



# **Delivery Guide**

**NCFE Level 2 Certificate in Food and Cookery  
Skills**

**QN: 603/3911/1**

### **Delivery and assessment plan**

1. This plan is based on a 2 year delivery. This will change with school timetables, festivals and holidays, training days, school events, study leave arrangements, when lessons occur, etc.
2. This is only an example – centres may choose to deliver and assess units in a different order.
3. The Guided Learning Hours (GLH) for each unit are 30.
4. The first External Quality Assurance visit by NCFE should take place after the first Internal Quality Assurance activities have taken place within the centre. This will provide support and guidance on your delivery and assessment. It's advisable that grading of each unit takes place as soon as the learner has completed the Internal Assessment Tasks. These will need to be Internally Quality Assured and grades uploaded to NCFE. All External Quality Assurance visits will need to be scheduled in advance with the External Quality Assurer to ensure availability.
5. Once the agreed grades have been 'banked' by the External Quality Assurer (first attempt) the learners should be provided with an opportunity to add to their assessed evidence to improve their grade as soon as is practicable (second attempt). This will ensure the unit is still fresh in their minds and the additional evidence should then be assessed and internally quality assured in preparation for external quality assurance.

	Year 1						Year 2					
	Autumn 1st half term	Autumn 2nd half term	Spring 1st half term	Spring 2nd half term	Summer 1st half term	Summer 2nd half term	Autumn 1st half term	Autumn 2nd half term	Spring 1st half term	Spring 2nd half term	Summer 1st half term	Summer 2nd half term
<b>Unit 01</b>				Assessment 1st attempt		Assessment 2nd attempt						
<b>Unit 02</b>							Assessment 1st attempt				Assessment 2nd attempt	
<b>Unit 03</b>				Assessment 1st attempt				Assessment 2nd attempt				
<b>Unit 04</b>										Assessment 1st attempt	Assessment 2nd attempt	

Unit 01	Unit 02	Unit 03	Unit 04	Teaching and Learning	Assessment	Quality Assurance
<b>Year 1 Autumn term – 1st half term</b>						
				Course induction (approx 3 weeks) – to be designed to suit the needs of the centre and based on previous experience of the learners. It should provide a foundation for the course including the structure of the qualification and the assessment process. It should also help learners to develop an understanding of the assessment criteria, the range and the grading descriptors. Learners should be introduced to basic practical skills including the necessary organisation skills when preparing and cooking food and the implementation of safe and hygienic practices.	The induction may contribute to Level 1/2 entry decisions.	The induction may contribute to Level 1/2 entry decisions.
				Begin delivering (ie teaching and learning) Unit 01 Preparing to cook.		
<b>Year 1 Autumn term – 2nd half term</b>						
				1. Unit 01 delivery cont'd. 2. Begin delivering (ie teaching and learning) Unit 03 Exploring balanced diets.	Begin internal assessment of Unit 01 practical work.	
<b>Year 1 Spring term – 1st half term</b>						
				1. Unit 01 delivery cont'd (practical) 2. Unit 03 delivery cont'd.	Internal assessment of Unit 01 practical work cont'd.	

Unit 01	Unit 02	Unit 03	Unit 04	Teaching and Learning	Assessment	Quality Assurance
<b>Year 1 Spring term – 2nd half term</b>						
				1. Unit 03 delivery cont'd.	1. Complete Unit 01 internal assessment tasks (first attempt). 2. Internal assessment of Unit 01 internal assessment tasks.	
<b>Year 1 Summer term – 1st half term</b>						
				Begin delivering (ie teaching and learning) Unit 02 Understanding food.	Begin internal assessment of Unit 02 practical work.	1. Internal quality assurance of Unit 01 and submission of grades.
<b>Year 1 Summer term – 2nd half term</b>						
				1. Unit 02 delivery cont'd.	1. Internal assessment of Unit 02 practical work cont'd. 2. Rework Unit 01 internal assessment tasks if required (second attempt). 3. Internal assessment of re-worked Unit 01 if required.	Internal quality assurance of re-worked Unit 01 and submission of grades if required (second attempt).

Unit 01	Unit 02	Unit 03	Unit 04	Teaching and Learning	Assessment	Quality Assurance
<b>Year 2 Autumn term – 1st half term</b>						
				Revision of Unit 03 if required	1. Internal assessment of Unit 02 practical work cont'd. 2. Complete Unit 02 internal assessment tasks (first attempt).	
<b>Year 2 Autumn term – 2nd half term</b>						
				Begin delivering (ie teaching and learning) Unit 04 Plan and produce dishes in response to a brief.	1. Internal assessment of Unit 02 practical work cont'd. 2. Internal assessment of Unit 02 internal assessment tasks.	Internal quality assurance of Unit 02 and submission of grades.

Unit 01	Unit 02	Unit 03	Unit 04	Teaching and Learning	Assessment	Quality Assurance
<b>Year 2 Spring term – 1st half term</b>						
					Complete Unit 04 internal assessment tasks (first attempt).	
<b>Year 2 Spring term – 2nd half term</b>						
					<ol style="list-style-type: none"> <li>1. Unit 04 internal assessment tasks cont'd.</li> <li>2. Internal assessment of Unit 04 practical work (to meet brief).</li> <li>3. Internal assessment of Unit 04 internal assessment tasks.</li> </ol>	<ol style="list-style-type: none"> <li>1. Internal quality assurance of Unit 04 and submission of grades.</li> <li>2. Second external quality assurance visit for Unit 02 and Unit 04 plus any re-worked Unit 01. Banking or rejection and resubmission of grades. This might take place before or after Easter.</li> </ol>

Unit 01	Unit 02	Unit 03	Unit 04	Teaching and Learning	Assessment	Quality Assurance
<b>Year 2 Summer term – 1st half term</b>						
					<ol style="list-style-type: none"> <li>1. Re-work of Unit 02 internal assessment tasks if required (second attempt).</li> <li>2. Re-work of Unit 04 internal assessment tasks if required (second attempt).</li> <li>3. Internal assessment of re-worked Unit 02 internal assessment tasks and re-worked Unit 04 internal assessment tasks if required.</li> </ol>	<ol style="list-style-type: none"> <li>1. Internal quality assurance of re-worked Unit 02 and re-worked Unit 04 and submission of grades, if required.</li> <li>2. External quality assurance of re-worked Unit 02 (second attempt) and re-worked Unit 04 (second attempt), if required. Banking or rejection and resubmission of grades if required (additional visit – charged).</li> </ol>

## **Scheme of work**

Below is a scheme of work that you may choose to follow when delivering the NCFE Level 2 Certificate in Food and Cookery (601/4533/X)

- It should be read alongside the Sample Delivery and Assessment Plan
- Internal Sample Assessment tasks to support this Scheme of Work are available on the website
- It's designed to offer centres some ideas for delivery of the qualification; it does not represent the detail of lesson planning necessary in many schools eg starter/plenary activities, homework tasks, literacy and numeracy
- All activities are examples only and can be substituted to suit the individual situation of the school, Teacher and learners
- The assessment shown is only that required for the qualification and does not include formative assessment and marking as these will be according to the school policy.

This Scheme of Work is based on delivery over 2 years.

**Unit 01 Preparing to cook (D/506/5036)**

Unit number	Assessment Criteria	Teaching and Learning Activities	Assessment	Notes
<b>Year 1 Autumn term – 1st half term (also course induction)</b>				
Unit 01	1.1 Describe safe and hygienic working practices to prepare self for cooking 1.2 Describe safe and hygienic working practices to prepare the <b>cooking environment</b>	<p>Introduction to Unit 01 content and assessment.</p> <p>Spot the hazard sheets – identify hygiene and safety hazards in a diagram of a cooking environment (range – <b>cooking environment</b>: eg home, school, catering kitchen, food production factory). Discussion and research task of safe and hygienic working practices to prepare self and cooking environment for cooking. Production of a leaflet for use with Year 7 learners who have just started to cook in school.</p> <p>Pair work – each pair read a report from a newspaper about food premises that have been prosecuted by the Environmental Health Department. Identify the problem, suggest how it has occurred and what action would have to be taken by the organisation. Feed this information back to the rest of the class.</p>		

Unit number	Assessment Criteria	Teaching and Learning Activities	Assessment	Notes
Unit 01	<p>These assessment criteria apply to each practical session in Unit 01.</p> <p>4.1 Demonstrate safe and hygienic working practices to prepare self and environment for cooking</p> <p>4.2 Demonstrate how to follow recipes</p> <p>4.3 Demonstrate <b>cooking skills</b></p> <p>4.4 Demonstrate safe use of equipment and utensils</p> <p>4.5 Demonstrate safe and hygienic cleaning and storage of equipment and utensils</p>	<p><b>Practical 1 – winter vegetable soup</b> including safe and hygienic working practice, using, cleaning and storing knives, peeler, chopping board, kettle, boiling pan etc. Skills including measuring, peeling, chopping, sautéing, boiling, simmering.</p> <p>Discussion/planning of next practical – spaghetti Bolognese (evidence of planning is not a requirement for this unit at Level 2; however, centres may like to introduce the use of planning sheets here as good practice and to prepare learners for Unit 02).</p>	<p>This applies to all practical sessions. It is unlikely that Practical 1 will be used to generate evidence of achievement of the assessment criteria as at this stage learners will need a lot of support and guidance.</p> <p>Internal assessment of practical assessment criteria 4.1–4.5.</p>	<p>Although a minimum of 6 practicals are required for the unit they do not all have to be evidenced by the learner; please see specification. Depending on time available teachers may wish to insert more practicals into Unit 01.</p> <p>There must be sufficient evidence for 4.1–4.5 in the portfolio and this needs to enable grading decisions to be made. Teachers may prefer to use the earlier practicals as practice or to assess certain assessment criteria during different practical sessions.</p> <p>Assessment decisions based on practical work should be internally quality assured.</p>
Unit 01	<p>1.3 Assess <b>potential risks and hazards</b> in the cooking environment</p>	<p>Visit to school/college canteen, catering kitchen, food production factory etc to carry out a risk assessment, supported by organisation staff and using appropriate documentation. The risk assessment will identify potential risks and hazards (range – <b>potential risks and hazards:</b> food safety, eg bacteria and other contaminants,</p>		

		cross-contamination, hand washing and personal hygiene; hazard safety, eg cuts, burns, scalds, slips, trips and falls).		
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Unit number	Assessment Criteria	Teaching and Learning Activities	Assessment	Notes
Unit 01	4.1 to 4.5 as Practical 1.	<b>Practical 2 – spaghetti Bolognese</b> including safe and hygienic working practice, using, cleaning and storing knives, peeler, chopping board, kettle, boiling pans etc. Skills including measuring, peeling, chopping, sautéing, boiling, simmering.  Discussion/planning of next practical – apple pie.	It is unlikely that Practical 2 will be used to generate evidence of achievement of the assessment criteria as at this stage learners will still need guidance.	
<b>Year 1 Autumn term – 2nd half term (also Unit 03)</b>				
Unit 01	2.1 Describe the uses of cooking equipment and utensils 2.2 Describe how to prepare equipment and utensils for cooking 2.3 Describe safe cleaning and storage of equipment and utensils	Quiz – in groups identify a selection of equipment and utensils (actual or images). What would each be used for?  Individual work – for last week’s recipe (spaghetti Bolognese) carry out some research in order to complete a chart to show each piece of equipment and utensil used, how each was used, how you prepared it for cooking and how you safely cleaned and stored it.		
Unit 01	4.1 to 4.5 as Practical 1.	<b>Practical 3 – apple pie</b> including safe and hygienic working practice, using, cleaning and storing knives, peeler, corer, chopping board, mixing bowl, sieve, rolling pin etc. Skills including measuring, peeling, chopping, rubbing in, pastry making, baking.  Discussion/planning of next practical – vegetable curry and rice.	It is likely that Practical 3 and subsequent practical sessions will be used to generate evidence of achievement of the assessment criteria.	Learners will still work under supervision and the amount of support and guidance received will be reflected in the grading and should be noted by the Teacher.

Unit number	Assessment Criteria	Teaching and Learning Activities	Assessment	Notes
Unit 01	3.1 Describe the purpose of a recipe 3.2 Identify the <b>stages</b> of a recipe 3.3 Describe the <b>purpose</b> of different ingredients in a recipe	<p>In groups discuss the purpose of recipes. Produce a thought shower to illustrate your ideas, then present this to the rest of the class. Individually record the purpose of a recipe for your future reference.</p> <p>Individual work – take previous practical recipe (apple pie) and annotate the sheet to show the various stages (range – <b>stages</b>: eg ingredients, preparation, method, timings) of the recipe.</p> <p>Individuals to carry out research into the various purposes of ingredients in recipes (range – <b>purpose</b>: eg aeration, thickening, shortening, aesthetics, taste), to produce a reference source for their future use.</p> <p>Group discussion – take next practical recipe (vegetable curry and rice) and identify the purpose of the different ingredients in the recipe.</p>		
<b>Year 1 Spring term – 1st half term (also Unit 03)</b>				
Unit 01	4.1 to 4.5 as Practical 1.	<b>Practical 4 – vegetable curry and rice</b> including safe and hygienic working practice, using, cleaning and storing knives, peeler, chopping board, kettle, boiling pans etc. Skills including measuring, peeling, chopping, sautéing, boiling, and simmering.	Internal assessment of practical as above.	

		Discussion/planning of next practical – fish pie.		
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Unit number	Assessment Criteria	Teaching and Learning Activities	Assessment	Notes
Unit 01	3.4 Describe <b>cooking skills</b>	<p>Watch a demonstration (video or actual) of a dish being prepared, cooked and served and identify all of the cooking skills being used.</p> <p>Each learner to take one or more skill (range – <b>cooking skills</b>: basic skills including weighing, measuring, peeling, chopping, creaming, rubbing in, simmering, boiling, baking, stir-frying, grilling, shallow-frying and microwaving plus roasting, steaming, poaching, sautéing, stewing, casserole, and sauce making) and carry out research into how the skill is carried out, and ways in which it is used with different ingredients. Present findings back to the class, who will complete a summary chart for their future reference.</p>		
<b>Year 1 Spring term – 2nd half term</b>				
Unit 01	4.1 to 4.5 as Practical 1.	<p><b>Practical 5 – fish pie</b> including safe and hygienic working practice, using, cleaning and storing knives, peeler, chopping board, boiling pan, saucepan etc. Skills including weighing, measuring, peeling, chopping, poaching, boiling, simmering, sauce making.</p> <p>Discussion/planning of next practical – cauliflower cheese.</p>	Internal assessment of practical as above.	

Unit number	Assessment Criteria	Teaching and Learning Activities	Assessment	Notes
Unit 01	<p>1.1 Describe safe and hygienic working practices to prepare self for cooking</p> <p>1.2 Describe safe and hygienic working practices to prepare the <b>cooking environment</b></p> <p>1.3 Assess <b>potential risks and hazards</b> in the cooking environment</p> <p>2.1 Describe the uses of cooking equipment and utensils</p> <p>2.2 Describe how to prepare equipment and utensils for cooking</p> <p>2.3 Describe safe cleaning and storage of equipment and utensils</p> <p>3.1 Describe the purpose of a recipe</p> <p>3.2 Identify the <b>stages</b> of a recipe</p> <p>3.3 Describe the <b>purpose</b> of different ingredients in a recipe</p> <p>3.4 Describe <b>cooking skills</b></p>		<p><b>Unit 01 internal assessment Tasks 1–4</b> (please note: Task 5 is practical work integrated into the teaching and learning activities)</p>	<p>NB: where words and phrases appear in <b>bold</b> these indicate a range statement. A range statement is an explanation of technical terms and the depth and breadth of coverage of the unit. These appear at the end of each unit in the qualification specification.</p> <p>Use the sample internal assessment tasks on the QualHub or write your own.</p> <p>Refer also to the accompanying sample portfolio for Unit 01 on QualHub.</p> <p>Teachers may choose to write their own internal assessment tasks, providing these give learners the opportunity to meet all assessment criteria and all grading descriptors for Unit 01 – see the most recent qualification specification on</p>

Unit number	Assessment Criteria	Teaching and Learning Activities	Assessment	Notes
				<p>the qualification page on the NCFE website.</p> <p>NCFE has an Assessment Checking Service available.</p>
Unit 01	4.1 to 4.5 as Practical 1	<p><b>Practical 6 – cauliflower cheese</b> including safe and hygienic working practice, using, cleaning and storing knives, chopping board, grater, boiling pan etc. Skills including measuring, peeling, chopping, sautéing, boiling, simmering, sauce making, grilling.</p>	Internal assessment of practical as above	
Unit 01	1.1–1.3 2.1–2.3 3.1–1.4 as before		<p><b>Unit 01 internal assessment Tasks 1–4 continued</b> as before and submitted, followed by internal assessment and internal quality assurance.</p>	<p>Evidence of achievements over a number of practicals, eg practical planning sheets, annotated recipes, annotated photographic evidence and assessor observation sheets, will need to be added to the portfolio of evidence before the internal assessment of Unit 01 takes place.</p>

**Unit 02 Understanding food (H/506/5037)**

Unit number	Assessment Criteria	Teaching and Learning Activities	Assessment	Notes
<b>Year 1 Summer term – 1st half term</b>				
Unit 02	3.1 Compare ingredients to inform choice of recipes for <b>given dishes</b>	<p>Introduction to Unit 02 content and assessment.</p> <p>Practical requirements of Unit 02 – discussion of assessment criterion 3.1 and the evidence needed. How to choose your recipes for given dish types and how to explain this. Practise this, with support, for next practical – pasta dish eg comparison of choice of macaroni cheese, baked lasagne, spaghetti carbonara etc. Learners make their choice and record this in a way that will not limit grading opportunities.</p> <p>Class activity – thought shower on white board. What can influence our choice of food?</p>	This first example will not be assessed evidence for 3.1 due to the support received.	In this unit learners must choose their own recipes for dishes given by the Teacher (this could be from a selection identified by the Teacher). They need to be given time to do this and to record the thinking behind the recipes they choose.
Unit 02	<p>These assessment criteria can apply to each practical for Unit 02.</p> <p>3.2 Apply choices of ingredients to make given dishes</p> <p>3.3 <b>Evaluate</b> completed dishes</p>	<p><b>Practical 1 – pasta dish</b> eg macaroni cheese, baked lasagne, spaghetti carbonara, including safe and hygienic working practice, following a chosen recipe, safely using, cleaning and storing a range of equipment and utensils, and demonstration of a range of skills relevant to the recipe chosen.</p> <p>How to evaluate your practical work – discussion of assessment criterion 3.3 and the evidence needed. Practise this, with support, for this pasta</p>	<p>Internal assessment of practical for assessment criterion 3.2.</p> <p>This first example will not be assessed evidence for 3.3 due to the support received.</p>	<p>Although a minimum of 6 practical sessions are required for the unit, they do not all have to be evidenced by the learner – please see specification.</p> <p>There must be sufficient evidence for 3.2 and 3.3 in the portfolio and this needs to enable grading decisions to be made.</p>

		<p>dish and record on an evaluation sheet that will not limit grading opportunities.</p> <p>The use and skills of peer evaluation of final dishes could be introduced here if time permits.</p>		<p>Assessment decisions based on practical work should be internally quality assured.</p>
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		Choice of recipes for next practical – meat (or meat substitute) dish and record as before but unaided.		
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Unit number	Assessment Criteria	Teaching and Learning Activities	Assessment	Notes
Unit 02	3.1–3.3 as Practical 1	<p><b>Practical 2 – meat (or meat substitute) dish</b> eg minced beef pie, chicken casserole, hot pot – including safe and hygienic working practice, following of chosen recipe, safely using, cleaning and storing a range of equipment and utensils, and demonstration of a range of skills relevant to the recipe chosen.</p> <p>Evaluation of practical work as before but unaided.</p>	Internal assessment of practical planning for 3.1, practical work for 3.2 and practical evaluation for 3.3.	
Unit 02	<p>1.1 Describe the <b>main food groups</b></p> <p>1.2 Describe <b>sources</b> of foods from each main food group</p>	<p>Teacher introduction to sources of food (range – <b>sources</b>: eg farm-grown, reared, processed, manufactured, country of origin). Class activity eg card game or drag and drop to match food examples with sources, including foods which are grown locally, in the UK and imported. Individual learners record this in chart form for future reference.</p> <p>Group activity to construct a display on the food and cookery room wall to inform all learners who use the room about main food groups and food sources. Each small group should take one section of the Eatwell Guide and carry out research to find out the proportion of the diet represented by the group and the reasons for this recommendation, foods that fit in each group from different sources, plus an analysis of a range of recipes to show which ingredients</p>		

	<p>3.1 Compare ingredients to inform choice of recipes for <b>given dishes</b></p>	<p>belong to each section. This display can be used as a source of information in the future.</p> <p>Choice/planning of recipes for next practical – pastry dish and record as before but unaided.</p>		
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Unit number	Assessment Criteria	Teaching and Learning Activities	Assessment	Notes
<b>Year 1 Summer term – 2nd half term (also Unit 01 re-working if required)</b>				
Unit 02	3.1–3.3 as Practical 1	<p><b>Practical 3 – pastry dish</b> including safe and hygienic working practice, following a chosen recipe, safely using, cleaning and storing a range of equipment and utensils, and demonstration of a range of skills relevant to the recipe chosen.</p> <p>Evaluation of practical work as before unaided.</p>	Internal assessment of practical planning for 3.1, practical work for 3.2 and practical evaluation for 3.3.	
Unit 02	2.1 Describe how <b>social factors</b> affect food choices 2.2 Describe how <b>environmental factors</b> affect food choices 2.3 Describe how <b>cost factors</b> affect food choices 2.4 Describe how <b>sensory factors</b> affect food choices	<p>Teacher introduction to factors affecting food choices – including social, environmental, cost and sensory. Meanings of these terms – learners contribute examples. Individuals to record this as personal notes to retain for future reference.</p> <p>Introduction to group project (approx 3 hours in total) on food choices. Each group of learners takes one of the factors to research in detail how they affect food choices:</p> <ul style="list-style-type: none"> <li>• social (range – <b>social factors</b>: eg cultural, locality, accessibility, Fairtrade, personal),</li> <li>• environmental (range – <b>environmental factors</b>: eg food miles, carbon footprint, pesticides, weather, organic)</li> <li>• cost (range – <b>cost factors</b>: eg availability, quality, varieties, brands, composition)</li> <li>• sensory (range – <b>sensory factors</b>: eg taste, texture, appearance, smell)</li> </ul>		

	<p>3.1 Compare ingredients to inform choice of recipes for <b>given dishes</b></p>	<p>The groups then plan a presentation to explain key findings to the rest of the class supported by a PowerPoint, a short activity for the class to do and a handout.</p> <p>Choice/planning of recipes for next practical – vegetarian dish and record as before unaided.</p>		
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Unit number	Assessment Criteria	Teaching and Learning Activities	Assessment	Notes
Unit 02	3.1–3.3 as Practical 1	<p><b>Practical 4 – vegetarian dish</b> eg nut roast with tomato sauce, cheese and onion pie, vegetarian pizza (bread base) including safe and hygienic working practice, following of chosen recipe, safe using, cleaning and storing a range of equipment and utensils, and demonstration of a range of skills relevant to the recipe chosen.</p> <p>Evaluation of practical work as before unaided.</p>	Internal assessment of practical planning for 3.1, practical work for 3.2 and practical evaluation for 3.3.	
Unit 02	2.1–2.4 as before	<p>Group project on food choices cont'd as before (approx 3 hours in total).</p> <p>Groups will complete their research and planning then give a short presentation, supported by a PowerPoint, short activity and handout to the rest of the class. Learners will retain the handouts for future reference.</p>		
<b>Summer holiday</b>				

Unit number	Assessment Criteria	Teaching and Learning Activities	Assessment	Notes
<b>Year 2 Autumn term – 1st half term</b>				
Unit 02	1.3 Explain how seasons affect food availability	<p>Introduction to food and cookery in Year 11. Revisit Unit 02 content and assessment.</p> <p>Teacher introduction – how seasons affect food availability, which foods are in season when, benefits of using food that is in season. Learners to complete a diagram showing the four seasons of the year with foods that are seasonal and give the name of a dish that could be made using each food eg autumn – apples, apple pie. Group discussion – why can we buy foods that are not in season eg strawberries in January? What impact can this have eg on environment, cost, taste etc. Feedback to class, and individuals record key points from the discussion for future reference.</p>		
	3.1 Compare ingredients to inform choice of recipes for <b>given dishes</b>	<p>Reminders re practical work for Unit 02. Choice/planning of recipes for next practical – dish with rice and record as before unaided.</p>		
Unit 02	3.1–3.3 as Practical 1	<p><b>Practical 5 – dish with rice</b> eg chilli con carne, stir-fried mixed vegetables and black bean sauce, chicken burrito including safe and hygienic working practice, following a chosen recipe, safely using, cleaning and storing a range of equipment and utensils, and demonstration of a range of skills relevant to the recipe chosen. Evaluation of practical work as before unaided.</p>	Internal assessment of practical planning for 3.1, practical work for 3.2 and practical evaluation for 3.3.	

Unit number	Assessment Criteria	Teaching and Learning Activities	Assessment	Notes
Unit 02	<p>1.1 Describe the <b>main food groups</b></p> <p>1.2 Describe <b>sources</b> of foods from each main food group</p> <p>1.3 Explain how seasons affect food availability</p> <p>2.1 Describe how <b>social factors</b> affect food choices</p> <p>2.2 Describe how <b>environmental factors</b> affect food choices</p> <p>2.3 Describe how <b>cost factors</b> affect food choices</p> <p>2.4 Describe how <b>sensory factors</b> affect food choices</p> <p>3.1 Compare ingredients to inform choice of recipes for <b>given dishes</b></p>	<p>Choice/planning of recipes for next practical – fruit dish and record as before unaided.</p>	<p><b>Unit 02 internal assessment Tasks 1 and 2</b> (please note Task 3 is practical work, including recipe choice/planning and evaluation, integrated into the teaching and learning activities above)</p>	<p>NB: where words and phrases appear in <b>bold</b> these indicate a range statement. A range statement is an explanation of technical terms and the depth and breadth of coverage of the unit. These appear at the end of each unit in the qualification specification.</p> <p>Use the sample internal assessment tasks on QualHub or write your own.</p> <p>Refer also to the accompanying sample portfolio for Unit 02 on QualHub.</p> <p>Teachers may choose to write their own internal assessment tasks, providing these give learners the opportunity to meet all assessment criteria and all grading descriptors for Unit 02– see the most recent</p>

Unit number	Assessment Criteria	Teaching and Learning Activities	Assessment	Notes
				qualification specification on the qualification page on the NCFE website.  NCFE has an Assessment Checking Service available.

SAMPLE

Unit number	Assessment Criteria	Teaching and Learning Activities	Assessment	Notes
Unit 02	3.1–3.3 as Practical 1	<p><b>Practical 6 – fruit dish</b> eg lemon meringue pie, pineapple upside down pudding with custard, apple and blackberry turnovers including safe and hygienic working practice, following a chosen recipe, safely using, cleaning and storing a range of equipment and utensils, and demonstration of a range of skills relevant to the recipe chosen.</p> <p>Evaluation of practical work as before unaided.</p>	Internal assessment of practical planning for 3.1, practical work for 3.2 and practical evaluation for 3.3.	
Unit 02	1.1–1.3 2.1–2.4 as before		Unit 02 internal assessment Tasks 1 and 2 continued as before and submitted, followed by internal assessment and internal quality assurance.	Evidence of achievements over a number of practicals, eg practical planning sheets, annotated recipes, annotated photographic evidence and assessor observation sheets, will need to be added to the portfolio of evidence before the internal assessment of Unit 02 takes place.

**Unit 03 Exploring balanced diets (K/506/5038)**

Unit number	Assessment Criteria	Teaching and Learning Activities	Assessment	Notes
<b>Year 1 Autumn term – 2nd half term (also Unit 01)</b>				
Unit 03	<p>1.1 Explain what is meant by a <b>balanced diet</b></p> <p>1.2 Describe the <b>nutrients</b> that make up a balanced diet</p>	<p><b>NB resources can be Teacher-produced or obtained from organisations such as Food – A Fact of Life (British Nutrition Foundation)</b></p> <p>Group work – thought shower – what does the term <b>balanced diet</b> mean? Each group feed in to a class thought shower; teacher gives a summary and individual learners record this for future reference.</p> <p>Teacher introduction to a definition and the names of the <b>nutrients</b> eg by use of a PowerPoint presentation – macro-nutrients – protein, carbohydrates (starch and sugar) and fats (saturated and unsaturated) and micro-nutrients – vitamins (A, B group, C and D – there are others) and minerals (calcium and iron – there are others). Stress that water is also vital but is not a nutrient; also dietary fibre (non-starch polysaccharide) – a type of carbohydrate that is not considered to be a nutrient because it is not digested but is vital in a balanced diet for waste removal.</p> <p>Individual work – design and produce a revision poster on the topic of nutrients – to show a</p>		

Unit number	Assessment Criteria	Teaching and Learning Activities	Assessment	Notes
		<p>definition, names and types of the 5 nutrients to use for future reference.</p> <p>Group activity – divide the class into 5 groups. Each group researches one of the nutrients – name, types, main sources, functions, effects of deficiency – and produces a PowerPoint presentation to show the main points clearly. If computers are not available each group could produce a large poster for the wall.</p> <p>Each group shows their PowerPoint to the class in turn and individual learners complete a summary chart for their future reference.</p> <p>Quiz – individuals complete a nutrient quiz to check their understanding – self-marked and corrected.</p>		
Unit 03	<p>1.1 Explain what is meant by a <b>balanced diet</b></p> <p>1.2 Describe the <b>nutrients</b> that make up a balanced diet</p>	<p>Card sort activity – nutrients – sources and functions – to revisit previous learning.</p> <p>Teacher input eg using a PowerPoint. Also discuss the grading descriptors for assessment criteria 1.1 and 1.2.</p>		

Unit number	Assessment Criteria	Teaching and Learning Activities	Assessment	Notes
Unit 03	<p>1.1 Explain what is meant by a <b>balanced diet</b></p> <p>1.2 Describe the <b>nutrients</b> that make up a balanced diet</p> <p>1.3 Explain nutrient requirements for different <b>groups of people</b></p>	<p>Return to individual activity from previous lesson – general feedback and discussion of misunderstandings, lack of detail etc. Learners use feedback to improve their responses for future reference.</p> <p>Teacher input – introduction to how nutrient requirements can vary for different groups of people, eg by use of a PowerPoint to revisit each nutrient studied and discuss which groups of people might need this particularly and why.</p> <p>Pair research work – learners work in pairs to visit different parts of the room (research stations) where resources are provided (eg books, leaflets, set websites/printouts) on a variety of groups of people (babies and toddlers, pre-schoolers, children, teenagers, older people, active people, those with lactose intolerance, those with nut allergy, those with coronary heart disease, vegans). At each station learners complete a chart to identify the group, the nutrients they particularly need and the reasons why they need them. Teacher gives individual support and feedback.</p> <p>Teacher input eg using a PowerPoint. Also discuss the grading descriptors for assessment criterion 1.3.</p>	<p>Teacher assessment and feedback are advised.</p>	

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Unit number	Assessment Criteria	Teaching and Learning Activities	Assessment	Notes
Unit 03	<p>1.3 Explain nutrient requirements for different <b>groups of people</b></p> <p>1.4 Explain <b>healthy eating advice</b></p>	<p>Return to individual activity from previous lesson – general feedback and discussion of misunderstandings, lack of detail etc. Learners use feedback to improve their responses for future reference.</p> <p>Pair work – revisit the Eatwell Guide (Unit 02) – complete a blank Eatwell Guide diagram from memory. Check this against an Eatwell Guide poster or on screen.</p> <p>Teacher input revisiting Healthy eating (Unit 02) eg by use of PowerPoint – current Government healthy eating advice – Eatwell Guide. Food groups – how these relate to but are different from nutrients. Other healthy eating advice shown on the Eatwell Guide.</p> <p>Individual work – using the Eatwell Guide make a list of 10 pieces of current healthy eating advice you would give to other people. For each one explain the reason why it is important. Keep this for future reference.</p>		<p>The Eatwell Guide replaced the Eatwell Plate in 2016 and should be used by learners working on Unit 03. See the scheme of work for Unit 02 above for further information.</p>

Unit number	Assessment Criteria	Teaching and Learning Activities	Assessment	Notes
	1.6 Assess a food diary and make <b>recommendations</b>	<p>Teacher input – introduction to food diaries and how they can be used by various professionals – eg by use of a PowerPoint. Show a sample food diary and ask learners to identify what is healthy about it, what is less healthy about it, what could be improved and how.</p> <p>Individual completion of a food diary – everything they had to eat and drink yesterday. Then individuals analyse their diary – what is healthy about it, what is less healthy about it, what could be improved and how. They could do this by colour-coding the diary.</p> <p>Individual work – look at your analysed food diary – what healthy eating advice would you each give to yourself?</p> <p>Teacher input eg using a PowerPoint. Also discuss the grading descriptors for assessment criteria 1.4 and 1.6.</p>	Teacher assessment and feedback are advised.	
<b>Year 1 Spring term – 1st half term (also Unit 01)</b>				
Unit 03	1.3 Explain nutrient requirements for different <b>groups of people</b>	Return to individual activity from previous lesson – general feedback and discussion of misunderstandings, lack of detail etc. Learners use feedback to improve their responses for future reference.		

Unit number	Assessment Criteria	Teaching and Learning Activities	Assessment	Notes
	<p>1.4 Explain <b>healthy eating advice</b></p> <p>1.5 Explain how <b>nutritional information</b> on food labels can inform healthy eating</p>	<p>Display of food packages – learners take one package and identify the nutritional information on it. Teacher-led discussion of what nutritional information is, how is it shown, how does this help us?</p> <p>Teacher input eg using a video or PowerPoint – current food labelling regulations relating to nutritional information – RI – what this is, ‘traffic light system’ and meaning of red, amber and green in relation to RI, other ways in which nutritional information may be shown on packages, serving/portion sizes, identification of allergens (link with assessment criterion 1.3 above).</p> <p>Individual activity – take another package and explain the meaning of the nutritional information to another learner.</p> <p>Individual activity – use reference materials on nutritional information and labels (including allergen advice) to produce a leaflet suitable for handing out in a supermarket to explain this to customers. Peer assessment of leaflets against criteria set by the Teacher.</p>		<p>Food Information Regulations 2014.</p>

Unit number	Assessment Criteria	Teaching and Learning Activities	Assessment	Notes
		Teacher input eg using a PowerPoint. Also discuss the grading descriptors for assessment criterion 1.5.	Teacher assessment and feedback are advised.	
Unit 03	<p>1.6 Assess a food diary and make <b>recommendations</b></p> <p>2.1 Assess a <b>recipe</b> in terms of its contribution to healthy eating</p> <p>2.2 Explain how the recipe could be changed to make the finished dish healthier</p> <p>2.3 Describe <b>other factors</b> that could affect the finished dish</p>	<p>Return to individual activity from previous lesson – general feedback and discussion of misunderstandings, lack of detail etc. Learners use feedback to improve their responses for future reference.</p> <p>Pair activity – each pair is given a recipe sheet (that the class has cooked) – they should highlight the healthy features of the recipe in green and the less healthy features in red (pair example).</p> <p>Teacher input eg using a PowerPoint – show each recipe and take feedback from each pair.</p> <p>Teacher shows another recipe (Teacher example). Individuals identify the healthy and less healthy features as before on a paper copy. Self-assessed against the Teacher copy. Then note how the recipe could be changed to make it healthier – Teacher question and answer session – what would be changed and why?</p> <p>Pair activity – back to the pair example – what would they change to make it healthier and why? Feedback to class from each pair with Teacher comments.</p>		

Unit number	Assessment Criteria	Teaching and Learning Activities	Assessment	Notes
		<p>Class drag and drop activity (or card matching) – meaning of terms – taste, texture, moisture, appeal, appearance. Individuals note these for future reference.</p> <p>Back to Teacher example – Teacher-led discussion – how would the changes to the recipe affect the finished dish in other ways eg – taste, texture, moisture, appeal, appearance.</p> <p>Back to pair example – how would the changes to the recipe affect the finished dish in other ways eg taste, texture, moisture, appeal, appearance. Teacher gives support.</p> <p>Teacher input eg using a PowerPoint. Also discuss the grading descriptors for assessment criteria 2.1, 2.2, and 2.3.</p>	<p>Teacher assessment and feedback are advised.</p>	
Unit 03	<p>2.1 Assess a <b>recipe</b> in terms of its contribution to healthy eating</p> <p>2.2 Explain how the recipe could be changed to make the finished dish healthier</p>	<p>Return to previous individual activity – general feedback and discussion of misunderstandings, lack of detail etc. Learners use feedback to improve their responses for future reference.</p>		

Unit number	Assessment Criteria	Teaching and Learning Activities	Assessment	Notes
	<p>2.3 Describe <b>other factors</b> that could affect the finished dish</p> <p>All assessment criteria for the unit (as shown above)</p>	<p>Variety can be introduced by using:                      pair response – self-assessment                      individual response – peer assessment                      Teacher response – pairs assess and grade it, then class discussion – individuals improve the response</p>		
<b>Year 1 Spring term – 2nd half term (also Unit 01)</b>				
Unit 03	All assessment criteria for the unit (as shown above)	<p>Teacher identifies what has been done well and where difficulties have arisen. Reference to assessment criteria and grading descriptors.</p> <p>Teacher to go over any topics/tasks that have caused general difficulty, using earlier PowerPoints.</p> <p>Team quiz – in small groups, learners take one topic each and write 5 questions about that topic (with the correct answer). These are handed in, then the Teacher acts as questioner and each team responds to each question on an answer sheet – passed to the next team for marking at the end of each 'round'.</p> <p>Individual activity: learners to select one or more topics and, using all of their reference materials, produce an individual mind map to show key</p>		<p>Important final reminder – learners <b>must</b> attempt every task as they need to get at least a Pass for every assessment criterion.</p>

Unit number	Assessment Criteria	Teaching and Learning Activities	Assessment	Notes
		points they need to know, understand and be able to apply.		

SAMPLE

**Unit 04 Plan and produce dishes in response to a brief (M/506/5039)**

Unit number	Assessment Criteria	Teaching and Learning Activities	Assessment	Notes
<b>Year 2 Autumn term – 2nd half term</b>				
Unit 04	1.1 Assess the requirements of a <b>set brief</b>	<p>Introduction to Unit 04 content and assessment.</p> <p>Practical requirements of Unit 04 – discussion of assessment criteria and the evidence needed in the portfolio.</p> <p>Group activity – Looking at a sample practical brief, eg:</p> <p><u>You are the Head Chef at a local hotel, which is a popular wedding venue. You have been asked to plan, test and evaluate the menu for a wedding in the summer.</u></p> <p>Produce a thought shower on a large sheet to show what the brief is asking you to do and all the other questions you would need to ask if this was your practical assessment for Unit 04 (eg time available, budget, how many courses, dietary requirements) – display of these and feedback from groups. Leave on display for future reference.</p> <p>Individual work – Task 1:</p>		<p>In this unit learners must design their own menu and select their own choices of recipes and ingredients without Teacher guidance.</p> <p>Practicals can be included to test, adapt and compare suitable recipes as time permits.</p> <p>The brief set by the Teacher (or use the sample internal assessment on the website) must include a minimum of 2 dishes for the menu, which should be produced within approximately 2 hours and give the learner the opportunity to demonstrate a range of cooking skills.</p> <p>Learners should be encouraged to taste their own dishes to inform their review.</p>

Unit number	Assessment Criteria	Teaching and Learning Activities	Assessment	Notes
	<p>1.2 Select a menu of dishes for the brief</p>	<p><u>What do I need to think about when I assess the requirements of a set brief?</u></p> <p>This could be recorded as a list, notes or thought shower.</p> <p>Class discussion – courses of a meal – starters, main courses, desserts. Suitability of one-, 2- and 3-course meals for different occasions, situations and people.</p> <p>Group activity – 3 large sheets of paper – starters, main courses, desserts. Group adds as many as they can think of to each sheet – eg dishes they have made at school, others they know of or eat, use of recipe books or restaurant menu cards for ideas. Display of these and discussion of similarities and differences. Leave on display for future reference.</p> <p>Individual work – Task 2:</p> <p><u>Examples of dishes suitable as starters, main courses and desserts.</u></p> <p>This could be recorded in chart form, as lists, notes or thought showers. It could be colour-coded.</p>		

Unit number	Assessment Criteria	Teaching and Learning Activities	Assessment	Notes
		<p>Class discussion – choosing a menu to meet a set brief – what you need to think about – how many courses, variety, what goes with what, accompaniments, who it is for, situation, occasion, budget, time available and planning. Reference to table d’hôte (set) and à la carte menus.</p> <p>Individual work –</p> <p><u>What do I need to think about when choosing a menu to meet the requirements of a set brief?</u></p> <p>This could be recorded as a list, notes or thought shower.</p>		
Unit 04	<p>1.1 Assess the requirements of a <b>set brief</b></p> <p>1.2 Select a menu of dishes for the brief</p>	<p>Recap by Teacher – practical requirements of Unit 04 – discussion of assessment criteria and the evidence needed in the portfolio.</p> <p>Question and answer session based on last week eg: Give a suitable starter for .... Give a suitable main course for .... Give a suitable dessert for .... What do you need to think about if planning a meal for .....?</p> <p>Practice internal assessment Task 1 – this will form the practical work for next week.</p>		

Unit number	Assessment Criteria	Teaching and Learning Activities	Assessment	Notes
	<p>1.3 Develop a <b>plan</b> of action for making the dishes</p>	<p><u>You have invited 2 people aged 80 to visit you for lunch next week. Plan, cook and evaluate a 2-course meal for them.</u></p> <p><u>Your choice of dishes should be suitable for their age group, healthy to eat and should show a range of preparation and cooking skills.</u></p> <p><u>You will have 2 hours in which to prepare, cook and serve your choice of dishes and to wash up and clear away.</u></p> <p>Individual work with support – assess the requirements of the set brief and select a menu of dishes and accompaniments. Select suitable recipes for these.</p> <p>Teacher input and class discussion – why do we need to produce a plan of action for the practical session? How do we produce a plan of action (refer back to Unit 02) – What should we include? What order should we do things in? How can we use time most effectively? How can the 2 courses be made alongside each other? How might this impact on our choice of dishes?</p> <p>Individual work – Record criteria for a successful plan of action for future reference.</p>		<p>Learners should be encouraged to present their work in any way they wish in order to encourage them to meet the requirements of the grading criteria. The provision of templates may limit their opportunity to do this.</p> <p>Learners should be encouraged to present their plan of action in any way they</p>

Unit number	Assessment Criteria	Teaching and Learning Activities	Assessment	Notes
		Individual work with support – Develop a plan of action for making the dishes you have chosen – in next practical.		wish in order to encourage them to meet the requirements of the grading criteria. The provision of templates may limit their opportunity to do this.
Unit 04	2.1 Demonstrate how to prepare themselves and environment for cooking 2.2 Apply the plan to make the dishes on the menu 2.3 Demonstrate cooking skills to make the dishes on the menu 2.4 Demonstrate safe and hygienic working practices throughout	<b>Practical</b> – practice internal assessment Task 1 as planned.  Learners carry out self-assessment and record findings ready for review and evaluation. If time permits, peer assessment could be introduced.		

Unit number	Assessment Criteria	Teaching and Learning Activities	Assessment	Notes
Unit 04	<p>3.1 Assess the strengths and weaknesses of the menu</p> <p>3.2 Assess the strengths and weaknesses of the planning and preparation process</p> <p>3.3 Assess the strengths and weaknesses of the completed dishes</p> <p>3.4 <b>Evaluate</b> how the brief has been met</p>	<p>Teacher input and class discussion – what we need to do when we review and evaluate our work in order to achieve assessment criteria 3.1 to 3.4. Discuss strengths and weaknesses relating to the menu, planning and preparation and completed dishes.</p> <p>Individual work with support – review of Practice internal assessment Task 1 – to assess the strengths and weaknesses of the menu, planning and preparation and completed dishes.</p> <p>Teacher input and class discussion – what we need to do when we evaluate how the brief has been met.</p> <p>Individual work with support – evaluation of Practice internal assessment Task 1 – to evaluate how the brief was met, including the changes they would make if they repeated these practice internal assessment tasks.</p>		<p>Learners should be encouraged to present their review in any way they wish in order to encourage them to meet the requirements of the grading criteria. The provision of templates may limit their opportunity to do this.</p>
Unit 04		<p>Practice internal assessment Task 2 – this will form the next practical work.</p> <p><u>You run a busy café in the centre of town. You are planning a new 2-course set menu for shoppers at lunchtime. Plan, cook and evaluate one meal which could be suitable for the menu.</u></p>		

Unit number	Assessment Criteria	Teaching and Learning Activities	Assessment	Notes
	<p>1.1 Assess the requirements of a <b>set brief</b></p> <p>1.2 Select a menu of dishes for the brief</p> <p>1.3 Develop a <b>plan</b> of action for making the dishes</p> <p>1.4 Review and revise plan from <b>feedback</b></p>	<p><u>Your choice of dishes should be suitable for the situation and should show a range of preparation and cooking skills.</u></p> <p><u>You will have 2 hours in which to prepare, cook and serve your choice of dishes and to wash up and clear away.</u></p> <p>Individual work with support – assess the requirements of the set brief and select a menu of dishes and accompaniments. Select suitable recipes for these. Develop a plan of action for making the dishes you have chosen – next practical.</p> <p>Teacher input and class discussion – how we can peer assess each other’s plan of action – refer back to the criteria for a successful plan of action.</p> <p>Individual work – exchange your plan of action with one of the class and carry out a peer assessment of it, using the criteria for a successful plan of action. Record some written feedback for them.</p> <p>Read the feedback they give you and review and revise your plan of action to reflect this feedback.</p>		

Unit number	Assessment Criteria	Teaching and Learning Activities	Assessment	Notes
Unit 04	2.1 Demonstrate how to prepare themselves and environment for cooking 2.2 Apply the plan to make the dishes on the menu 2.3 Demonstrate cooking skills to make the dishes on the menu 2.4 Demonstrate safe and hygienic working practices throughout	<p><b>Practical</b> – Practice internal assessment Task 2 planned.</p> <p>Learners carry out self-assessment and record findings ready for review and evaluation. If time permits, peer assessment could be used.</p>		

Unit number	Assessment Criteria	Teaching and Learning Activities	Assessment	Notes
Unit 04	3.1 Assess the strengths and weaknesses of the menu 3.2 Assess the strengths and weaknesses of the planning and preparation process 3.3 Assess the strengths and weaknesses of the completed dishes 3.4 <b>Evaluate</b> how the brief has been met	Individual work with support – review of Practice internal assessment Task 2 – to assess the strengths and weaknesses of the menu, planning and preparation and completed dishes.  Teacher input and class discussion – what we need to do when we evaluate how the brief has been met.  Individual work with support – evaluation of Practice internal assessment Task 2 – to evaluate how the brief was met, including the changes they would make if they repeated these practice internal assessment tasks.		
<b>Year 2 Spring term – 1st half term (also Unit 03 revision if required)</b>				
Unit 04	1.1 Assess the requirements of a <b>set brief</b>  1.2 Select a menu of dishes for the brief  1.3 Develop a <b>plan</b> of action for making the dishes  1.4 Review and revise plan from <b>feedback</b>		<b>Internal assessment set for Unit 04</b> Individual work on the set brief.  The <u>childcare class at your school/college is holding a party for children aged 5–6 years.</u>  <u>They have asked you to plan, cook and serve</u>	NB: where words and phrases appear in <b>bold</b> these indicate a range statement. A range statement is an explanation of technical terms and the depth and breadth of coverage of the unit. These appear at the end of each unit in the qualification specification.  Use the sample internal assessment tasks on QualHub or write your own.

Unit number	Assessment Criteria	Teaching and Learning Activities	Assessment	Notes
			<p><u>at least 2 dishes for the party. Each dish should be suitable for children of this age group, healthy to eat and show a range of preparation and cooking skills.</u></p> <p><u>You will have 2 hours in which to prepare, cook and serve your choice of dishes and to wash up and clear away.</u></p> <p>Learners are likely to be working on Task 1.</p>	<p>Refer also to the accompanying sample portfolio for Unit 04 on QualHub.</p> <p>Teachers may choose to write their own internal assessment tasks, providing these give learners the opportunity to meet all assessment criteria and all grading descriptors for Unit 04– see the most recent qualification specification on the qualification page on the NCFE website.</p> <p>NCFE has an Assessment Checking Service available.</p>
Unit 04			<p>Learners are likely to be carrying out <b>practical</b> work eg testing of recipes, linked with Task 1 and Task 2.</p>	
Unit 04			<p>Learners are likely to be working on Task 1 and Task 2 (including</p>	

Unit number	Assessment Criteria	Teaching and Learning Activities	Assessment	Notes
			peer (or other) and Teacher feedback on the plan of action) in this lesson. Further <b>practical</b> eg testing of recipes, linked with Task 1 and Task 2 could be taking place.	
Unit 04			Individual work  Learners are likely to be completing Task 1 and Task 2 (including peer (or other) and Teacher feedback on the plan of action) and preparing for their practical assessment in this lesson.	
Unit 04			Individual work cont'd.  <b>Unit 04 Practical assessment</b>  The learners should complete Task 3, ie their <b>practical</b> work for the Unit 04 internal	

Unit number	Assessment Criteria	Teaching and Learning Activities	Assessment	Notes
			practical assessment tasks, and <b>sufficient assessment evidence should be gathered by the learner and the Teacher.</b>	
<b>Year 2 Spring term – 2nd half term</b>				
Unit 04	3.1 Assess the strengths and weaknesses of the menu 3.2 Assess the strengths and weaknesses of the planning and preparation process 3.3 Assess the strengths and weaknesses of the completed dishes 3.4 <b>Evaluate</b> how the brief has been met		Individual work  Learners should work on Task 4 then complete and submit their Unit 04 internal assessment tasks portfolio of evidence, followed by internal assessment and internal quality assurance.	Evidence of achievements over a number of practicals eg practical planning sheets, annotated recipes, annotated photographic evidence and assessor observation sheets will need to be added to the portfolio of evidence before the internal assessment of Unit 04 takes place.