

Sample Portfolio: Unit 01

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

QN: 603/3911/1

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Introduction

The material within this portfolio relates to:

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

This portfolio is designed to demonstrate the types of evidence that could be produced for Unit 01 of the Level 2 Certificate in Food and Cookery Skills. It's designed to provide guidance on how a portfolio could look, rather than being prescriptive.

Evidence may be submitted in a variety of forms. In this example there are written accounts and visual evidence, but the evidence could also be presented in an audio format. Where the learner has provided visual evidence (for example screen grabs, copies of research), this has been clearly annotated to give context as to why it has been included. Each piece of evidence has been presented with the assessment criteria number shown at the top of the page.

This portfolio contains both actual evidence from a learner and also manufactured evidence produced by NCFE. External quality assurance guidance has been provided for each piece of evidence relating to an assessment criterion. The guidance comments on how the evidence meets the assessment criterion and what could be improved to obtain a higher grade.

The suggestions and assessment methods are not exhaustive and Teachers are encouraged to explore other methods which will support the learner to produce the best evidence that they're capable of for the unit. For further advice on the suitability of a particular assessment method, you can refer to the relevant qualification specification or contact your NCFE External Quality Assurer.

It's strongly recommended that each unit is presented and assessed individually to allow accurate judgements about the learner's competence. This will also make it easier to award a grade for the unit. The work must then be internally quality assured and made available for the External Quality Assurer. It's accepted that a piece of evidence may be presented for more than one unit. Where this is the case, the evidence must be clearly mapped to all units and assessment criterion it applies to when presented to the External Quality Assurer. This will enable them to make an accurate judgement about the learner's competence and overall unit grade.

The external quality assurance team for this qualification wanted to provide further clarity around the following points:

- V Certs are designed so they have clear parity with the demands of a GCSE.
- The purpose of the qualification is appropriate for learners who are looking to develop a significant core of knowledge and understanding and apply that knowledge in preparing and producing dishes. Level 2 is appropriate for students looking for an introduction to the skills, knowledge and qualities needed in the food and cookery occupational area.
- We are keen to emphasise that the grading descriptors should be applied to the learner's independent response.

Supporting learners

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

Teachers 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.

Feedback to Learners

NCFE qualifications have been designed to enable learners to demonstrate to the full their knowledge, understanding and skills. It is expected that their level of performance will improve over the course and Teacher feedback is an essential part of the process. It's important that your feedback should focus on helping your learners to evaluate their own performances in order to reduce any discrepancies between their current performance and that which is desired.

You should:

- focus on what the learner has done well and why
- encourage the learner to work out how to apply successful techniques elsewhere
- make all comments general so that the learner can apply them to new situations
- encourage self-regulation and criticism - for example, 'you know the key features of making an evaluation, check whether these are included in your own work'
- reference learning points - for example, 'your answer might be better if you included strategies we discussed earlier'
- limit your comments to one or two key areas
- always record feedback given to individual learners.

You must not:

- provide templates or model answers;
- give feedback on specific elements of tasks;
- give specific feedback on how to achieve a higher grade
- list negative points for correction.

Range statements:

Teachers should note that the range, emboldened and included in each unit, provide further information for the assessment criterion, for example:

1.3 Potential risks and hazards: food safety eg bacteria and other contaminants, cross-contamination, hand washing and personal hygiene. Hazard safety eg cuts, burns, scalds, slips, trips and falls

The learner needs to provide evidence that they have considered food safety and hazard safety.

3.3 Purpose: eg aeration, thickening, shortening, aesthetics, taste

This has been exemplified for the Teacher to further understand what purposes were discussed as part of the qualification design.

Glossary

The glossary is an invaluable resource for Teachers to use to interpret the grading descriptors.

Labelling

It's important to use clear labelling of work as it meets the assessment criteria, including where possible, page numbers within the portfolio of evidence.

Internal Assessment

Example internal assessments can be found on QualHub.

Purpose of the sample portfolio

The purpose of this sample portfolio is to help Teachers apply the grading descriptors to real life examples of learner work. It's important to note that in order to capture this evidence NCFE approached a school to take part in the pilot delivery of this unit with their learners.

Pilot

Should you wish to participate in providing learner evidence through a pilot or sample learner work please contact: schoolsteam@ncfe.org.uk or speak to your External Quality Assurer.

Learner evidence and External Quality Assurer commentary

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

Assessment criterion

1.1 Describe safe and hygienic working practices to prepare self for cooking

Learner evidence:

Equipment situation	Hazard	Control	environment								
long hair.	Long hair could fall into food or set on fire.	Make sure when cooking that long hair is tied up.	<table border="1"> <tr> <td colspan="2">Types of Evidence</td> </tr> <tr> <td>health and safety risk assessment</td> <td><input type="checkbox"/></td> </tr> <tr> <td>witness statements</td> <td><input type="checkbox"/></td> </tr> <tr> <td>photographs with annotation</td> <td><input type="checkbox"/></td> </tr> </table>	Types of Evidence		health and safety risk assessment	<input type="checkbox"/>	witness statements	<input type="checkbox"/>	photographs with annotation	<input type="checkbox"/>
Types of Evidence											
health and safety risk assessment	<input type="checkbox"/>										
witness statements	<input type="checkbox"/>										
photographs with annotation	<input type="checkbox"/>										
Open Cuts.	Open cuts can spread bacteria.	Always wear blue plasters as if it falls into the food you will be able to see it.									
nail varnish / fake nails.	could flake and contaminate the food.	Always take fake nails/nail varnish off or wear gloves to avoid cross contamination.									
wash hands.	Spread bacteria.	Always wash your hands before messing with food or cooking to avoid spreading bacteria.									
apron	Clothes transferring bacteria onto food / clothes getting dirty.	Always wear a clean apron to avoid cross contamination.									

Unit 01 Preparing to cook (D/506/5036) (cont'd)

Assessment criterion

1.1 Describe safe and hygienic working practices to prepare self for cooking

External Quality Assurer commentary:

The learner's evidence for 1.1, in the column labelled 'control', meets the assessment criteria at a **Pass**. They have described some fundamental safe and hygienic practices to follow when preparing themselves for cooking.

To achieve a **Merit** the learner would have to describe clearly, in more detail, the importance of thorough hand-washing using hot water and soap and the need to keep fingernails short making a link to physical contamination. Methods of control would include greater justification for their choices eg the prevention of cross-contamination, which can occur through the transfer of bacteria when handling raw meat and cooked dishes. This may be related to the school cooking room or another cooking environment.

To achieve a **Distinction** the learner would develop their response further through detailed description and understanding for the preparation rules and the scientific principles eg an understanding of how specific bacteria such as salmonella can spread by cross-contamination and the outcomes of unsafe and unhygienic practice.

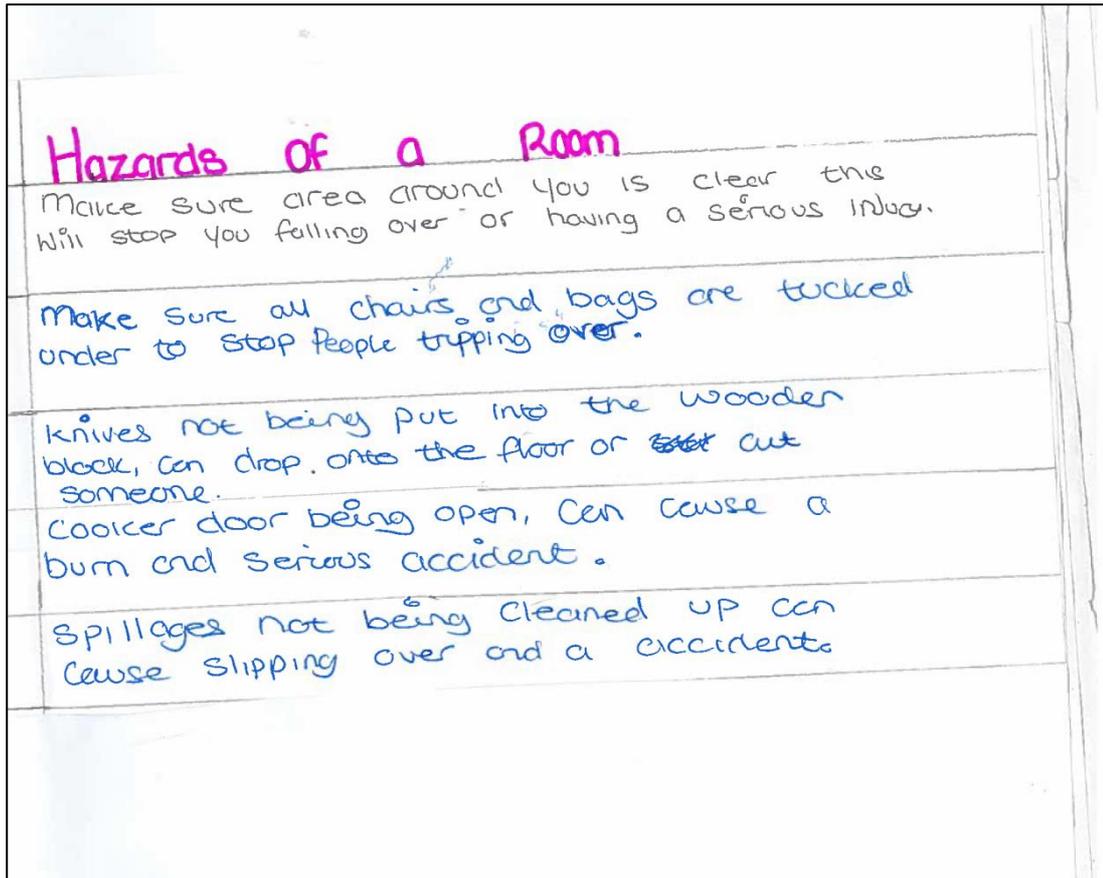
Grade awarded for this assessment criterion - Pass

Unit 01 Preparing to cook (D/506/5036) (cont'd)

Assessment criterion

1.2 Describe safe and hygienic working practices to prepare the cooking environment

Learner evidence:



Unit 01 Preparing to cook (D/506/5036) (cont'd)

Assessment criterion

1.2 Describe safe and hygienic working practices to prepare the cooking environment

External Quality Assuer commentary:

The learner has not yet achieved the assessment criterion with this piece of work. They have focused on safety and very little on hygienic practices. While they have identified some hazards of the room and provided a basic explanation of how to avoid these, it lacks understading of some basic hygienic practice eg sanitising work surfaces and checking equipment and utensils were clean before use.

To achieve a **Pass** the learner would need to describe basic working practices for preparation of the cooking environment eg clean surfaces, clean equipment and utensils and will give basic instructions for each eg the use of hot water at 50-60 degrees Celsius and an appropriate detergent for washing up, a sanitizer for work surfaces to skill any surface bacteria.

To achieve a **Merit** the learner would need to clearly describe, logically and show understanding of working practices for the preparation of the cooking environment. Learners will be able to describe associated risk of cross-contamination eg through the transfer of bacteria indirectly from equipment or work surfaces, knives or other utnesils, raw meat to cooked dishes and potential injury as a result of not handling washing or storing knives appropriately.

To achieve a **Distinction** the learner would need to describe, showing insight and understanding, working practices for the preparation of the cooking environment eg clean surfaces, clean equipment and utensils and will give instructions for each, eg will relate to the spread of bacteria and the conditions necessary for growth. The learners would be able to describe associated risks of cross contamination and injury, showing an understanding that cross-contamination is one of the major causes of food poisoniong and the importance of specific practices to protect themselves and others.

Grade awarded for this assessment criterion – Not Yet Achieved

Note that the learner would now achieve Not Yet Achieved for the whole unit, as they have not met the Pass criteria. Learners have 2 opportunities for submission to obtain a higher grade if they have been judged to have underperformed.

Unit 01 Preparing to cook (D/506/5036) (cont'd)

Assessment criterion

1.3 Assess potential risks and hazards in the cooking environment

Learner evidence:

UNIT 01 Preparing to cook		
<p>Unit Summary Due to an increased amount of cooking programmes on TV and popular celebrity chefs, more and more people are entering the profession. Based on the competitive nature of this a local chef has given you the opportunity to work and train in a professional kitchen. First you have to produce a range of dishes of your choice so that your knowledge and understanding can be assessed.</p> <p>Lesson Objective: Understand how to prepare self and the environment for cooking Task1: Carry out a health and safety risk assessment of the working environment in which you intend to prepare and cook food. Identify potential risks and hazards, stating what precautions you will put into place to avoid these What You are learning:</p>		
equipment/situation	hazard	control
Room	Multiple hazards creating potential harm to students.	No students are allowed in the room unless accompanied by a responsible adult(teacher)
Knives/ other sharp objects	Could harm yourself or others.	Carry blade down. Stored in cupboard when not in use. Supervised sensible behaviour at all times. Care with washing up. Verbal warnings given.
Kettle	Scalding/burning/electrocution	Use only with teachers permission. Only use cordless kettles so they are not near sinks when plugged in.
Stoves	Burning/fire	Used only with teachers supervision. Hair tied back, aprons on, nothing left on rings.
Ovens	Burning/fire/explosion	Light and under supervision only with teachers permission. Be aware of others when carrying hot food. Check flame lit before closing oven door.
Microwave	Burning/scalding/radiation	Use only with teachers permission. Always check timings & settings. Never put metal utensils or foil in microwave.
Grill	Burning/fire.	Use only with teachers permission. Hair tied back, apron on. Handle grill pan with care and be aware of others when holding hot grill pan.

Unit 01 Preparing to cook (D/506/5036) (cont'd)

Assessment criterion

1.3 Assess potential risks and hazards in the cooking environment

External Quality Assurer commentary:

The learner has achieved a **Pass** for this assessment criterion based on the 2 pieces of evidence in the portfolio. The first piece of evidence describes hazards in the cooking environment and the second are potential risks and hazards that are personal. Together this covers a range of potential risks and hazards in the cooking environment. The work assesses basic hazards and their possible risks.

To achieve a **Merit** the learner would need to clearly assess potential risks and describe the hazards eg identifying some specific bacteria that might arise through cross-contamination when handling raw meat, poultry and raw vegetables. Contaminants such as plasters or fingernails getting into food and allergens such as nuts inadvertently getting into dishes from equipment and work surfaces.

To achieve a **Distinction** the learner would assess (all encompassing) the potential risks and hazards in the cooking environment identifying specific bacteria, such as salmonella or clostridium perfringens through the transfer of bacteria from raw meat to cooked dishes. Staphylococcus aureus through sneezing and contaminants such as hair in food and allergens such as gluten, nuts, celery and mustard.

They should show an understanding of the circumstances leading to slips, trips and falls eg trailing cables, spillages not wiped up and the importance of the safe storage of cleaning liquids in a lockable cupboard separate from other kitchen products.

Grade awarded for this assessment criterion - Pass

Unit 01 Preparing to cook (D/506/5036) (cont'd)

Assessment criterion

2.1 Describe the uses of cooking equipment and utensils

Learner evidence:

ESSENTIAL EQUIPMENT

- Round cake tins.** Can get them in all sizes. Perfect if they are loose-bottomed and spring form versions.
- Scales** Accurate scales that weigh in small units are essential.
- Pastry brush** For brushing water, egg wash or milk over pastry dishes to glaze.
- Wire Rack** Keep at least one wire rack, ideally a large one, on which your bakes and cakes can cool.
- Measuring Jug** For liquids. Jugs should measure both metric & imperial.
- Wooden Spoons** Heat resistant & strong for stirring, mixing & creaming.
- Loaf tin** Ideal for bread as well as loaf shaped cakes, available in various sizes.
- Baking trays** Various sized baking trays, tins and sheets will accommodate the different recipes you may want to make.
- Sieve** Sieving fine dry ingredients leaves them aerated and lump-free.
- Hand & electric whisk.** In electric whisk is essential. It adds air to mixture and combines ingredients. Hand whisks.
- Measuring Spoons** For small quantities, from 1 tablespoon to 1/8 teaspoon.
- Pastry & cookie cutters.** A basic collection should include round and fluted cutters, as well as individually shaped cutters.
- Metal skewer.** A thin metal skewer is an essential tool to check your cakes are cooking properly.
- Palette knife.** A long, flexible blade with a round end. Useful for smoothing surfaces and easing pastry from tins.
- Square cake tins.** Perfect for cakes, bakes and brownies. Square tins have a fixed base.
- Piping bag.** A nylon piping bag with different nozzles. Perfect for finishing techniques.
- Baking parchment.** For lining tins so the mixture doesn't stick during baking, and to cover cakes, ie browning too much in the oven. Grease proof paper is very similar and a good alternative.
- Baking Beans.** Used to fill a Pastry case when baking blind before adding filling.
- Rolling pin.** Essential for pastries, biscuits and Danish pastries. Heavy wooden one with handles give the best results.
- 12-hole tin for cupcakes or muffins.** 12-hole tin for cupcakes or muffins. All tins have paper moulds.
- Temperature Probe.** Essential to make sure food is at the correct temperature to serve.

2.1 Describe the uses of cooking equipment and utensils	Candidates will describe the uses of cooking equipment and utensils	Candidates will describe in detail the uses of cooking equipment and utensils
2.2 Describe how to prepare equipment and utensils for cooking	Candidates will describe how to prepare equipment and utensils for cooking	Candidates will describe in detail how to prepare equipment and utensils
2.3 Describe safe cleaning and storage of equipment and utensils	Candidates will describe safe cleaning and storage of equipment and utensils	Candidates will describe in detail safe cleaning and storage of equipment and utensils

Unit 01 Preparing to cook (D/506/5036) (cont'd)

Assessment criterion

2.1 Describe the uses of cooking equipment and utensils

Learner evidence:

UNIT 01 Preparing to cook	
<p>Lesson Objective: Understand how to prepare and store equipment and utensils for cooking Task2: Name the main equipment and utensils used for cooking within a kitchen. Identify how they would be used safely, explaining the importance of keeping them clean and storing them safely and correctly</p>	
Equipment	uses of Equipment
Scales	Accurate Scales that Weigh in small units are essential
Measuring Jug	For Liquids. Jugs should measure both metric and Imperial
Measuring Cups.	American recipes measure by fractions of a Cup.
Measuring Spoons.	For small quantities. from 1 tablespoon to 1/8 spoon.
Glass bowls.	A selection heavy-based, wide-brimmed bowls is invaluable for mixing, beating and folding.
Sieve	Sieving fine dry ingredients leaves them aerated and lump-free.
Wooden spoons	Strong and heat resistant. for stirring, mixing, and creamy.
Hand and electric Whisk	An electrical whisk is essential, since it makes light work of any cake mix, as it is a hand whisk for whisking egg whites, cream, or sauces.
Large Metal Spoon.	Bigger than a tablespoon, for folding in dry ingredients into cake mixtures.
Plastic spatula	Good for scraping out bowls and levelling and spreading mixtures.
Rolling Pin.	Essential for pastries, biscuits, and danish pastries, choose a heavy wooden rolling pin with handles for best results.
Baking Beans.	used to fill a pastry case when baking it blind before adding the filling
Pastry Brush	for brushing water, egg wash, or glazes over desserts and baked, or for greasing tins or trays.
Pastry and	A basic selection should include

Unit 01 Preparing to cook (D/506/5036) (cont'd)

Assessment criterion

2.1 Describe the uses of cooking equipment and utensils

External Quality Assurer commentary:

The first piece of evidence can be awarded a **Pass**. The work is detailed but has little emphasis on kitchen equipment such as the cooker, hob, microwave, large food mixer, food processor and focuses on the basic utensils.

The second piece of work can also be awarded a **Pass**. The work takes in to account more specialised utensils and how they can be used for specific purposes eg temperature probe. However, there is still not enough emphasis on cooking equipment.

To achieve a **Merit** the learner would need to make a clear distinction between utensils and equipment and would need to provide a thorough and in-depth description of each item identified. Examples of utensils might include sieves, colanders, whisks, coloured boards, knives, bowls, spoons and rolling pins etc. Equipment might include food processors, blenders, microwave oven, hob etc.

To achieve a **Distinction** the learner would need to be able to describe, comprehensively, similar examples of utensils and equipment but in greater depth showing a clear understanding of their use(s) eg food processors, mixers and attachments. Learners should not prohibit themselves to just the equipment and utensils that are available in the school kitchen but consider those that might be in a professional kitchen.

Grade awarded for this assessment criterion - Pass

NB: Utensils – hand held tools, small items eg wooden spoon
Equipment – fixed hardware or electrical items eg oven

Unit 01 Preparing to cook (D/506/5036) (cont'd)

Assessment criterion

2.2 Describe how to prepare equipment and utensils for cooking

External Quality Assurer commentary:

The learner cannot be awarded a Pass for this work. There are very few examples of the learner describing the preparation of equipment and utensils for cooking (pink writing) and it lacks detail and understanding.

To achieve a **Pass** the learner would need to include a brief description of how they would prepare the equipment eg checking utensils and equipment for cleanliness, ensuring that knives are sharp, tins are greased, oven is switched on etc.

To achieve a **Merit** the learner would need to include a detailed description of how they would prepare the utensils and equipment eg checking utensils and equipment for cleanliness, making sure electrical equipment was safe and correctly assembled and no trailing leads etc.

To achieve a **Distinction** the learner would need to complete a comprehensive description of how they would prepare their utensils and equipment as above but with an understanding of the implications of these eg poor execution of task, potential dangers, how food spoilage may occur.

Grade awarded for this assessment criterion – Not Yet Achieved

Please note that the learner would now achieve Not Yet Achieved for the whole unit, as they have not met the Pass criteria. Learners have 2 opportunities for submission to obtain a higher grade if they have been judged to have underperformed.

Assessment criterion

2.3 Describe safe cleaning and storage of equipment and utensils

External Quality Assurer commentary:

The learner cannot be awarded a Pass for this work. They have included a lot of information that does not specifically relate to the assessment criteria. They have identified and described the safe storage of some utensils and equipment but this is also interrelated with personal hazards, food hazards, storage and safety as well as safe cleaning and storage.

Unit 01 Preparing to cook (D/506/5036) (cont'd)

Assessment criterion

2.3 Describe safe cleaning and storage of equipment and utensils

External Quality Assurer commentary (cont'd):

To achieve a **Pass** the learner would need to include descriptions of how to clean and store a range of utensils and equipment such as sieves, colanders, whisks, coloured boards, knives, bowls, spoons, rolling pins etc. Equipment might include food processors, blenders, microwave oven etc. The learner would need to refer to the importance of water temperature appropriate cleaning agents and the necessary cloths and scourers needed to clean the items and the importance of storing items such as chopping boards in a rack and knives in a block correctly.

To achieve a **Merit** the learner would need to describe the safe cleaning of utensils and equipment including appropriate water temperature, the need to rinse and dry items thoroughly. A detailed description of where to store equipment and utensils such as coloured chopping boards need to be air dried and stored in racks to prevent odours developing. Knives should never be left in a sink; they should be dried thoroughly and stored in a knife block. The learner should show an understanding of some of the reasons for these cleaning and storage methods such as dismantling the food processor to prevent accidental cuts.

To achieve a **Distinction** the learner would need to comprehensively describe safe cleaning and storage of equipment and utensils and relate this to the consequences of improper cleaning and storage eg heavy equipment stored above head height can cause injury; storing boards before they are fully dry can lead to growth of bacteria on their surface.

Grade awarded for this assessment criterion - Not yet achieved

Unit 01 Preparing to cook (D/506/5036) (cont'd)

Assessment criterion

- 3.1 Describe the purpose of a recipe
- 3.2 Identify the stages of a recipe
- 3.3 Describe the purpose of different ingredients in a recipe
- 3.4 Describe cooking skills

Learner evidence:

		purpose of a recipe	purpose of different ingredients in a recipe	T/M
3.4 Describe cooking skills	Candidates will demonstrate safe and hygienic working practices to prevent food and environment contamination	No Merit for this AC	No Distinction for this AC	P
		Types of Evidence		
		annotated recipe		
		candidate notes		

functions of ingredients

Garlic - adds flavour

Egg - binds ingredients

Tomatoes - Adds flavour and texture

Onion - Add flavour & Vitamin & mineral content

Mince beef - Source of protein for growth & repair

Cumin - Adds flavour

Oregano & Parsley - Adds colour and flavour

Artificial Sweetener - Adds sweetness but keeps sugar content low

Name of Dish

Italian Meatballs in tomato Sauce



Purpose of recipe

Give clear instructions step by step on how to make meat balls and tomato sauce.

Ingredients

- 300g lean beef mince (5% fat or less)
- 1/2 small onion, grated
- 2 garlic cloves, crushed
- 1/2 tsp ground cumin
- 2 tbsp chopped parsley
- Salt and ground black pepper
- 1 egg, beaten
- Chopped parsley, to garnish

For the tomato sauce:

- 1 onion, finely chopped
- 2 garlic cloves, crushed
- 1 x 400g can chopped tomatoes
- 1 level tsp tomato puree
- 1 tsp chopped basil or oregano
- Salt and ground black pepper
- 1/2 tsp artificial sweetener

Method

1. Make the meatball. Put the minced beef, onion, garlic, cumin, parsley and seasoning in a large bowl and mix well together. Bind with the beaten egg and then divide into 10 small portions.
2. Roll each one into a small ball, using your hands. Place the meatballs under a preheated hot grill and cook for about 10 minutes, until they are starting to brown and the fat stops dripping out of them.
3. Meanwhile, make the tomato sauce. Put all the ingredients in a saucepan and bring to the boil. Reduce the heat and simmer gently for 10 minutes.
4. Add the meatballs to the tomato sauce in the pan, cover and cook gently over a low heat for about 15 minutes, until the meat is thoroughly cooked. Serve sprinkled with chopped parsley, with a crisp salad.

Main stage of recipe

Explains how to make dish

- making meat balls
- making tomato sauce
- Dividing mixture evenly
- Cooking times

Skills needed

- weighing
- chopping
- measuring
- slicing
- Boiling
- Simmering

Health & Safety checks

1. Wash hands
2. wear a clean apron
3. Tie hair back
4. Remove jewellery
5. ...

7. Clean surfaces and equipment in hot soapy water.
8. Store raw ingredients in fridge at 5°C

Unit 01 Preparing to cook (D/506/5036) (cont'd)

Assessment criterion

3.1 Describe the purpose of a recipe

External Quality Assurer commentary:

The learner has given a very brief description about the purpose of a recipe but has made no reference to the ingredients, equipment, timing, temperature or methods therefore the learner cannot be awarded a Pass.

To achieve a **Pass** the learner would need to show that their understanding of the purpose of a recipe is to enable the successful preparation and cooking of the dish, the identification of the appropriate ingredients in the correct amounts, the sequence, method, cooking time and temperatures etc. This could be linked to the recipe that the learners are using in their practical work.

To achieve a **Merit** the learner would need to provide a detailed description of the purpose of a recipe, showing an understanding of the importance of the ratio of ingredients, the need for seasoning and tasting, the sequence of instructions and the importance of the method and cooking times to influence the success of the finished product.

There is no **Distinction** grade available for this assessment criterion.

Grade awarded for this assessment criterion - Not Yet Achieved.

Please note that the learner would now achieve Not Yet Achieved for the whole unit, as they have not met the Pass criteria. Learners have 2 opportunities for submission to obtain a higher grade if they have been judged to have underperformed.

Assessment criterion

3.2 Identify the stages of a recipe

External Quality Assurer commentary:

The range statement (the **bold** wording in the assessment criteria in the qualification specification) states that the stages of a recipe include eg ingredients, preparation, method, timings.

The learner has identified the stages of the recipe and annotated the recipe with some brief detail. A **Pass** can be awarded.

Unit 01 Preparing to cook (D/506/5036) (cont'd)

Assessment criterion

3.2 Identify the stages of a recipe

External Quality Assurer commentary (cont'd):

There is no **Merit** or **Distinction** grade available for this assessment criterion.

Grade awarded for this assessment criterion - Pass

Assessment criterion

3.3 Describe the purpose of different ingredients in a recipe

External Quality Assurer commentary:

The learner has made reference to the functions of ingredients, describing a range of different functions eg taste, texture and nutritional content. A **Pass** can be awarded.

To achieve a **Merit** the learner would need to ensure that their description was detailed and considered some more primary functions of ingredients such as aeration, thickening, shortening and how this affects the finished item. Learners may make reference to their specific recipe eg minced beef is the main flavour and gives bulk and texture.

To achieve a **Distinction** the learner would need to comprehensively describe the primary functions of each ingredient, developing the response to include the impact on the finished dish eg omitting eggs in the recipe would make the meatballs lose their shape and fall apart, this would make the texture and appearance unappetising.

Grade awarded for this assessment criterion – Pass

Unit 01 Preparing to cook (D/506/5036) (cont'd)

Assessment criterion

3.4 Describe cooking skills

External Quality Assurer commentary:

The learner has identified a list of basic cooking skills but has not described them. The learner has not yet achieved this criterion.

To achieve a **Pass** the learner would need to describe the cooking skills eg simmering is when the sauce would be brought to the boil and then the heat reduced to simmer the sauce. To achieve a **Merit** the learner would need to identify most of the cooking skills involved in their recipe and be able to describe these in detail eg chopping may involve removing the outer skin from an onion, using a bridge to cut the onion in half, using a claw to cut the onion finely to prevent cuts.

To achieve a **Distinction** the learner would need to be comprehensive in their description of the cooking skills and identify all the skills involved in their recipe eg sauce making from a roux – accurate measurement of key ingredients, cooking the roux at the right temperature to the right stage, gradual addition of liquid at a temperature that allows the sauce to thicken, adjusting for consistency and seasoning.

Grade awarded for this assessment criterion – Not Yet Achieved

Please note that the learner would now achieve Not Yet Achieved for the whole unit, as they have not met the Pass criteria. Learners have 2 opportunities for submission to obtain a higher grade if they have been judged to have underperformed.

Basic skills: (as detailed in the Level 1 Certificate in Food and Cookery Skills qualification specification) eg weighing, measuring, peeling, chopping, creaming, rubbing-in, simmering, boiling, baking, stir-frying, grilling, shallow-frying and microwaving.

Teachers should be aware that when providing learners with recipes for their skills acquisition they should ensure the recipes have scope for sufficient complexity to describe and demonstrate Level 2 cooking skills as detailed in the Level 2 Certificate in Food and Cookery Skills qualification specification.

Unit 01 Preparing to cook (D/506/5036) (cont'd)

Assessment criteria

- 4.1 Demonstrate safe and hygienic working practices to prepare self and environment for cooking
- 4.2 Demonstrate how to follow recipes
- 4.3 Demonstrate cooking skills
- 4.4 Demonstrate safe use of equipment and utensils
- 4.5 Demonstrate safe and hygienic cleaning and storage of equipment and utensils

Learner evidence:

Teacher Observation sheet for Level 2 Certificate in Food and Cookery Skills

Student Name: XXXX

Date: XXXX

Dish(es): Meatballs, Cheesecake and a Spanish Omelette.

Teacher Signature: XXX

Assessment Criteria	P ✓	M ✓	D ✓	Comment:
4.1 Demonstrate safe and hygienic working practices to prepare self and environment for cooking	✓	NA	NA	You have consistently presented yourself in a clean hygienic manner, wearing a clean apron, hair tied back, jewellery removed, appropriate footwear. You always wash your hands thoroughly at the start of a practical lesson and throughout where necessary. You have sanitised your work area and checked all equipment and utensils are clean-washing items that are not clean before you start your preparation and cooking. You have checked that there are no trailing leads or spillages on floors or obstructions in the way such as chairs prior to preparation and cooking.
4.2 Demonstrate how to follow recipes		✓		You are confident when following recipes, you are well organised and have assembled everything you need for both ingredients and equipment at the start which enables you to work in a methodical and systematic way. You demonstrate that you understand the key stages of a recipe and the importance of their sequence. At most stages of the recipe you demonstrate a good level of skill. Remember to taste your dish and adjust the seasoning as necessary.

Unit 01 Preparing to cook (D/506/5036) (cont'd)

Assessment criteria

- 4.1 Demonstrate safe and hygienic working practices to prepare self and environment for cooking
- 4.2 Demonstrate how to follow recipes
- 4.3 Demonstrate cooking skills
- 4.4 Demonstrate safe use of equipment and utensils
- 4.5 Demonstrate safe and hygienic cleaning and storage of equipment and utensils

Learner evidence (cont'd):

4.3 Demonstrate cooking skills		✓		You have confidently demonstrated a range of cooking skills across the three dishes for example chopping, slicing, weighing, measuring, boiling, frying and grilling. In most cases you have demonstrated that you are confident when demonstrating these skills. In particular the omelette was cooked to just the right stage and the cheesecake had a lovely flavour and was an excellent consistency.
4.4 Demonstrate safe use of equipment and utensils	✓	NA	NA	Whilst making the three dishes you have demonstrated the safe use of utensils selecting the correct knives and boards for the task, the correct measuring spoon for the quantities in the recipes and appropriate utensils such as wooden and metal spoons for the task. You have used a range of equipment in a safe manner such as a food processor and an electric whisk ensuring no trailing leads and not close to water. You have preheated the oven and selected the correct temperature and shelf position. You have used the hob when frying and the grill for grilling checking their progress frequently. You have used oven gloves as and when necessary to maintain safe use of the equipment.
4.5 Demonstrate safe and hygienic cleaning and storage of equipment and utensils	✓	NA	NA	Whilst preparing and cooking the three dishes you have demonstrated safe hygienic cleaning and storage of equipment and utensils. You have used hot soapy water 50-60 Celsius to wash utensils and equipment, using cloths and scourers. You have placed coloured boards on a rack to air dry; knives have been dried thoroughly and stored in a block; The food processor and electric whisk have been dismantled washed dried and stored appropriately. All items have been returned to the correct place for storage.

Unit 01 Preparing to cook (D/506/5036) (cont'd)

Assessment criteria

- 4.1 Demonstrate safe and hygienic working practices to prepare self and environment for cooking
- 4.2 Demonstrate how to follow recipes
- 4.3 Demonstrate cooking skills

Learner evidence:

Ingredients & Functions

- Garlic - Adds flavour
- Egg - Bind ingredients
- Tomatoes - Add flavour & texture
- Minced beef - Source of protein for growth & repair
- Onion - Add flavour
- Parsley & oregano - Adds colour and flavour
- Artificial sweetener - Adds sweetness & keeps sugar content low

Equipment

- Flour coded chopping board
- Sharp knife
- Chopping tray
- Mixing bowl
- Measuring jug
- Weighing scales

Improvements

Improve this dish could use a different cut such as lamb, turkey or pork. I could make a low fat sauce to change flavour, this could be

Skills

- Weighing
- Chopping
- Shaping
- Grilling
- Measuring
- Slicing
- Boiling
- Simmering

Italian meatballs in Tomato sauce

1. I peeled the garlic and chopped it.
2. I sliced and chopped the onion into small pieces using the bridge & claw.
3. I placed mince beef into a bowl
4. To the mince I added onion, garlic and oregano
5. I beat 1 egg in a measuring jug then pored it into the meat and mixed together.
6. I formed small meatballs by hand and placed on a baking tray
7. I cooked the meatballs under the grill
8. To a saucepan I put tomatoes, garlic and herbs to make sauce
9. Once meatballs were added to sauce and left to simmer for 10-20 mins.
10. This is the final dish.

Environment for cooking

4.1 Demonstrate how to follow recipes	Candidates will demonstrate how to follow recipes	Candidates will confidently demonstrate how to follow recipes	Candidates will skillfully demonstrate how to follow recipes	M
4.2 Demonstrate cooking skills	Candidates will demonstrate cooking skills	Candidates will confidently demonstrate cooking skills	Candidates will skillfully demonstrate cooking skills	M
4.3 Demonstrate safe use of equipment and utensils	Candidates will demonstrate safe use of equipment and utensils	No Merit for this AC	No Distinction for this AC	P
4.4 Demonstrate safe and hygienic cleaning and storage of equipment and utensils	Candidates will demonstrate safe and hygienic cleaning and storage of equipment and utensils	No Merit for this AC	No Distinction for this AC	P

Health & Safety checks

1. Wash hands
2. Wear an apron
3. Tie hair back
4. Wear a blue plaster, if you have a cut.
5. Remove Jewellery
6. Take off nail varnish
7. Clean surfaces and equipment before use
8. Wash up in hot, soapy water
9. Store raw ingredients in a fridge at 5°C
10. Hold knife using bridge & claw
11. Use coloured chopping boards
GREEN = Veg
RED = meat

How I have met the brief

The Italian meatballs meet the brief of healthy eating as I used mince beef that only had a 5% fat content. The whole dish promotes healthy eating as it includes low fat, sugar and nutritious ingredients my dish would be suitable for a family to share as a main course.

Date: _____

W.W.W What Went Well: _____

E.B.I. Even Better If: _____

Keywords: _____

Key points and facts: _____

Refer to Assessment Criteria

Unit 01 Preparing to cook (D/506/5036) (cont'd)

Bailey's chocolate cheesecake

- Place biscuits in a food processor until finely chopped.
- lightly beat 1 egg white
- Add biscuit crumbs to egg white and mix well
- Press evenly into tin and bake for 15 minutes
- Place quark, fromage frais, liqueur and Sweetner into separate mixing bowl.
- whisk 2 egg white until stiff
- fold into quart mixture
- Pour onto biscuit base. leave to chill for 3 hours.

How I have met the brief
 The dish meets the brief because it promotes healthy eating as the ingredients include low fat options. My dish would be suitable for a family if the liqueur was removed and fresh fruit added. The dish would be suitable for a celebration

Ingredients & Functions
 Ginger biscuits - form base and add flavour
 Egg whites -
 Gelatine - setting Agent
 Quark -
 Fromage Frais
 Irish cream liqueur - Flavour
 Sweetener - Flavour Keeps sugar content low
 chocolate curls - Finishing Technique

Improvements
 To improve this dish I could use a variety of bases such as digestive biscuits or sponge, this would give the Cheesecake a different taste and the sponge would give it a different texture. Fresh fruit could be used in the filling and also for decoration this would improve the nutritional value.

EVIDENCE FOR COOKING			
4.2 Demonstrate how to follow recipes	Candidates will demonstrate how to follow recipes	Candidates will confidently demonstrate how to follow recipes	Candidates will skillfully demonstrate how to follow recipes
4.3 Demonstrate cooking skills	Candidates will demonstrate cooking skills	Candidates will confidently demonstrate cooking skills	Candidates will skillfully demonstrate cooking skills
4.4 Demonstrate safe use of equipment and utensils	Candidates will demonstrate safe use of equipment and utensils	No Merit for this AC	No Distinction for this AC
4.5 Demonstrate safe and hygienic cleaning and storage of equipment and utensils	Candidates will demonstrate safe and hygienic cleaning and storage of equipment and utensils	No Merit for this AC	No Distinction for this AC

Types of Evidence
 taste charts
 photographs with annotation
 annotated recipes

Equipment
 • Flan tin
 • Baking tray
 • mixing bowls
 • Food processor
 • Electric whisk
 • Grater
 • measuring spoons

Skills
 • weighing
 • measuring
 • Grating
 • Beating
 • whisking
 • crushing
 • separating eggs
 • Baking

P.T.O

Date	W.W.W What Went Well:	E.B.I. Even Better If	Keywords	Key points and fact
		Refer to Assessment Criteria		

SPANISH OMELETTE

The first step was to boil some potatoes for 5-10 minutes until soft.

Secondly I chopped some onion and garlic and added it to the frying pan.

While the onion and garlic was frying I sliced the potatoes.

Once all the potatoes were sliced I added them to the frying pan.

Then I added 6 eggs to a mixing bowl and beat them.

I chopped half of a red pepper and some flat leaf parsley.

Once I had added the red pepper & parsley to the pan I added the egg.

Then had to let the omelette cook.

To add flavour I chopped some chorizo.

Then I had to let the chorizo cook into the omelette in the frying pan.

To finish off we then had to place the frying pan onto the grill to finish cooking

Unit 01 Preparing to cook (D/506/5036) (cont'd)

Assessment criterion

4.1 Demonstrate safe and hygienic working practices to prepare self and environment for cooking

External Quality Assurer commentary:

The learner can be awarded a **Pass** for this assessment criterion.

The learner has clearly demonstrated safe and hygienic working practices to prepare themselves and the environment for cooking. The Teacher observation report is detailed and clearly references examples of safe and hygienic working practices carried out by the learner needed to achieve a Pass. In the learner's portfolio there is a checklist that identifies good practice when preparing themselves and the environment for cooking.

There is no **Merit** or **Distinction** grade available for this assessment criterion.

Grade awarded for this assessment criterion – Pass

Assessment criterion

4.2 Demonstrate how to follow recipes

External Quality Assurer commentary:

The learner can be awarded a **Merit** for this assessment criterion. In the learner's portfolio there are a series of annotated photographs that show the sequence of steps the learner took to complete each of the three dishes. The Teacher observation report identifies that the learner was well organised, confident and worked in a methodical and systematic way showing an understanding of the key stages of each recipe and the importance of their sequence. The Teacher also refers to a good level of skill being demonstrated by the learner.

To achieve a **Pass** the learner would need to be able to read and follow the recipe accurately though may need to refer to it frequently. There may be scope to improve the organisation of relevant equipment and ingredients. An appropriate sequence of key stages will be followed. Not all tasks will be handled confidently or skilfully.

Unit 01 Preparing to cook (D/506/5036) (cont'd)

Assessment criterion

4.2 Demonstrate how to follow recipes

External Quality Assurer commentary (cont'd):

To achieve a **Distinction** the learner would need to be able to demonstrate a well organised approach when assembling the relevant equipment and utensils and a confident approach when following the recipe. The key stages of the recipe would be handled skilfully. The learner would taste the dish, season appropriately and adapt the recipe to suit own preference.

Grade awarded for this assessment criterion – Merit

Assessment criterion

4.3 Demonstrate cooking skills

External Quality Assurer commentary:

The learner can be awarded a **Merit** for this assessment criterion. They have weighed and measured accurately and have developed good knife skills. They have demonstrated a range of cooking skills in a confident manner showing an understanding of the methods chosen and the processes involved, checking at the appropriate stages to achieve a good standard of the selected dishes.

To achieve a **Pass** the learner would need to demonstrate a range of basic cooking skills for example weighing, measuring, peeling, chopping, creaming, rubbing-in, simmering, boiling, baking, grilling, and shallow-frying. They may lack confidence when demonstrating some of the methods and may not always fully understand the process involved or how to check at every key stage which may impact on the standard of the selected dish.

To achieve a **Distinction** the learner would need to demonstrate technical knowledge of the chosen cooking methods and the processes involved. The learner would have included methods demanding greater skill levels such as roasting, steaming, poaching, sautéing, stewing, casseroles and sauce making and would have demonstrated a level of mastery with some of the selected cooking skills which would be reflected in the finished standard of the selected dishes.

Grade awarded for this assessment criterion – Merit

Unit 01 Preparing to cook (D/506/5036) (cont'd)

Assessment criterion

4.4 Demonstrate safe use of equipment and utensils

External Quality Assurer commentary:

The learner can be awarded a **Pass** for this assessment criterion. They have demonstrated the safe use of a range of equipment and utensils such as spoons, jugs, sieves, baking sheets graters and mixing bowls. They have used the correct chopping boards and have selected the correct knives for the task and demonstrated safe handling of them. When using an electric whisk and a food processor they have ensured no trailing leads and have not worked close to water when using the electrical equipment. They have pre-heated the grill and switched it off after use.

There is no **Merit** or **Distinction** grade available for this assessment criterion.

Grade awarded for this assessment criterion – Pass

Assessment criterion

4.5 Demonstrate safe and hygienic cleaning and storage of equipment and utensils

External Quality Assurer commentary:

The learner can be awarded a **Pass** for this assessment criterion. They have demonstrated safe and hygienic cleaning and storage of equipment, washing up at the correct temperature and using appropriate cleaning materials. Boards have been air dried and stored in racks, knives have been dried thoroughly and stored in a knife block. Equipment such as food processors have been dismantled and carefully washed, dried and stored appropriately. All utensils and equipment used have been returned to their usual storage place.

There is no **Merit** or **Distinction** grade available for this assessment criterion.

Grade awarded for this assessment criterion – Pass

Unit 01 Preparing to cook (D/506/5036) (cont'd)

Assessment criterion

4.5 Demonstrate safe and hygienic cleaning and storage of equipment and utensils

External Quality Assurer commentary (cont'd):

Teacher observations are useful to provide information about learner performance in their practical work. Learners are encouraged to demonstrate their cooking over 6 dishes; this gives them the opportunity to develop their skills over a range of dishes. The Teacher is not required to provide 6 observations of the learner and should not rely on this as the sole piece of evidence for the learner portfolio. Observation should be coupled with other evidence that must be from a range of the dishes produced.

Summative feedback

Unit 01 Preparing to cook (D/506/5036) (cont'd)

I confirm this is all my own work. Learner signature: XXXXX

Learning outcome 1 - Understanding how to prepare self and the environment for cooking

There are gaps in the learner's evidence. Assessment criterion 1.2 has resulted in a Not Yet Achieved because the evidence has focused on safety and has not included sufficient evidence on hygienic practices. This highlights the need for both the Teacher and the learner to be really clear about what the assessment criterion specifically demands.

Learning outcome 2 - Understand how to prepare and store equipment and utensils for cooking

The learner has missed opportunities to relate this to the tasks they would naturally carry out in preparation for and during a practical session. Closer attention to the assessment criteria also needed, for example if the criterion asks for a description, a list is insufficient and if a learner provides information that is not required to meet the assessment criteria it cannot be considered relevant evidence.

Learning outcome 3 - Understand recipes for cooking

The learner's response has in some instances been too brief and has not provided sufficient information to meet two of the assessment criteria. It's important that the Teacher and the learner are aware of the range statements linked to specific assessment criteria to ensure they are fully meeting each assessment criterion.

Learning outcome 4 - Be able to use skills for food preparation and cooking

The learner has provided much better evidence. Annotated photographs and commentary have been included showing the different stages of following a recipe and the cooking processes involved. The Teacher observation report substantiates the learner's evidence, it's detailed and the comments aren't generic but are specifically related to the assessment criteria.

I confirm I have graded this work against the grading descriptors for the qualification.

Overall unit grade: Not Yet Achieved

Teacher Name: XXXXX

Signature: XXXX

Date: XXXX