are there any gaps or misunderstandings evident? • How confident and secure does their knowledge seem? 	<p>Poor application of food safety procedures and health and safety procedures. Very limited knowledge of tools and equipment, and appropriate usage. Insufficient knowledge of food and beverage products, and the techniques required to prepare and serve them.</p> <p>Top of band Inconsistent application of food safety procedures and health and safety procedures. Limited knowledge of tools and equipment, and appropriate usage. Basic knowledge of food and beverage products, and the techniques required to prepare and serve them.</p>	<p>Compliant with food safety procedures and health and safety procedures. Sufficient knowledge of tools and equipment, and appropriate usage. Reasonable knowledge of food and beverage products, and the techniques required to prepare and serve them.</p> <p>Top of band Compliant with food safety procedures and health and safety procedures. Good knowledge of tools and equipment, and appropriate usage. Well developed knowledge of food and beverage products, and the techniques required to prepare and serve them.</p>	<p>Compliant with food safety procedures and health and safety procedures. Extensive knowledge of tools and equipment, and appropriate usage. Highly developed knowledge of food and beverage products, and the techniques required to prepare and serve them.</p> <p>Top of band Rigorous adherence to food safety procedures and health and safety procedures. Comprehensive knowledge of tools and equipment, and appropriate usage. Comprehensive knowledge of food and beverage products, and the techniques required to prepare and serve them.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent	
10	AO2 Understanding of concepts theories and processes relating to the LOs <ul style="list-style-type: none"> Does the candidate make connections and show causal links and explain why? How well theories and concepts are applied to new situations/the assignment? How well chosen are exemplars – how well do they illustrate the concept? 	<p align="center">(1-2 marks)</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 align="center">(3-4 marks)</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 align="center">(5-6 marks)</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>Examples of understanding expected: impact of timings, workflow/order of work, appropriate use of resources, food safety/health and safety considerations, practices and procedures relevant to food and beverage preparation and service</p>			
		<p>Inaccurate and/or flawed timings. Planning is simplistic with little thought given to tasks required, including food safety and/or health and safety considerations. Limited understanding of the practices and procedures required to prepare and serve food and beverages.</p>	<p>Mostly logical and accurate timings. Planning is reasonably well thought out to cover the tasks required, and includes key food safety and health and safety considerations. Good understanding of most practices and procedures required to prepare and serve food and beverages.</p>	<p>Logical and accurate timings. Planning is well thought out to cover the tasks required, and includes all food safety and health and safety considerations. Comprehensive understanding of the practices and procedures required to prepare and serve food and beverages.</p>	

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
25	A03 Application of practical/ technical skills <ul style="list-style-type: none"> • How practiced/fluid does hand eye coordination and dexterity seem? • How confidently does the candidate use the breadth 	<p style="text-align: center;">(1-5 marks)</p> <p>Some evidence of familiarity with practical skills. Some awkwardness in implementation, may show frustration out of inability rather than lack of care.</p> <p>Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy.</p>	<p style="text-align: center;">(6-10 marks)</p> <p>Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature.</p> <p>Somewhat successful, some inconsistencies, fairly adept/capable.</p>	<p style="text-align: center;">(11-15 marks)</p> <p>Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity.</p> <p>Dextrous, fluid, comes naturally, skilled, practiced,</p>
<p><i>Examples of skills expected:</i> knife skills, use of tools and equipment, food and beverage preparation techniques, cooking and finishing techniques, service techniques, customer care skills</p>				

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	<p>of practical skills open to them?</p> <ul style="list-style-type: none"> How accurately/successfully has the candidate been able to use skills/achieve practical outcomes? 	<p>Unsafe/inappropriate use of knives, tools and/or equipment. Poor application of preparation, cooking, finishing and service techniques, resulting in poor quality of products and a negative customer experience. Communication skills demonstrate significant lack of understanding and confidence.</p> <p>Top of the band Occasionally unsafe/inappropriate use of knives, tools and/or equipment. Limited application of preparation, cooking, finishing and service techniques, resulting in poor quality of products and a somewhat negative customer experience. Communication skills demonstrate a lack of understanding and confidence.</p>	<p>Satisfactory use of knives, tools and equipment. Fair application of preparation, cooking, finishing and service techniques, resulting in a reasonable quality of products and a mostly positive customer experience. Communication skills demonstrate fair understanding and confidence, but with some gaps or shortcomings.</p> <p>Top of the band Competent use of knives, tools and equipment. Solid application of preparation, cooking, finishing and service techniques, resulting in a good quality of products and a positive customer experience. Communication skills demonstrate good understanding and confidence, with only minor gaps or shortcomings.</p>	<p>Competent use of knives, tools and equipment. Strong application of preparation, cooking, finishing and service techniques, resulting in a high quality of products and a very positive customer experience. Communication skills demonstrate strong understanding and confidence.</p> <p>Top of the band Confident use of knives, tools and equipment. Comprehensive application of preparation, cooking, finishing and service techniques, resulting in a very high quality of products and an excellent customer experience. Communication skills demonstrate excellent understanding and awareness, displaying confidence at all times.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent	
25	AO4 Bringing it all together - coherence of the whole subject <ul style="list-style-type: none"> Does the candidate draw from the breadth of their knowledge and skills? Does the candidate remember to reflect on theory when solving practical problems? How well can the candidate work out solutions to new contexts/ problems on their own? 	<p align="center">(1-5 marks)</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. Many need prompting.</p>	<p align="center">(6-10 marks)</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 align="center">(11-15 marks)</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>Examples of bringing it all together: design and implementation of plan throughout preparation, cooking, finishing and service of food and beverages, ability to monitor and adapt if required.</p>			
		<p>Poor integration of knowledge and skills, resulting in inadequate planning and badly executed tasks. Unable to identify or resolve any problems. May require safety prompts.</p> <p>Top of band</p> <p>Limited integration of knowledge and skills, resulting in insufficient planning and somewhat poorly executed tasks. Can identify some problems, but may struggle to resolve them.</p>	<p>Satisfactory integration of knowledge and skills, resulting in sufficient planning and reasonably executed tasks. Able to resolve minor problems and/or make minor adjustments if required.</p> <p>Top of band</p> <p>Good integration of knowledge and skills, resulting in sound planning and well executed tasks. Able to resolve most problems and/or make adjustments if required.</p>	<p>Strong integration of knowledge and skills, resulting in very well planned and executed tasks. Able to resolve any problems, make adjustments and/or improvements if required.</p> <p>Top of band</p> <p>Excellent integration of knowledge and skills, resulting in precisely planned and executed tasks. Highly capable of anticipating and resolving problems, making adjustments and/or improvements if required.</p>	

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	A05 Attending to detail/ perfecting <ul style="list-style-type: none"> Does the candidate routinely check on quality, finish etc and attend to imperfections/ omissions How much is accuracy a result of persistent care and attention (eg measure twice cut once)? Would you describe the candidate as a perfectionist and wholly engaged in the subject? 	<p style="text-align: center;">(1-2 marks)</p> <p>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.</p> <p>Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated.</p>	<p style="text-align: center;">(3-4 marks)</p> <p>Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently.</p> <p>Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable.</p>	<p style="text-align: center;">(5-6 marks)</p> <p>Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction.</p> <p>Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous.</p>
		<p>Examples of attending to detail: attention to detail and quality when preparing, cooking, finishing and serving products (including personal presentation), meeting customer needs and expectations</p>		
		<p>Little regard given to quality, consistency or accuracy throughout preparation and service processes. Overall quality of final dishes, beverages and service is poor. Personal presentation standards were not maintained throughout the assessment. Customer needs and expectations not given sufficient attention.</p>	<p>Adequate consideration given to quality, consistency and accuracy throughout preparation and service processes. Overall quality of final dishes, beverages and service is good. Acceptable personal presentation standards were maintained throughout the assessment. Customer needs and expectations were given sufficient attention and largely met.</p>	<p>Meticulous consideration given to quality, consistency and accuracy throughout preparation and service processes. Overall quality of final dishes, beverages and service is excellent. High personal presentation standards were maintained throughout the assessment. Customer needs and expectations were anticipated and fully met.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	AO8 Communication/ Presentation/ Documentation <ul style="list-style-type: none"> How well are formally produced pieces of work (writing, drawings, posters etc) structured, laid out, presented, communicated? Does the candidate use logical and well structured writing that is coherent and easy to follow? How appropriate and well presented are the chosen communication methods and formats? 	<p style="text-align: center;">(1-2 marks)</p> <p>Format choices are limited to a basic 'tool kit' and sometimes inappropriate. Some evidence of attempts to use structure and layout to aid communication. Somewhat disorganised/unstructured, informal, basic.</p>	<p style="text-align: center;">(3-4 marks)</p> <p>Some successful use of conventional formats, but some content may be lacking, eg in logical/coherent approach. Reasonably successful, conveys message quite well.</p>	<p style="text-align: center;">(5-6 marks)</p> <p>Appropriate choice of methods, layout, styles and conventions maximise communication. Written style and structure/composition is coherent and logical. Professional, organised, well structured, easy to follow, even complex ideas.</p>
		<p>Examples of communication: planning documentation, written evaluation</p>		
		<p>Plan is incoherent and lacking in structure. May be missing key stages or information to achieve the objectives. Written evaluation was basic in its format and showed little organisation or structure.</p>	<p>Plan is largely coherent and structured. Includes the key stages and information to achieve the objectives. Written evaluation presented in a mostly structured and logical manner.</p>	<p>Plan is detailed, coherent and structured. Includes all of the stages and information required to achieve the objectives to a high standard. Written evaluation presented in a well-structured, accurate and coherent way, demonstrating objectivity.</p>

Allergen chart

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

Candidate name		Candidate number		Date (dd/mm/yy)	
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Declaration of Authenticity

Candidate name

Candidate number

Centre name

Centre number

Candidate:

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

Candidate signature

Date

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
A01 Recall		
A02 Understanding		
A03 Practical/ technical skills		
A04 Bringing it all together		
A05 Attention to detail		
A06 Research		
A07 Creativity		
A08 Communication		

Tutor/assessor signature:

Date:

Candidate Record Form (CRF)

Marker Notes

A01 - Recall Breadth, depth, accuracy	Examples of types of knowledge expected:		
20%	Band1 # – # marks	Band 2 # – # marks	Band 3 # – # marks
Mark:	Notes/Comments		
A02 - Understanding Security of concepts, causal links	Examples of understanding expected:		
10%	Band1 # – # marks	Band 2 # – # marks	Band 3 # – # marks
Mark:	Notes/Comments		
A03 - Practical skill Dexterity, fluidity, confidence, ease of application	Examples of skills expected:		
25%	Band1 # – # marks	Band 2 # – # marks	Band 3 # – # marks
Mark:	Notes/Comments		
A04 – Bringing it together use of knowledge to apply skills in new context	Examples of bringing it all together:		
25%	Band1 # – # marks	Band 2 # – # marks	Band 3 # – # marks
Mark:	Notes/Comments		
A05 - Attending to detail / perfecting Repeated checking, perfecting, noticing	Examples of attending to detail:		
10%	Band1 # – # marks	Band 2 # – # marks	Band 3 # – # marks
Mark:	Notes/Comments		
A06 - Research Appropriateness, good use, referencing	Examples of research:		
0%	Band1 # – # marks	Band 2 # – # marks	Band 3 # – # marks
Mark:	Notes/Comments		

A07 - Creativity Original, developed, challenging convention	Examples of creativity:		
0%	Band1 # – # marks	Band 2 # – # marks	Band 3 # – # marks
Mark:	Notes/Comments		
A08 - Communication Fitness for purpose, clarity	Examples of communication:		
10%	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: