



# **Internal assessment sample tasks**

**NCFE Level 2 Certificate in Food and Cookery  
QN: 603/3911/1**

## **Contents**

Introduction	3
Supervision of learners	4
Unit 01 Preparing to cook (H/506/7550)	5
Unit 02 Understanding food (K/506/7551)	12
Unit 03 Exploring balanced diets (M/506/7552)	18
Unit 04 Plan and produce dishes in response to a brief (T/506/7553)	24

## Introduction

NCFE has created a set of sample tasks for each unit which you can contextualise to suit the needs of your learners to help them complete their internal assessment. The tasks have been designed to cover all the learning outcomes and assessment criteria for each unit and provide opportunities for stretch and challenge.

To allow you the freedom to apply local or topical themes appropriate to your learners, we've left the subject of the tasks open for you to design for each unit. You should plan the subject and apply the brief to the tasks in a way that suits your learners and relates to local need.

If you choose to create your own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- permit effective discrimination between learners operating at different levels
- cover the required content.

NCFE has provided guidance to help Teachers create valid and reliable internal assessment tasks. You must refer to this guidance when creating your own internal assessment tasks. The guidance can be found on our website [Internal assessment writing and delivery: Guidance for centres](#).

There is also an assessment checking service. The Assessment Checking Service provides centres with the opportunity to have your assessments checked. For more information please visit our website [www.ncfe.org.uk](http://www.ncfe.org.uk).

Grading descriptors have been written for each assessment criterion within a unit. Assessors must be confident that, as a minimum, all assessment criteria have been evidenced and met by the learner. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the unit as a whole.

The grading descriptors for each unit can be found in Section 3 (page 41) of the qualification specification. Assessors should also refer to the explanation of terms which can be found in Section 5 (page 48) of the qualification specification. More information about internal assessment can be found in our qualification specification in Section 3 (page 37).

## **Supervision of learners**

Teachers are expected to supervise and guide learners when carrying out work that is internally assessed.

Teachers should supervise the work carried out by learners to:

- monitor their progress
- prevent plagiarism
- ensure that any practical work is undertaken safely and in accordance with health and safety requirements
- ensure that the work completed is in accordance with the qualification specification and is suitable for internal assessment.

Any work submitted for assessment must be authenticated and attributable to the learner. The Teacher must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

## **Supporting learners**

Teachers/Assessors are also responsible for supporting learners through the assessment process to ensure that they are able to create and redraft/revise work independently.

Teachers/Assessors may:

- help the learner to understand the concept of work-related work, applied learning and vocational qualifications
- help the learner to understand the performance expectations for each of the grades (both within and between units) and how their work will be assessed
- help the learner to understand how to prepare and present their evidence, including what constitutes plagiarism and other forms of cheating
- motivate the learner to work consistently through the programme, including helping them work to deadlines
- encourage the learner to take the initiative in making improvements to their work but stop short of telling them the detail of the improvements to make
- provide reference material; however, model or worked answers should not be copied by the learner.

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

### Internal assessment tasks

This unit aims to introduce learners to the safe and hygienic preparation of the cooking environment and ingredients. Learners will understand the importance of how to prepare and store equipment and utensils. Learners will learn to understand and follow recipes to demonstrate their cooking skills to produce a variety of dishes.

You have volunteered to help out with a community education evening class for adults who want to learn to cook. This will be held in your school/college cooking environment.

### Task 1 (AC 1.1, 1.2)

The Teacher in charge of the class has asked you to help by preparing some materials that describe to the adults:

- how they should prepare themselves for cooking in a safe and hygienic way
- how they should prepare their work area for cooking in a safe and hygienic way.

### Types of evidence

Evidence could include:

- notes
- charts
- report
- annotated photographs
- annotated diagrams
- PowerPoint presentation.

### Grading descriptors

Assessment criteria	Pass	Merit	Distinction
<b>1.1 Describe safe and hygienic working practices to prepare self for cooking</b>	Learners will describe safe and hygienic working practices to prepare self for cooking	Learners will clearly describe safe and hygienic working practices to prepare self for cooking	Learners will perceptively describe safe and hygienic working practices to prepare self for cooking
<b>1.2 Describe safe and hygienic working practices to prepare the cooking environment</b>	Learners will describe safe and hygienic working practices to prepare the cooking environment	Learners will clearly describe safe and hygienic working practices to prepare the cooking environment	Learners will perceptively describe safe and hygienic working practices to prepare the cooking environment

**Unit 01 Preparing to cook (D/506/5036) (cont'd)****Internal assessment tasks (cont'd)****Task 2 (AC 1.3)**

Before the adult students begin their cookery course the Teacher wants you to carry out a risk assessment on the cooking environment to identify potential food safety and personal safety risks and hazards.

**Types of evidence**

Evidence could include:

- health and safety risk assessment forms
- notes
- annotated photographs
- annotated diagrams.

**Grading descriptors**

<b>Assessment criterion</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>1.3 Assess potential risks and hazards in the cooking environment</b>	Learners will assess potential risks and hazards in the cooking environment	Learners will clearly assess potential risks and hazards in the cooking environment	Learners will perceptively assess potential risks and hazards in the cooking environment

**Unit 01 Preparing to cook (D/506/5036) (cont'd)****Internal assessment tasks (cont'd)****Task 3 (AC 2.1–2.3)**

The Teacher has planned for the adult class to make the following 6 dishes (minimum):

- winter vegetable soup
- spaghetti bolognaise
- apple pie
- vegetable curry with rice
- fish pie
- cauliflower cheese.

(Note to Teachers – replace these with dishes of your choice ensuring they enable learners to develop the cooking skills identified in the qualification specification)

You are going to help the Teacher with the planning by choosing 2 of the dishes and using the recipe to identify each piece of equipment and each utensil that will be required. You need to give:

- the names of the equipment and utensils
- a description of what each will be used for
- how each will be prepared before use
- how each will be cleaned and stored safely after use.

(Note to Teachers – learners need to be mindful of which 2 dishes they choose because they must include a range of equipment and utensils that require varied preparation, cleaning and storage)

**Types of evidence**

Evidence could include:

- chart
- notes
- annotated recipe sheet
- annotated photographs
- annotated diagrams.

**Unit 01 Preparing to cook (D/506/5036) (cont'd)****Internal assessment tasks (cont'd)****Task 3 (AC 2.1–2.3) (cont'd)****Grading descriptors**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>2.1 Describe the uses of cooking equipment and utensils</b>	Learners will describe the uses of cooking equipment and utensils	Learners will describe in detail the uses of cooking equipment and utensils	Learners will comprehensively describe the uses of cooking equipment and utensils
<b>2.2 Describe how to prepare equipment and utensils for cooking</b>	Learners will describe how to prepare equipment and utensils for cooking	Learners will describe in detail how to prepare equipment and utensils for cooking	Learners will comprehensively describe how to prepare equipment and utensils for cooking
<b>2.3 Describe safe cleaning and storage of equipment and utensils</b>	Learners will describe safe cleaning and storage of equipment and utensils	Learners will describe in detail safe cleaning and storage of equipment and utensils	Learners will comprehensively describe safe cleaning and storage of equipment and utensils

**Unit 01 Preparing to cook (D/506/5036) (cont'd)****Internal assessment tasks (cont'd)****Task 4 (AC 3.1–3.4)**

Before helping the class with their practical cookery sessions you need to look at the recipes they will use. Show your understanding of recipes by:

- giving an explanation of the general purpose of any recipe
- annotating one of the set recipes to show the different stages it has
- describing the purpose (function) of each ingredient in 2 of the set recipes
- describing the basic and more advanced cooking skills that are needed to make 2 of the recipes.

(Note to Teachers – learners should be mindful of the 2 recipes they choose so they have the opportunity to describe ingredients that fulfil different purposes and include varied cooking skills in the recipes chosen)

**Types of evidence**

Evidence could include:

- reports
- notes
- annotated photographs
- annotated recipe sheets
- PowerPoint presentation.

**Grading descriptors**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>3.1 Describe the purpose of a recipe</b>	Learners will describe the purpose of a recipe	Learners will describe in detail the purpose of a recipe	No Distinction for this AC
<b>3.2 Identify the stages of a recipe</b>	Learners will identify the stages of a recipe	No Merit for this AC	No Distinction for this AC
<b>3.3 Describe the purpose of different ingredients in a recipe</b>	Learners will describe the purpose of different ingredients in a recipe	Learners will describe in detail the purpose of different ingredients in a recipe	Learners will comprehensively describe the purpose of different ingredients in a recipe
<b>3.4 Describe cooking skills</b>	Learners will describe cooking skills	Learners will describe cooking skills in detail	Learners will comprehensively describe cooking skills

**Unit 01 Preparing to cook (D/506/5036) (cont'd)****Internal assessment tasks (cont'd)****Task 5 (AC 4.1–4.5)**

Before working with the adult class you need to show that you can prepare and cook the dishes they will make. Make one dish in each of your practical lessons using the recipes given to you by your Teacher. Show that you can:

- prepare yourself and your work area safely and hygienically
- follow the recipes
- demonstrate cooking skills
- demonstrate safe use of equipment and utensils
- demonstrate safe and hygienic cleaning and storage of equipment and utensils.

**Types of evidence**

Evidence could include:

- Teacher practical observation checklists or record sheet
- witness statements
- action plan/time plans that may incorporate equipment lists, key health and safety points and skills needed
- annotated photographs of work in progress and completed dishes
- annotated recipe sheets
- notes
- report.

(Note to Teachers - Teacher observation checklists, record sheets and witness testimonies do not replace learner evidence, they substantiate it and would be insufficient without learner evidence).

**Unit 01 Preparing to cook (D/506/5036) (cont'd)****Internal assessment tasks (cont'd)****Task 5 (AC 4.1–4.5) (cont'd)****Grading descriptors**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>4.1 Demonstrate safe and hygienic working practices to prepare self and environment for cooking</b>	Learners will demonstrate safe and hygienic working practices to prepare self and environment for cooking	No Merit for this AC	No Distinction for this AC
<b>4.2 Demonstrate how to follow recipes</b>	Learners will demonstrate how to follow recipes	Learners will confidently demonstrate how to follow recipes	Learners will skilfully demonstrate how to follow recipes
<b>4.3 Demonstrate cooking skills</b>	Learners will demonstrate cooking skills	Learners will confidently demonstrate cooking skills	Learners will skilfully demonstrate cooking skills
<b>4.4 Demonstrate safe use of equipment and utensils</b>	Learners will demonstrate safe use of equipment and utensils	No Merit for this AC	No Distinction for this AC
<b>4.5 Demonstrate safe and hygienic cleaning and storage of equipment and utensils</b>	Learners will demonstrate safe and hygienic cleaning and storage of equipment and utensils	No Merit for this AC	No Distinction for this AC

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

### Internal assessment tasks

This unit aims to provide learners with an understanding of food sources and the factors that can affect food choices. Learners will be able to apply these factors when selecting and cooking dishes.

You are going away on a residential trip with a local youth group, staying in a hostel that has a well equipped kitchen.

The youth leaders have asked you to give them some information to help them plan the food to serve during the trip.

### Task 1 (AC 1.1–1.3)

Carry out some research to find out about the main food groups and their varied sources. Write this up so that you can show it to the youth leaders.

Include the following:

- a description of each of the main food groups
- a description of sources of foods from each main food group
- an explanation of how seasons can affect food availability.

(Note to Teachers – The Eatwell Plate has been replaced by the Eatwell Guide).

### Types of evidence

Evidence could include:

- notes
- annotated diagrams
- annotated photographs
- report
- PowerPoint presentation.

**Unit 02 Understanding food (H/506/5037) (cont'd)****Internal assessment tasks (cont'd)****Task 1 (AC 1.1–1.3) (cont'd)****Grading descriptors**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>1.1 Describe the main food groups</b>	Learners will describe the main food groups	Learners will clearly describe the main food groups	Learners will comprehensively describe the main food groups
<b>1.2 Describe sources of foods from each main food group</b>	Learners will describe sources of foods from each main food group	Learners will clearly describe sources of foods from each main food group	Learners will comprehensively describe sources of foods from each main food group
<b>1.3 Explain how seasons affect food availability</b>	Learners will explain how seasons affect food availability	Learners will explain in detail how seasons affect food availability	No Distinction for this AC

**Unit 02 Understanding food (H/506/5037) (cont'd)****Internal assessment tasks (cont'd)****Task 2 (AC 2.1–2.4)**

Carry out some research into the factors that determine and affect the food choices we make on a daily basis. Present this information so that you can help the young people and youth leaders better understand the factors that determine their food choices.

You should include:

- how social factors affect food choices
- how environmental factors affect food choices
- how cost factors affect food choices
- how sensory factors affect food choices.

**Types of evidence**

Evidence could include:

- notes
- report
- charts
- annotated diagrams
- annotated photographs.

**Unit 02 Understanding food (H/506/5037) (cont'd)****Internal assessment tasks (cont'd)****Task 2 (AC 2.1 – 2.4) (cont'd)****Grading descriptors**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>2.1 Describe how social factors affect food choices</b>	Learners will describe how social factors affect food choices	Learners will describe in detail how social factors affect food choices	Learners will comprehensively describe how social factors affect food choices
<b>2.2 Describe how environmental factors affect food choices</b>	Learners will describe how environmental factors affect food choices	Learners will describe in detail how environmental factors affect food choices	Learners will comprehensively describe how environmental factors affect food choices
<b>2.3 Describe how cost factors affect food choices</b>	Learners will describe how cost factors affect food choices	Learners will describe in detail how cost factors affect food choices	Learners will comprehensively describe how cost factors affect food choices
<b>2.4 Describe how sensory factors affect food choices</b>	Learners will describe how sensory factors affect food choices	Learners will describe in detail how sensory factors affect food choices	Learners will comprehensively describe how sensory factors affect food choices

**Unit 02 Understanding food (H/506/5037) (cont'd)****Internal assessment tasks (cont'd)****Task 3 (AC 3.1–3.3)**

Using your research the youth leaders have selected the 6 types of dishes that will be on the menu:

- pasta dish
- meat (or meat substitute) dish
- pastry dish
- vegetarian dish
- dish served with rice
- fruit dish.

(Note to Teachers – replace these with dishes of your choice ensuring they are suitably varied and develop the cooking skills learned in Unit 01).

For each dish compare the ingredients that could be used, taking into account your research findings for Task 1 and Task 2 then decide on one suitable recipe for each dish that could be included on the menu during the trip. You should:

- explain how you compared the ingredients in different recipes and why you chose the recipes you did
- make each of the 6 recipes that you have chosen in your practical lessons to test them out
- evaluate your completed dishes.

**Types of evidence**

Evidence could include:

- Teacher practical observation checklists or record sheet
- learner or peer taste charts
- personal review or evaluation sheets
- annotated photographs of work in progress and completed dishes
- annotated recipe sheets
- notes
- report.

(Note to Teachers - Teacher observation checklists, record sheets and witness testimonies do not replace learner evidence, they substantiate it and would be insufficient without learner evidence)

**Unit 02 Understanding food (H/506/5037) (cont'd)****Internal assessment tasks (cont'd)****Task 3 (AC 3.1–3.3) (cont'd)****Grading descriptors**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>3.1 Compare ingredients to inform choice of recipes for given dishes</b>	Learners will compare ingredients to inform choice of recipes for given dishes	Learners will compare ingredients to inform choice of recipes for given dishes with critical understanding	Learners will compare ingredients to inform choice of recipes for given dishes with critical judgement
<b>3.2 Apply choices of ingredients to make given dishes</b>	Learners will apply choices of ingredients to make given dishes	Learners will apply choices of ingredients to confidently make given dishes	Learners will apply choices of ingredients to skilfully make given dishes
<b>3.3 Evaluate completed dishes</b>	Learners will evaluate completed dishes	Learners will evaluate completed dishes with critical understanding	Learners will evaluate completed dishes with critical judgement

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

### **Internal assessment tasks**

This unit aims to provide learners with an understanding of a balanced diet, the nutritional values of food, the main macro and micro nutrients and their functions in the body and the nutritional requirements of different groups of people. The learners will also understand how to amend recipes to create a healthier version to provide a balanced diet and how to review their suggested amendments with regard to any changes that will result in the sensory attributes of the final outcome following these changes.

### **Task 1 (A.C 1.1–1.4)**

Your school is trying to encourage learners to eat more healthily and has started to highlight the unhealthy aspects of fast food.

You have been asked to produce some information that is suitable for teenagers that highlights the importance of eating a balanced diet.

Carry out some research to find out what a recommended balanced diet for teenagers is. Include the following:

- information on the importance of portion control, water intake and dietary fibre
- the main nutrients required by teenagers, their sources, functions and the impact on the body if insufficient amounts are consumed
- current healthy eating advice from the UK government.

### **Types of evidence**

- Posters or leaflets
- PowerPoint presentations
- Annotated photographs.

**Grading descriptors**

<b>Assessment Criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>1.1 Explain what is meant by a balanced diet</b>	Learners will explain what is meant by a balanced diet	Learners will explain in detail what is meant by a balanced diet	Learners will comprehensively explain what is meant by a balanced diet
<b>1.2 Describe the nutrients that make up a balanced diet</b>	Learners will describe the nutrients that make up a balanced diet	Learners will describe in detail the nutrients that make up a balanced diet	Learners will comprehensively describe the nutrients that make up a balanced diet
<b>1.3 Explain the nutritional requirements for different groups of people</b>	Learners will explain nutrient requirements for different groups of people	Learners will explain in detail nutrient requirements for different groups of people	Learners will comprehensively explain nutrient requirements for different groups of people
<b>1.4 Explain healthy eating advice</b>	Learners will explain healthy eating advice	Learners will explain healthy eating advice in detail	Learners will comprehensively explain healthy eating advice

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

#### **Task 2 (A.C 1.5, 1.6 and 2.1)**

You will carry out a survey of teenagers to find which fast food items are the most popular.

You have been asked to develop more healthy versions of existing fast food items.

You have also been asked to produce a set of traffic light labels to show the fat, saturated fat, salt and sugar content of various fast foods items and comment on these to show whether they are healthy or not.

Carry out a survey of your friends to find which fast food items they eat and how often they eat them.

Select a fast food recipe from the internet. Use the website <http://explorefood.foodafactoflife.org.uk/> to enter your recipe ingredients and create a traffic light label or use an existing food label from a readymade product.

- Identify the nutrients in the recipe that you have chosen and annotate the recipe to show where these are found.
- Describe the Reference Intake (RI) of fat, saturated fat, salt and sugar on your created traffic light label.
- State whether these can be considered to be part of a balanced diet, giving reasons for your decisions.
- Assess a food diary and make recommendations for a balanced diet.

#### **Types of evidence**

- A copy of the survey carried out with the results presented in a chart or graph form with annotations.
- Selected recipes from existing fast food manufacturers that are annotated.
- A chosen recipe from a website or cookbook for a favourite teenage fast food dish.
- Traffic light symbols from readymade foods from supermarkets.
- A food diary with annotations to show the identification of healthy and unhealthy items, with recommendations for amendments and reasons why these amendments would be healthier.

**Food diary**

<b>Meal</b>	<b>Food Type</b>
<b>Breakfast</b>	Bowl of Honey Nut Cornflakes with full fat milk Glass of orange juice Cup of coffee with two teaspoons of sugar
<b>Mid-morning snack</b>	Can of regular Coca-Cola Jam doughnut
<b>Lunch</b>	Slice of pizza with chips Kit Kat four finger bar Can of regular Coca-Cola
<b>Mid afternoon</b>	Cup of tea with two teaspoons of sugar Slice of chocolate cake
<b>Evening meal</b>	Readymade Cottage Pie with carrots and peas Strawberry yoghurt Piece of flapjack Cup of tea with two teaspoons of sugar
<b>Late night snack</b>	Packet of crisps Mars bar Can of regular Coca-Cola

**Grading descriptors**

<b>Assessment Criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>1.5 Explain how nutritional information on food labels can inform healthy eating</b>	Learners will explain how nutritional information on food labels can inform healthy eating	Learners will explain how nutritional information on food labels can inform healthy eating showing critical understanding	Learners will explain how nutritional information on food labels can inform healthy eating showing critical judgement
<b>1.6 Assess a food diary and make recommendations</b>	Learners will assess a food diary and make recommendations	Learners will assess a food diary and make recommendations showing critical understanding	Learners will assess a food diary and make recommendations showing critical judgement
<b>2.1 Assess a recipe in terms of its contribution to healthy eating</b>	Learners will assess a recipe in terms of its contribution to healthy eating	Learners will assess a recipe in terms of its contribution to healthy eating showing critical understanding	Learners will assess a recipe in terms of its contribution to healthy eating showing critical judgement

**Unit 03 Exploring balanced diets (K/506/5038)****Task 3 (A.C 2.2–2.3)**

Plan a healthier version of your chosen fast food dish.

Using the selected dishes from the previous task, amend the ingredients so that the dish is healthier giving reasons why.

Produce a new traffic light label entering your amended ingredients onto the website <http://explorefood.foodfactoflife.org.uk/> and show how the RIs for fat, saturated fat, salt and sugar have changed.

Identify any changes to the sensory properties of the dish that have occurred because of the amended ingredients.

**Types of evidence**

- Annotated recipes showing suggested amendments.
- Traffic light labels showing the amended RIs.
- Notes.

**Grading descriptors**

<b>Assessment Criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>2.2 Explain how the recipe could be changed to make the finished dish healthier</b>	Learners will explain how the recipe could be changed to make the finished dish healthier	Learners will explain in detail how the recipe could be changed to make the finished dish healthier	Learners will comprehensively explain how the recipe could be changed to make the finished dish healthier
<b>2.3 Describe other factors that could affect the finished dish</b>	Learners will describe other factors that could affect the finished dish	Learners will describe in detail other factors that could affect the finished dish	Learners will comprehensively describe other factors that could affect the finished dish

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

### Internal assessment tasks

This unit will give learners the opportunity to bring together their learning and skills developed throughout the course to produce a menu in response to a brief. Learners will plan, make and review their completed dishes.

The childcare class at your school/college is holding a party for children aged 5-6 years.

They have asked you to plan, cook and serve 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.

You will have 2 hours in which to prepare, cook and serve your choice of dishes and to wash up and clear away.

### Task 1 (AC 1.1, 1.2)

You should first think about the set brief and consider a range of factors that will help you decide how you will meet its requirements.

Include:

- an explanation of exactly what you are required to do to meet the brief
- a menu of dishes that meet the requirements of the brief.

### Types of evidence

Evidence could include:

- notes
- report
- menu
- annotated recipe sheets.

### Grading descriptors

Assessment criteria	Pass	Merit	Distinction
<b>1.1 Assess the requirements of a set brief</b>	Learners will assess the requirements of a set brief	Learners will assess in detail the requirements of a set brief	Learners will comprehensively assess the requirements of a set brief
<b>1.2 Select a menu of dishes for the brief</b>	Learners will select a menu of dishes for the brief	Learners will select a menu of dishes for the brief showing initiative	Learners will inventively select a menu of dishes for the brief

**Unit 04 Plan and produce dishes in response to a brief (M/506/5039) (cont'd)****Internal assessment tasks (cont'd)****Task 2 (AC 1.3, 1.4)**

You should produce an action plan for making your chosen menu. Ask others to review your action plan (eg other students, your Teacher, parents with children aged 5-6 years). Revise your plan to take account of their feedback.

(Note to Teachers – ask learners to include the original plan as well as the revised plan in their portfolio as evidence).

**Types of evidence**

Evidence could include:

- action plan
- notes
- annotated recipes
- review feedback
- revised menu
- revised action plan.

**Grading descriptors**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>1.3 Develop a plan of action for making the dishes</b>	Learners will develop a plan of action for making the dishes	Learners will develop a detailed plan of action for making the dishes	Learners will develop a comprehensive plan of action for making the dishes
<b>1.4 Review and revise plan from feedback</b>	Learners will review and revise plan from feedback	Learners will review and revise plan from feedback with critical understanding	Learners will review and revise plan from feedback with critical judgement

**Unit 04 Plan and produce dishes in response to a brief (M/506/5039) (cont'd)****Internal assessment tasks (cont'd)****Task 3 (AC 2.1–2.4)**

Prepare, cook and serve the dishes on your menu, showing that you can:

- prepare yourself and your work area in readiness for cooking
- apply your action plan to help you make the dishes on the menu
- demonstrate your cooking skills
- demonstrate safe and hygienic working practices throughout.

**Types of evidence**

Evidence could include:

- action/time plan
- notes
- annotated recipes
- Teacher practical observation checklist or record sheet
- annotated photographs of work in progress and completed dishes.

(Note to Teachers – Teacher observation checklists, record sheets and witness testimonies do not replace learner evidence, they substantiate it and would be insufficient without learner evidence)

**Unit 04 Plan and produce dishes in response to a brief (M/506/5039) (cont'd)****Internal assessment tasks (cont'd)****Task 3 (AC 2.1–2.4) (cont'd)****Grading descriptors**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>2.1 Demonstrate how to prepare themselves and environment for cooking</b>	Learners will demonstrate how to prepare themselves and environment for cooking	Learners will confidently demonstrate how to prepare themselves and environment for cooking	Learners will skilfully demonstrate how to prepare themselves and environment for cooking
<b>2.2 Apply the plan to make the dishes on the menu</b>	Learners will apply the plan to make the dishes on the menu	Learners will confidently apply the plan to make the dishes on the menu	Learners will apply the plan to make the dishes on the menu with sophistication
<b>2.3 Demonstrate cooking skills to make the dishes on the menu</b>	Learners will demonstrate cooking skills to make the dishes on the menu	Learners will confidently demonstrate cooking skills to make the dishes on the menu	Learners will skilfully demonstrate cooking skills to make the dishes on the menu
<b>2.4 Demonstrate safe and hygienic working practices throughout</b>	Learners will demonstrate safe and hygienic working practices throughout	No Merit for this AC	No Distinction for this AC

**Unit 04 Plan and produce dishes in response to a brief (M/506/5039) (cont'd)****Internal assessment tasks (cont'd)****Task 4 (AC 3.1–3.4)**

Review your menu and your completed dishes. Include:

- an assessment of the strengths and weaknesses of the following:
  - the menu
  - the planning and preparation process
  - the completed dishes
- an evaluation of how well you met the requirements of the brief.

**Types of evidence**

Evidence could include:

- notes
- personal review or evaluation sheet
- annotated menu
- annotated action plan
- annotated recipes
- evaluation feedback from others.

**Unit 04 Plan and produce dishes in response to a brief (M/506/5039) (cont'd)****Internal assessment tasks (cont'd)****Task 4 (AC 3.1–3.4)****Grading descriptors**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>3.1 Assess the strengths and weaknesses of the menu</b>	Learners will assess the strengths and weaknesses of the menu	Learners will assess in detail the strengths and weaknesses of the menu	Learners will comprehensively assess the strengths and weaknesses of the menu
<b>3.2 Assess the strengths and weaknesses of the planning and preparation process</b>	Learners will assess the strengths and weaknesses of the planning and preparation process	Learners will assess in detail the strengths and weaknesses of the planning and preparation process	Learners will comprehensively assess the strengths and weaknesses of the planning and preparation process
<b>3.3 Assess the strengths and weaknesses of the completed dishes</b>	Learners will assess the strengths and weaknesses of the completed dishes	Learners will assess in detail the strengths and weaknesses of the completed dishes	Learners will comprehensively assess the strengths and weaknesses of the completed dishes
<b>3.4 Evaluate how the brief has been met</b>	Learners will evaluate how the brief has been met	Learners will evaluate in detail how the brief has been met	Learners will comprehensively evaluate how the brief has been met

**All the material in this publication is copyrighted**