

all you need to know.

Sample Portfolio

NCFE Level 2 Certificate in Food and Cookery (601/4533/X)

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

Issue 2 October 2016

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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 NCFE Level 2 Certificate in Food and Cookery. 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 manufactured evidence produced by NCFE. External Quality Assurer 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 criteria 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. We would encourage the use of our Evidence and Grading Tracker document which is available on our website www.ncfe.org.uk, although any method which clearly records the evidence against the assessment criteria may be used.

Learner evidence and External Quality Assurer commentary

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

Assessment criterion: 1.1

Learner evidence:

Safe and Hygienic Working Practices to prepare self for cooking

- Wash your hands in hot, soapy water before you start cooking to stop the spread of bacteria. You need to use hot water because this kills bacteria and soap also kills bacteria.
- You should wash your hands in a different sink to the one you use to wash food or wash up equipment.
- Wash your hands after you have been to the toilet to stop the spread of bacteria.
- Wash your hands after handling raw meat, chicken and vegetables to stop cross contamination. This prevents bacteria in raw meat being spread to cooked and fresh food from your hands.
- Wash your hands if you touch your face, cough or sneeze to stop cross contamination from the bacteria that lives in your nose. This also stops the spread of colds and flu.
- Make sure you clean under your nails when you wash your hands so no dirt is stuck under your nails because the dirt can fall into the food and physically contaminate it and it can carry bacteria that can contaminate the food.



What not to do.....



- Don't smoke in the kitchen or in your cooking PPE as this can contaminate the food with smoke and it is illegal to smoke inside.
- Don't wear dirty clothes to cook, in school wear a clean apron and in a professional kitchen wear clean chefs jacket and apron.
- Don't wear dirty shoes in the kitchen as this can contaminate food with bacteria and make the floor dirty and cause slips.
- Don't wear nail varnish because this can chip and fall into food and physically contaminate it.
- Don't work in a kitchen or cook food if you are ill with diarrhoea and vomiting because you can spread this to everyone who eats the food by contaminating it with bacteria. You should stay off work for 48 hours after your last symptoms.

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

Assessment criterion: 1.1

Learner evidence:

What to do.....

- Do keep your hair tied back and covered with a hat or hair net to stop it falling into food and physically contaminating it and it stops the spread of bacteria that can be in your hair. This also stops hair falling onto flames and catching fire.
- Wear clean aprons or chef whites each time you cook. This stops other food being contaminated with food spilt on you and stops cross contamination from bacteria.
- Make sure you don't have baggy sleeves that can dip into food and contaminate it, or dip into lots of different foods and cause cross contamination.
- Wear clean non slip shoes when in the kitchen to stop you falling over and injuring yourself, cutting yourself or burning yourself.



What to do



- When taking hot food from the oven use clean oven gloves to prevent burns.
- If you cut yourself, clean it and cover it with a blue plaster. Plasters can fall into food and physically contaminate it, blue plasters are used because they can be easily seen in food. Cuts should be covered so you don't bleed into food and contaminate it.
- Keep nails clean and short so they don't carry bacteria and dirt which can cross contaminate food.

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 has produced a PowerPoint which describes safe practices and has identified some hazards from not following safe and hygienic working practices.

The learner would achieve a Pass by describing some fundamental safe and hygienic practices to follow when preparing themselves for cooking and some things that should not be done in a kitchen.

The learner has achieved a Merit because they have clearly described the importance of thorough handwashing using hot water and soap and the need to keep fingernails short making a link to physical contamination. The learner has referred to the prevention of cross-contamination to justify their methods of preparing self for cooking, which can occur through the transfer of bacteria when handling raw meat and cooked dishes.

To achieve a Distinction the learner would need to develop their response further through detailed, perceptive 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 – Merit.

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

Assessment criterion: 1.2

Learner evidence:

A Safe and Hygienic Cooking Environment:

- Make sure the sides are clean, don't have dirt on them or cracks and use a sanitiser (this is a detergent and a disinfectant) spray and a clean cloth to clean the side before using the side to prepare food to kill bacteria and stop cross contamination.
- Before you use any equipment check it is clean, not got any old food on it that can contaminate what you are cooking. Make sure that you know how to use it so you don't hurt yourself.
- Clean up any food spilt on the floor so that you don't slip on it and hurt yourself.
- Cover food that is on the side before you clean sides so you don't spray the sanitiser into the food and contaminate it.
- Always wash up after you have used equipment and utensils so that you don't accidentally use a knife you have chopped up raw meat with is used to chop up salad and cause cross contamination.
- You should use hot water to wash up in, it needs to be over 60°C to kill bacteria.
- Follow all training and instructions for equipment and cleaning products to stop them breaking, harming someone or contaminating the food.



In a professional Kitchen follow HACCP.

What not to do when preparing a kitchen:

- Don't leave the rubbish overflowing from the bin. Empty the bin regularly and keep it covered so bacteria and odours don't spread and attract pests. Pests can then spread bacteria around the kitchen and into food and cause food poisoning.
- Don't have animals in the kitchen, they carry dirt on their paws which has bacteria, this can be spread to the sides and the food and cause food poisoning.
- Don't leave dirty equipment all round the kitchen. Clean and clear as you go to stop bacteria being spread from dirty equipment to clean equipment and food and causing food poisoning.
- Don't leave cupboards and drawers open because people can trip over these and hurt themselves, also the equipment inside can get dirty and contaminate food.



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 Assurer commentary:

The learner has provided basic, logical descriptions of safe and hygienic working practices. This has been done through 'a how to prepare' slide and 'a what not to do' slide. The first slide is basic and the second slide shows some degree of logical understanding.

The learner has achieved a Pass. The learner has described practices for preparation of the cooking environment including clean surfaces and clean equipment. The learner has identified that sanitiser will kill any bacteria and explained ways to prevent bacteria being spread by following basic practices.

To achieve a Merit the learner would need to clearly and logically describe, showing an understanding, of working practices for the preparation of the cooking environment across their work. Learners will be able to describe the consequences of not working in a safe and hygienic manner and can describe associated risk of cross-contamination eg through the transfer of bacteria indirectly.

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 detailed instructions for each. This could include relating to the spread of specific bacteria and the conditions necessary for growth. 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 poisoning and the importance of specific practices to protect themselves and others.

Grade awarded for this assessment criterion – Pass.

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

Assessment criterion: 1.3

Learner evidence:

Hazards	Risks	Risk Level	Reasons	Control Measures	Risk Level
Spilt food and water on the floor	Slips, trips and falls.	High	The person cooking can drop something and then the next person might not see it and slip over this could lead to them breaking their wrist or their ankle.	<ul style="list-style-type: none"> - Wear non slip shoes in the kitchen to make it less likely to fall over. - Clean up all dropped food straight away. - If you mop the floor put a wet floor sign next to it to warn other people about the hazard. 	Low
Broken floor surface or uneven floor	Slips, Trips and Falls	High	If the floor is uneven or damaged you can trip over it and hurt yourself, if you were carrying hot food you could also burn yourself by spilling the food onto you when you fall.	<ul style="list-style-type: none"> - Clean the floor using the correct mop, detergent and sanitizer each day so that it doesn't damage the floor. - Report any problems to your teacher or manager so that they can be fixed. - When putting in a new kitchen make sure you chose a suitable floor surface. 	Low
Knives (Sharp)	Cuts and stab wounds.	High	<ul style="list-style-type: none"> - If you don't hold the knife correctly or watch what you are doing when you use it then you can cut yourself. - If you leave knives loose in the draw then you can cut your hand when you pick one up. - If you put knives in the washing up bowl, then you can't see it and can cut yourself when you put your hands in the bowl. - If you are carrying a knife incorrectly and drop it you could stab yourself or if you're tripped over you could stab yourself or someone else. 	<ul style="list-style-type: none"> - Store knives in a knife block so the blade is covered and you can pick it up by the handle. - Don't store sharp knives in a drawer. - When cleaning knives hold it by the handle and carefully wash the blade and the handle with a cloth, hot water and detergent don't put it into the bowl. - When carrying a knife hold it by the handle with the blade pointed down so you can't stab someone if your drop it and if you have proper shoes on you won't stab your feet. - Use the knives have you have been taught and watch what you are doing when cutting up food. 	Low
Hot food in the oven	Burning yourself	High	When taking food out the oven if you do it with bare hands you will burn yourself.	<ul style="list-style-type: none"> - Use clean oven gloves or cloths to pick up food in the oven, make sure you are not touching it with your hands. - Make sure your arms don't touch the shelf above by bending down correctly to get food out of the oven. 	Low

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

Assessment criterion: 1.3

Learner evidence:

Hazard	Risk	Risk Level	Reasons	Control Measures	Risk Level
Hot surfaces/ flames (hob)	Burning yourself, Fire	High	<ul style="list-style-type: none"> - If you leave a tea towel on top of the hob and the hob is on or hot then it could catch fire. - If you have a top with baggy sleeves this could catch fire if you're leaning over the hob. - If you put your hand on the hob and its hot you could burn yourself. 	<ul style="list-style-type: none"> - Never put clothes, tea towels or oven gloves on top of the hob. - Make sure you are wearing the correct clothing with no long or baggy sleeves. - Never put your hands on top of the hob or on hot equipment. - Only have the hob switched on when you are using it and switch it off afterwards. 	Low
Saucepans	Burns, Spills, Fire	High	<ul style="list-style-type: none"> - If the saucepan handle is over the top of another part of the hob it can get hot and then you can burn yourself when you pick it up. - If the saucepan handle is sticking out from the hob you can catch it and knock it off causing hot liquids to be split these can cause burns and scalds or cause a slip hazard. - If you leave a pan of food, oil or milk on the heat unsupervised it could catch fire. 	<ul style="list-style-type: none"> - When using saucepans have the handles turned away from the edge and away from the other parts of the hob. - Never leave saucepans on a hot hob without staying with them and keeping an eye on them. 	Low
Raw Meat	Cross contamination, salmonella, E-Coli, food poisoning, allergic reactions,	High	<ul style="list-style-type: none"> - Cutting up raw meat and not using correct chopping board and knife and not washing them after use can cause physical contamination into fresh food. - Stored at the top of the fridge the juices and blood from the raw meat can drip on to other food. - If you don't wash your hands in hot soapy water after handling raw meat then you can get ill from the bacteria such as salmonella and E Coli, you pass the bacteria onto other foods and cause food poisoning to people eating the food, you can contaminate other food with the blood or juices from the meat and if you have someone who is allergic to the meat and you touch their food you could cause allergic reactions and even anaphylaxis. - Washing raw meat such as chicken can splash bacteria such as E-Coli all around the kitchen and all over other food contaminating it. 	<ul style="list-style-type: none"> - Always wash your hands after handling raw meat using hot soapy water. - Use the correct coloured chopping board (red) to prepare raw meat and wash in hot water with correct washing up liquid afterwards. - Use different chopping board for cooked meat (yellow), raw fish (blue) and vegetable (brown) to stop cross contamination. - Wash up knives correctly after you have used them to prepare raw meat. - Don't leave raw meat on the side or leave utensils on the side because they can cause cross contamination. - After preparing raw meat clean the side using a disposable cloth and sanitizer. - Always cover raw meat and store it at the bottom of the fridge. - Prepare food for someone with an allergy in a separate place to everything else, use clean equipment and wash your hands before handling their food. - Never wash raw meat. 	Low
Raw Vegetables	Food Poisoning, physical contamination of mud and pesticides	Medium	<ul style="list-style-type: none"> - You can get lots of mud on or in certain vegetables such as carrots and leeks this can fall into other food and contaminate it. - The mud can also carry lots of bacteria including E Coli and Botulism, you can get this in other food by not washing your hands between handling raw vegetables and other foods, you can contaminate chopping boards and utensils and then contaminate other foods by using the same ones and you can contaminate the side if you don't clean it afterwards. - Many vegetables, salads and fruits are sprayed with pesticides when they are grown and these can contaminate your hands, the utensils, the side and the food. 	<ul style="list-style-type: none"> - Use a separate chopping board (brown) for raw vegetables and wash it after use in hot water and washing up liquid. - Use a different, clean chopping board for cooked vegetables. - Use a separate chopping board for fruit and salad (green). - Clean all knives and other utensils after using them to prepare raw vegetables. - Wash your hands in hot, soapy water after handling raw vegetables before handling anything else. - Wash vegetables in cold water (with a vegetable scrub brush) to remove mud and the bacteria it holds. Then should be rubbed or scrubbed in a bowl of fresh water and then rinsed under running water. - Be careful with vegetables such as leeks because the mud sits between each layer and will need to be washed away. - Clean and sanitise the side after preparing raw vegetables. 	Low

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

Assessment criterion: 1.3

Learner evidence:

Hazard	Risk	Risk Level	Reasons	Control Measures	Risk Level
Cleaning Chemicals	Physical Contamination of food, Allergic reactions, Burns, Damage to sides/floor surfaces.	High	<ul style="list-style-type: none"> - When cleaning sides and spraying cleaning chemicals you can spray the chemical into open and uncovered food. - Cleaning chemicals stored in the incorrect bottles could cause someone to accidentally drink it causing poisoning and burns. - Use the wrong type of cleaning chemical or mixing the chemicals in the wrong amounts can cause burns to the person using them or damage the sides and floor which can cause other problems such as contamination risks and trip hazards. - Some people are allergic to cleaning chemicals so they could have an allergic reaction if they get them on their hands. - If cleaning chemical are stored in the same cupboard as food and they leak they can contaminate the food, this could poison people when they eat the food. 	<ul style="list-style-type: none"> - Only used cleaning chemicals that are clearly labelled as safe for use in the kitchen. - Never spray cleaning chemical when there is open and uncovered food. - Always store chemicals in the original bottle with the full correct label. - Follow COSHH (Control of Substances Hazardous to Health) regulations including storing correctly in a locked cupboard away from food and having a list of the chemicals for use in emergencies and only using chemicals you have been trained to use. - Follow advice on which chemical you use on each surface and the correct dilution of the chemical. - Never mix chemicals if you have not been trained to do so. - If you have an allergy to a certain chemical use gloves when using the chemical. 	Low
Electrical Appliances and Equipment (e.g. Toaster, Kettle)	Electric Shocks, Fires, Burns	High	<ul style="list-style-type: none"> - If the appliance is broken or faulty then you can get an electric shock or an electrical burn from it. - If you put metal inside an electrical object such as a fork inside a toaster then you can get an electric shock. - If the cable has been chewed by vermin, cut or damaged then it can leave wires exposed that can give you an electric shock or start a fire. - If you overload a socket by plugging lots of appliances into one extension then this can overheat and cause a fire. - If you place an electric appliance in water it can damage it, if it's still plugged in it can cause an electric shock. 	<ul style="list-style-type: none"> - Check all cables before you use an appliance. - Don't use an appliance that had a damaged cable or plug, report it to the teacher or manage so that it can be repaired or replaced. - Don't put metal items or foil into electrical appliances. - Always follow the manufacturers' guidelines when using and cleaning electrical appliances. - Always plug the appliance directly into the socket so that you don't overload sockets. - Use cordless kettles so that the electrics are not near water when filling the kettle. 	Low
Waste	Attract vermin, bacteria cross contamination, physical cross contamination, odours, Slips and trips, fire.	High	<ul style="list-style-type: none"> - Food waste left on the side can attract a range of vermin such from flies to rats. Vermin can then contaminate other food with their droppings if they chew into cardboard boxes and because they will run over/land on all the surfaces and their feet contaminate everything with a range of bacteria from feces and other foods. - The waste food itself left out on sides or in bins not removed from the kitchen will be warm and damp and the bacteria will multiply rapidly, and the food will rot, this can contaminate other surfaces in the kitchen and other food. - The rotting food will produce a bad odour and people won't want to eat from a kitchen that smells bad. - Open bins outside will attract vermin and pets who can spread waste around and this can be walked into the kitchen. - Bins that are not secure can be set on fire and if they are by the kitchen this could spread to the kitchen. 	<ul style="list-style-type: none"> - Clean food waste off the side and place in the bin regularly and between each cooking stage. - Sanitise sides once waste has been cleaned away. - Empty bins from the kitchen at least daily or at the end of each cooking session. - Wash your hands in hot, soapy water after handling any waste to prevent cross contamination. - Wash the bins regularly using the correct cleaning chemical. - Store outside bins with secure lids and securely to prevent vermin access and to prevent vandalism. - Employ an approved pest control agent to take preventative measures and ensure these do not contaminate food sources. - Store waste food in sealed containers until removed to the outside bins so prevent odours and cross contamination. 	Low

Hazard	Risk	Risk Level	Reasons	Control Measures	Risk Level
Chef	Unwashed hands contaminating food with bacteria – E Coli and Salmonella from raw meat, Physical contamination - plasters and nails in food, Physical and bacteria contamination from sneezing onto food. Allergic reactions from contaminating food with allergens such as nuts.	High	<ul style="list-style-type: none"> - If you don't wash your hands after going to toilet that bacteria and virus can contaminate the food including E Coli and Norovirus and cause food poisoning. - If you don't wash your hands between handling raw meat, chicken and vegetables and cooked food then you can cause cross contamination both physically and bacterially spreading bacteria including E Coli and Salmonella and causing food poisoning. - If you handle allergens such as nuts then you prepare a dish for someone with an allergy you can contaminate the dish with nuts and cause an allergic reaction and anaphylaxis. - If you wear nail varnish it can chip and contaminate the food by falling into it. - If you have dirt under your nails it can carry bacteria and fall into food and contaminate it. - If you are wearing a plaster it can fall off into the food and physically contaminate it. 	<ul style="list-style-type: none"> - Wash hands in hot, soapy water after going to the toilet to prevent cross contamination. - Wash hands in hot, soapy water between handling different foods and raw and cooked foods to prevent cross contamination. - Wash hands in hot, soapy water before handling any foods/dishes for someone with a declared allergy. - Keep nails clean, short and unpainted when cooking and preparing food. - Only use blue plasters in the kitchen so they can be seen easily if the contaminate food and the food can be replaced. - Wear a clean apron to stop cross contamination. - If you sneeze or cough use a tissue and wash your hands in hot, soapy water afterwards to stop the spread of Staphylococcus Aureus. - Don't touch your face while you are cooking to stop the spread of the same bacteria. - Keep hair tied back when cooking to stop cross contamination from bacteria. 	Low

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 produced a risk assessment for the kitchen, identifying hazards, the risks associated with each hazard, described the reasons for each potential risk and hazard and identified control measures. The learner has assessed the level of risk by rating risks 'low – high'.

The learner would achieve a Pass by assessing basic hazards and risks in the kitchen including cross-contamination from raw food leading to food poisoning. The learner identifies other hazards and risks including slips, trips, falls, cuts and burns.

To achieve a Merit the learner will clearly describe and assess the potential hazards. The learner identifies some specific bacteria that might arise through cross-contamination when handling raw meat, poultry and raw vegetables. The learner has also identified a variety of contaminants from a food handler that could inadvertently be transferred into dishes.

The learner has achieved a Distinction because the potential risks and hazards in the cooking environment have been comprehensively assessed. The learner identified specific bacteria such as, salmonella 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 nuts. The learner has shown an understanding of the circumstances leading to slips, trips and falls including spillages not wiped up and damaged floors. The learner has shown an understanding of following COSHH regulations and the importance of safe storage of cleaning liquids in a lockable cupboard separate from other kitchen products.

Grade awarded for this assessment criterion – Distinction.

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

Assessment criteria: 2.1–2.3

Learner evidence:

Equipment used for Winter Vegetable Soup and Apple Pie

Equipment	Preparation A.C.2.2	Use A.C.2.1	Cleaning A.C.2.3	Storage A.C.2.3
Chopping Board	Select a brown chopping board for vegetables. Check it is clean before using it.	Used to chop raw vegetables on to protect the side from being damaged by the knife. You should not use the other coloured chopping boards to prevent cross contamination from bacteria in raw meat. Red - Raw Meat Blue - Raw Fish Yellow - Cooked Meat Brown -Vegetables Green - Salads & Fruit White - Bakery & Dairy	Wash in hot water with a detergent then sanitise, usually this is done with washing up liquid and then a second sink of clean hot water to dip in, this removes washing up liquid suds and sanitises the chopping boards.. The water temperature should be about 60 degrees Celsius. This is so that it is hot enough to kill bacteria. Afterwards place on a draining rack and allow the chopping board to air dry as this is best for plastic. If you need to use the chopping board again straight away, dry with a clean, dry towel. The towel needs to be clean to prevent cross contamination and dry because bacteria and mould can grow on damp surfaces.	Store in rack so each chopping board is separated from each other inside a clean cupboard so food can't be splashed onto it. The chopping boards should only be placed in the rack once they are dry to stop mould growing and bacteria growing on the chopping boards. The spacing on the rack also helps to prevent odours.
Sharp Knife	Check that the knife is sharp, if it is not sharp use a knife sharpener then clean by washing it in hot water with washing up liquid and dry before using it. Do not use a knife that has rust on it because this will contaminate the food.	There are different knives for different food items. Most small vegetables can be chopped with a paring knife, for larger vegetable or if you are experienced you can use a chef's knife. The best way to chop most vegetables is to use the rolling method. Hold the handle with your first finger near the top and side. Place the tip of the knife on the chopping board and cut forward and down through the vegetable. Hold the vegetable with your other hand with your fingers curled in so you can't cut off your fingertips.	Hold the handle of the knife with the blade pointed down. Use hot water soaked cloth or sponge to wipe down the blade. Then used hot water and washing up liquid to rub the blade using downwards motions being careful not to cut your fingers. Use this sponge to clean the handle too. The hot water should be about 60 degrees centigrade. Rinse using hot water either by dipping into the water or holding under running water. Dry the knife with a dry, clean towel or disposable cloth and replace in the knife block. Don't air dry knives as this can cause them to rust.	Store sharp knives in a knife block where the blades face down and are protected so that you can't cut yourself on them. If you leave sharp knives in a drawer when you put your hand in to pick one up you can easily cut your fingers on the blade and then need treatment and contaminate the knives with your blood.

Equipment	Preparation A.C.2.2	Use A.C.2.1	Cleaning A.C.2.3	Storage A.C.2.3
Saucepan	Check the saucepan and the lid are clean before you use them	Saucepans come in lots of different sizes and can be used for lots of things. In the winter vegetable soup recipe it is used to fry the onions and garlic, boil all the vegetable and the simmer to make the soup. They can also be used to melt chocolate, boil paste and make sauces. If you are frying you do not use a lid but you always use a lid when simmering.	Place the saucepan into a bowl of hot, soapy water. The water should be above 60 degrees Celsius to help kill bacteria. Use a sponge to gently scrub the inside of the sauce pan. Once all the food has been removed rinse the pan in very hot water to sterilise and remove the washing up liquid. Then dry the pan with a clean, dry towel. The towel should be clean because otherwise a damp, dirty towel will be the perfect breeding ground for bacteria to multiply and it could contaminate the saucepan.	In the school kitchen we have a pan draw to store saucepans. Place the saucepan flat in the draw or stacked inside a larger saucepan. We keep the lids in a separate draw above the saucepans because they are glass and could be broken. Some kitchens keep saucepans hung up against the wall or above the cupboards. This will mean that they can be contaminated by other things spraying up and air borne bacteria in the kitchen and would need washing before use.
Hob (Large Equipment)	Check the hob is clean, that no food has dripped on to it and that nothing else is on top of the hob.	I am using the hob to heat the oil so I can fry the onions then using it to coil the vegetables in the stock and then simmer. When I simmer the soup the heat on the hob has to be turned down. If using a gas hob, switch the gas dial on and then press the ignition switch, once it is lit turn the dial to the correct temperature.	How you clean a hob depends on the type of hob it is. Most commonly people have either a gas or an electric hob. To clean the gas hob, make sure the gas is off and the hob is completely cooled down so that you don't burn yourself. Wipe down old food using a clean damp cloth and sweep this into the bin. Then use the hob cleaning spray which is designed for use on a gas hob. Spray this across the hob and then collect a clean wet sponge to wipe over the hob. You can take the rings off the gas hob and soak them in hot water and washing up liquid and then scrub them clean of dirt and grease using a sponge. Dry with disposable cloth and put the rings back onto of the hob. To clean an electric cooker, start by using a clean, damp cloth to wipe off crumbs and loose dirt and sweep into the bin. Then remove the electric hot plates, spray with the electric hob cleaning spray and allow it to soak in for a couple of minutes, then use either a sponge or scourer to scrub off burnt on dirt and grease and rinse with hot water. Use the spray on the rest of the hob and wipe off with a cloth and hot water. Dry everything with clean, disposable cloths and put back together.	Make sure gas hobs are fitted using a gas safe registered person so that they are safe to use and gas hobs should have a gas safety check every year to keep them safe. Don't store other items, cloths or tea towels on top of the hob because if the hob is hot or switched on they could catch fire.

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

Assessment criteria: 2.1–2.3

Learner evidence:

Equipment	Preparation A.C.2.2	Use A.C.2.1	Cleaning A.C.2.3	Storage A.C.2.3
Blender (Equipment)	Check the blender is clean. Check that the cable is undamaged. Check it has been PAT tested. Connect the blades to the motor following the manufacturer's instructions. Then plug it in.	In the winter soup recipe I am using the blender to puree part of the soup so it is smooth. When I am using a blender you put the ingredients inside then put the lid on before you start it. There are lots of things you can do with a blender including chop, grate and grind solid ingredients, mix, blend, puree and whip liquid ingredients. You can also use a hand blender or stick blender which you use by placing the stick with the blades inside the saucepan.	To clean the normal blender, switch off and unplug then carefully take the lid off and then pull out the internal blades being careful not to cut yourself. Then take the blender jug off by twisting it into the unlock position and lifting it up. These items can now be washed in a bowl of hot water and washing up liquid with a clean sponge. The water should be about 60 degrees Celsius. The sponge must be clean so that you don't cross contaminate with bacteria such as E Coli and Salmonella after cleaning equipment used for raw meat. Then rinse all these parts of the blender in hot water (boiling or over 60 degrees) to sanitise. After rinsing everything, dry with a clean dry towel or cloth, being careful not to cut yourself on the blade. For the rest of the blender use a clean cloth, soaked in hot water and washing up liquid and rinsed out to wipe down the inside and outside of the blender, making sure water does not go into the electrical parts. Then dry with clean, disposable cloths. You clean a stick blender in the same way, removing and washing up the stick and blades and wiping down the handle. Don't leave blender parts to air dry because this could cause the blades to go rusty.	After cleaning the blender, reassemble all the parts and store in a cupboard that is low down. You should not store a blender high up because it is heavy and could fall. If it falls it could hurt you or break. Also, if you store it high up it can be difficult to get it out because it is heavy. The stick blender at school is kept in a draw of larger utensils.
Measuring Spoons	Check they are clean and you have the correct size spoon.	Use to measure small quantities of powders or liquids. It is used to measure the herbs in the vegetable soup recipe. You can measure from 1 tablespoon to 1 teaspoon to ¼ of a teaspoon.	Clean all measuring spoons by washing them up using hot water (over 60 degrees Celsius) and washing up liquid and a clean sponge. Make sure you have got all powders or liquid out of the inside and from the back of the spoon. Then rinse in fresh, hot water to sterilise. Dry using a clean towel or disposable cloth.	Measuring spoons are stored in a kitchen draw. The draw should be cleaned out weekly to make sure no crumbs are in it and to keep it free from bacteria.
Measuring Jug	Check the measuring jug is clean and that you can see the measurements	Used to measure liquids and water in vegetable soup recipe. You can measure in litres and pints.	Rinse the jug with fresh hot water and dispose of down the sink. Then wash the jug and the handle using a sponge in a bowl of hot water and washing up liquid. If you have left it sit and the gravy has dried by rinsing it in hot water first this should remove anything stuck, if it doesn't use the sponge to scrub it clean. Rinse in fresh, hot water to sterilise then you can either leave it to air dry or dry with a clean, dry towel.	Store measuring jugs in a clean cupboard. They can be stored in either low cupboards or ones on the wall safely.

Equipment	Preparation A.C.2.2	Use A.C.2.1	Cleaning A.C.2.3	Storage A.C.2.3
Garlic Crusher/ Press	Check it is clean before using it.	For some garlic crushers you have to peel the garlic clove first and in others you put the whole clove in. You use this to crush the garlic quickly by pressing down on a metal handle and a stream of minced garlic comes out.	Cleaning a garlic press can be difficult because the holes are very small, you can use a toothpick to push through any remain garlic then rinse through with hot water. After this it is best to wash the press in a bowl of hot water and washing up liquid. You should use both a sponge and small brush, a tooth brush works well. This can clean through the holes and makes sure the whole of the press is clean. Rinse in hot water and then dry carefully using a clean towel or disposable cloth. You can use a clean tooth pick to push through the disposable cloth to dry inside the holes.	The garlic press is stored in the utensils drawer in the kitchen. This drawer is clean and should be checked for cleanliness and cleaned regularly.
Colander	Check it is clean and free from old food before using it.	Is used to drain large vegetables or pasta after boiling them, can also be used to wash the vegetables in before they are prepared and cooked. In this recipe you can use the colander to drain the beans.	Fill the washing up bowl with hot water and washing up liquid, then soak the colander for 5-10 minutes to loosen anything that has dried on to it. Empty the sink, rinse the colander under fresh hot water. Re-fill the sink with clean hot water and washing up liquid and use a sponge to rub clean the colander. Rinse in fresh hot water and dry using a clean dry towel or disposable cloth.	The colander is stored in the pan drawer in the kitchen. The pan drawer should be clean and cleaned regularly to prevent crumbs falling into the drawer and causing cross contamination.
Wooden Spoon	Check it is clean before using it	Wooden spoons are used for stirring and mixing ingredients together, especially when you are mixing the ingredients or stirring sauces over heat because they are heat resistant so you don't burn your hands. You can also use them for creaming ingredients together such as butter and sugar when making cakes.	To clean the wooden spoon wash it up in a bowl of hot water and washing up liquid and use a sponge to rub it clean. Rinse the wooden spoon in fresh, hot water (over 60 degrees Celsius) afterwards to remove any soap suds and to sterilise. Dry with a clean dry towel by pressing down all over the spoon.	Store your wooden spoon in a drawer, make sure it is dry before you put it away and the drawer is clean and dry. Professional chefs use oil on their wooden spoons once a month to keep them fresh and to help prevent bacteria soaking into the wood and causing cross contamination. This oil helps to seal the wood, and should be a mineral oil that is safe to consume.

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

Assessment criteria: 2.1–2.3

Learner evidence:

Equipment	Preparation A.C.2.2	Use A.C.2.1	Cleaning A.C.2.3	Storage A.C.2.3
Oven (Large Equipment)	Open the oven, check it is clean inside and no baking trays have been left in. Check recipe to see where the oven shelf should be, if it doesn't say place one in the middle. Switch oven on to temperature in recipe so that it can heat up to that temperature before you put the dish in. If you have a fan oven you will need to set the temperature lower than stated.	Ovens are used for heating, baking, roasting and drying different foods. For the apple pie I will be using the oven to bake the pie. Baking is cooking food using heat without using a flame. You can use a timer to set how long a dish bakes for but it is best to also check the food regularly to make sure edges don't burn.	Some special ovens are self-cleaning. This means that they have a setting which is very high and will turn all bits of food and grease to ash. If you have a self-cleaning oven remove the racks (after they have cooled) then turn the oven to self-clean mode and open windows to ventilate the kitchen. The self-clean will take several hours, check the manufacturer's instructions. After it has cleaned sweep the ash out and wipe down with a clean damp cloth. For normal ovens, after the oven has cooled so you remove the oven racks, you wait for the oven to cool so that you don't burn yourself. Run a sink full of hot water with a small amount of washing up liquid and leave the racks to soak for 10-20 minutes. While the oven racks are soaking use an oven cleaning spray and spray the inside of the oven. Check the instructions on the cleaning spray and leave it to soak in for the correct amount of time. Return to the oven racks, wash them in fresh hot water and washing up liquid using a scourer or a sponge to scrub off burnt food. Rinse in fresh hot water then dry with a clean, dry towel. Use a scraper or a scouring pad to remove the carbon, burnt food and grease from inside the oven after it has soaked in. Sweep out all loose bits and wipe down the oven with a clean, damp sponge. Clean the oven door with the spray and a damp sponge rather than a scourer so that you don't scratch the glass.	Once the oven is clean replace oven racks inside the oven. Don't store anything else in the oven and this can be heated up, burnt or melted when pre heating the oven or if left inside the oven could be contaminated with other food dripping onto it.
Sieve	Check the sieve is clean before using it and that no food has been left in the holes because this could contaminate the dish you are making.	In the apple pie dish I am using the sieve for the flour. This helps by breaking up any lumps of flour stuck together and adds air to the flour (aerates it). This helps it to combine with the other ingredients, bake evenly and rise in the oven.	Clean the sieve in a bowl of hot water (60°C) and washing up liquid. Use a brush to stab through the holes in the sieve to remove anything that is stuck in the holes, this will prevent cross contamination from one food to another. You can use a sponge to wipe away any remaining dirt and food. Then rinse under hot running water to remove the washing up liquid suds and food. Dry the sieve using a clean, dry towel.	The sieve is stored in the pan drawer in the kitchen. The pan drawer should be clean before you put the sieve in it and cleaned regularly to prevent bacteria growth.

Equipment	Preparation A.C.2.2	Use A.C.2.1	Cleaning A.C.2.3	Storage A.C.2.3
Fridge (Large Equipment)	The fridge should be lower than 4°C to stop or slow down growth of bacteria.	You can use the fridge to store foods and keep them fresh for longer. You should keep different foods wrapped up or in containers to stop cross contamination between the foods. It is important to keep cooked food and ready to eat food above any raw food. Raw meat should be at the bottom of the fridge in case it drips. This stops it dripping onto other foods and contaminating them with bacteria. Keep the door of the fridge closed so that the temperature does not rise. Don't put tin cans in the fridge but put food from tins into plastic containers. I am using the fridge to chill the pastry to make it easier to work with.	Always wipe up any spills straight away with a clean cloth using hot soapy water or a clean cloth that has some sanitiser spray on it. Once a week you should fully clean the fridge, to do this empty all the food out of the fridge and place it on a clean side. Take out removable parts including shelves and drawers and put them by the sink. Let them warm up for 5 minutes because if you put cold glass in hot water it can shatter which could cut you. Run the shelves and drawers under warm water to finishing warming them up. After that use hot water, washing up liquid and a sponge to scrub all the parts clean. Rinse in fresh water and leave to dry on the draining rack. Use the cleaning spray that is for use in the fridge, it should be a sanitiser spray and a clean, damp sponge or cloth to wipe out the inside of the fridge. Dry off the inside of the fridge with a disposable cloth and then dry the shelves and drawers and replace inside the fridge. Wipe down all food containers and jars before they go back into the fridge. After you have cleaned the fridge give it time to cool down then check the temperature is correct. The outside of the door of the fridge and the handle that you use should be sprayed with sanitiser at least daily as it is a surface that can have bacteria on it that can spread to hands and food and cause cross contamination. At least monthly you should wipe down the dust from the back of the fridge so that the cooling system works properly and to stop dirt and food building up out of sight.	You should have the fridge connected to an electricity supply without having trailing cables. It should not be positioned next to the oven as it will have to use more energy to stay cool. Make sure air can get round it and that you can clean under and behind the fridge at least once a week.
Pie Dish	Check the pie dish is clean. You need to line the pie dish before using it to stop the pastry sticking to it. You can do this by using a small amount of butter rubbed onto the dish or using baking paper that is cut out and placed in the dish.	You use a pie dish to bake deserts and quiches.	Remove all the pie from the dish after you have finished with it. Clean the pie dish in a bowl of hot water (60°C) and washing up liquid. This should kill any bacteria. You can use a clean sponge or cloth to scrub and wipe away any dirt and food. Then rinse under fresh, hot water to remove the washing up liquid suds and to sanitise the dish. Dry the pie dish using a clean, dry towel.	The pie dish is stored in a kitchen cupboard below the work surface because the glass and stone dishes can be quite heavy and you don't want them falling onto something and breaking it. The cupboard should be clean before you put the pie dish in it and cleaned regularly to prevent bacteria growth.

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 learner has produced tables showing the equipment and utensils used in 2 dishes they are planning to cook.

The work covers a wide range of utensils and a range of equipment across both dishes. The learner would achieve a Pass for this.

The learner has achieved a Merit because they have clearly provided thorough and indepth descriptions of uses for each item. The learner has included a description of how the equipment or utensil is used for the recipe and how it can be used elsewhere. Examples of utensils might include sieves, colanders, whisks, coloured boards, knives, bowls, spoons, 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 available in a professional kitchen, for example.

Grade awarded for this assessment criterion – Merit.

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 has achieved a Pass. They have included a brief description of how they would prepare the equipment used in 2 of their recipes eg checking utensils and equipment for cleanliness, ensuring that knives are sharp, oven and hob is switched on etc. The learner has provided more detailed descriptions for some pieces of equipment but has a number of very basic methods of preparation.

To achieve a Merit the learner would need to include a detailed description of how they would prepare the range of utensils and equipment eg checking utensils and equipment for cleanliness, making sure electrical equipment was safe and correctly assembled with 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 etc.

Grade awarded for this assessment criterion – Pass.

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:

By including descriptions of how to clean and store a range of utensils and equipment such as sieves, colanders, coloured boards, knives and spoons the learner would achieve a Pass. Equipment covered includes blenders, oven, hob and fridge.

The learner will achieve a Merit by describing the safe cleaning of utensils and equipment including appropriate water temperature and the need to rinse and dry items thoroughly. A detailed description of where to store equipment and utensils will be provided by the learner eg coloured chopping boards need to be air dried and stored in racks to prevent odours developing. The learner will show an understanding of some of the reasons for these cleaning and storage methods such as dismantling the blender to prevent accidental cuts.

The learner has achieved a Distinction through comprehensively describing safe cleaning and storage of equipment and utensils and has related 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. The learner has also identified why some items can not be air dried and that some chefs use oil to preserve the life of wooden spoons.

Grade awarded for this assessment criterion – Distinction.

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

Assessment criterion: 3.1

Learner evidence:

A recipe gives you a list of ingredients in the correct proportion to enable you to cook the dish. It tells you how to prepare each ingredient and gives you steps to follow to cook the dish. The recipe also tells you the temperature needed and cooking times for each stage. The methods section of a recipe gives you the step by step instructions and tells you how to use the different pieces of equipment.

If you follow the recipe you should produce the dish named, so if you chose a winter vegetable soup recipe, you follow its instructions, ingredients, quantities and timings you will produce a winter vegetable soup.

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 and made reference to the ingredients, timing, temperature and methods.

The learner has achieved a Pass as they have shown their understanding that 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 method, cooking time and temperatures. The learner has linked it to the recipe used for cooking winter vegetable soup and annotated the recipe.

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 – Pass.

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

Assessment criterion: 3.2

Learner evidence:

Winter Vegetable Soup

Servings: 4-6

Nutritional guide: 26 KCal

Cooking: 60 mins, Hob required

Vegetarian

Allergy: Celery, egg, milk, sulphites and wheat (gluten) *

* Presence of allergens can vary by brand – always check product labels. If you serve food outside the home you must make allergen information available when asked.

Ingredients

- 2 turnips OR 1 swede
- 1 parsnip
- 1 potato
- 1 carrot
- 1 medium onion
- 2 cloves garlic
- 1 x 5ml spoon vegetable oil
- 1 x 5ml spoon dried mixed herbs
- OR 2-3 sprigs oregano, thyme OR rosemary
- 1 litre boiling water
- 1 x reduced-salt vegetable stock cube
- 1 x 400g can mixed beans
- Black pepper (optional)
- Crème Fraiche (optional)

Equipment

- Large saucepan with lid
- Wooden spoon
- Garlic crusher
- Measuring spoons
- Chopping board
- Sharp knife
- Vegetable peeler
- Measuring jug
- Can opener
- Kettle
- Colander
- Blender
- Hob
- Scissors (optional)

Stage 1: Tie hair up, put on apron and wash hands in hot, soapy water.

Stage 2: Collect ingredients

Stage 3: Collect equipment and check it is all clean.

Notes:

- This is the name of the dish
- This is the list of ingredients needed in the recipe and the quantities of ingredients.
- This is the list of equipment needed in the recipe

Image: A photograph of a bowl of Winter Vegetable Soup, garnished with a slice of bread.

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

Assessment criterion: 3.2

Learner evidence:

Stage 4: Follow the method

The method is the step by step guide to making the recipe and tells you how to prepare and cook each ingredient. It gives the correct temperature and times to cook the different stages of the dish.

Method

- 1) Wash the turnips or swede, parsnip, potato and carrot. Peel and chop into small cubes (about 2-3cm). The skin on a swede is quite thick, if using you may need to peel carefully with a sharp knife rather than a vegetable peeler. Slice the ends off the swede and place one of the flat sides onto the chopping board, then slice it into a large cube. This makes it easier to chop into small pieces.
- 2) Peel and slice the onion into small pieces.
- 3) Peel and crush the garlic. If using fresh herbs, remove the leaves from the stems, if tough, and finely chop the leaves with scissors.
- 4) Heat the vegetable oil in the saucepan over a high heat. Add the crushed garlic and all the chopped vegetables and cook for 5 minutes. Stir regularly.
- 5) Measure 1 litre boiling water into the measuring jug. Crumble in the stock cube and stir until dissolved. Pour the stock into the saucepan.
- 6) Open the can of beans and drain them. Add the drained beans to the saucepan.
- 7) Stir in the fresh or dried herbs and add black pepper to taste (if using).
- 8) Turn the hob down to a low heat, place the lid on the saucepan and simmer for 30-40 minutes until the vegetables are soft.
- 9) Pour half the soup into a blender and pulse until smooth.
- 10) Mix both halves of the soup back together and serve in bowl.

Skills used include:

Washing, measuring, peeling, chopping, crushing, boiling/simmering, frying and blending.

Serving suggestion:

Add a dollop of crème fraiche to the top of the soup.

Timings for cooking the dish.

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

Assessment criterion: 3.2

Learner evidence:

Stage 1: Tie hair up, put on apron and wash hands in hot, soapy water.

Apple Pie Recipe

Ingredients

For the pastry

- 250g plain flour, plus extra for dusting
- 50g icing sugar
- sea salt
- 125g cold butter, plus extra for greasing
- 1 large egg, preferably free-range or organic
- a splash of milk

For the filling

- 1 large Bramley cooking apple
- 4 eating apples (try Cox's or Braeburn)
- 3 tablespoons Demerara or muscovado sugar
- ¼ teaspoon ground ginger or cinnamon
- a handful of sultanas or raisins
- ½ a lemon

Equipment

- Oven
- Mixing Bowl
- Sieve
- Palate knife
- Measuring Scales
- Fridge
- Chopping Board
- Peeler
- Sharp Knife
- Grater
- Wooden Spoon
- Hob
- Rolling Pin
- Fork
- Pastry Brush
- Pie Dish

Method

1. Preheat the oven to 180°C or Gas Mark 4.
2. Weigh out all the ingredients for the pastry and place in small bowls.
3. From a height sieve the flour into the mixing bowl.
4. Add the sugar and a pinch of salt.
5. Cut the butter into cubes, then add to the bowl.
6. Use your fingertips to gently work the butter into the flour and sugar until the mixture resembles breadcrumbs.
7. Add the egg and milk and mix to form a dough.
8. Roll out the dough and use to line the pie dish.
9. Use a peeler to peel all of the apples.
10. Cut the Bramley apple into sixths and the eating apples into eighths, get rid of the cores.
11. Add all the apple pieces to a small pan with the muscovado sugar, ginger or cinnamon and sultanas or raisins.
12. Finely grate over the zest of half a lemon, then squeeze in a little juice.
13. Toss to mix then put the pan on a medium low heat.
14. Simmer gently for 5 minutes.

Stage 2: Collect ingredients


Stage 3: Collect equipment and check it is all clean

Stage 4: Follow the method

This is the name of the dish

This is the list of ingredients needed in the recipe and the quantities of ingredients.

This is the list of equipment needed in the recipe



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

Assessment criterion: 3.2

Learner evidence:

The method is the step by step guide to making the recipe and tells you how to prepare and cook each ingredient. It tells you how to use the equipment gives the correct temperature and times to cook the different stages of the dish.

16. Dust a clean work surface and rolling pin with flour.
17. Divide your pastry dough into two and roll out one half until 1/2 cm thick.
18. Carefully roll your pastry around the rolling pin, then unroll it carefully over a 20cm pie dish.
19. Ease the pastry into the dish, making sure you push it into all the sides. Don't worry if it tears or breaks - just patch it up - it will look nice and rustic.
20. Pack the apple mix tightly into the pie dish.
21. Separate your remaining egg and beat the yolk with a splash of milk and brush over the pastry rim.
22. Roll out the other piece of dough until 1/2 cm thick.
23. Carefully roll the pastry around the rolling pin, then unroll it over the top of the pie.
24. Fold the excess pastry back in then pinch and crimp the edges together using your finger and thumb.
25. Brush the top of the pie with more egg wash, then using a small sharp knife, make a couple of small incisions in the centre of the pie to let steam escape as it cooks.
26. Bake in the hot oven for 40 to 45 minutes until golden and firm to the touch.
27. Serve with good-quality custard or ice cream.

Skills:

Rubbing In, Making Pasty, Rolling, Simmering, Baking

Timings for
how long to
bake the dish

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

Assessment criterion: 3.2 Identify the stages of a recipe

External Quality Assurer commentary:

The learner has achieved a Pass by briefly annotating the recipe and identifying the different stages of the recipe. The learner has identified the ingredients, method, timings and equipment.

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: 3.3

Learner evidence:

Purpose of ingredients in Winter Vegetable Soup

- Mixed beans are a great source of protein, dietary fibre and carbohydrates. This will give a person energy and contribute to a healthy diet. They can also be an alternative source of protein for vegetarians.
- The stock cube and water will make the stock. This adds flavour to the soup and is absorbed by the vegetables. Water also helps to keep you hydrated.
- Garlic is used to flavour the soup.
- The oil is used to fry the vegetables and stop them sticking to the saucepan.
- The swede, parsnip and carrot will add flavour, colour and vitamins to the soup.
- The herbs will season the soup and add flavour.
- The potato will add flavour and texture and provide carbohydrates for energy.

Purpose of ingredients in Apple Pie

- Egg is used to bind the dry ingredients together.
- The egg yolk is used to help make the pastry crispy and gives it the golden brown colour, it also helps the pastry sides and lid bond together.
- The apples give the pie the flavour and texture and provide some Vitamins.
- The pastry lays a base for the pie and adds carbohydrates to the dish.
- Flour is used to thicken and to add air to the pastry to help with combine evenly with the other dry ingredients. It is also used to stop the pastry sticking to the chopping board and the rolling pin.
- The butter thickens the dry flour mix to make the pastry and adds fat and dairy to the dish.
- The ginger or cinnamon adds flavour to the pie.
- The icing sugar sweetens the pastry to help make the pie a desert.
- The lemon zest adds texture to the filing and the juice adds flavour.

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

Assessment criterion: 3.3 Describe the purpose of different ingredients in a recipe

External Quality Assurer commentary:

The learner has achieved a Pass by describing a range of different functions of key ingredients including taste, texture and nutritional content for 2 recipes. The learner has referred to some primary functions but has not described these in detail.

To achieve a Merit the learner would need to ensure that their descriptions were detailed and included thorough descriptions of a range of ingredients and their primary functions such as aeration, thickening, shortening and how this affects the finished item.

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 apple pie recipe would mean the pastry would fall apart and lose its colour, 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

Learner evidence:

Cooking Skills

Measuring: Using the measuring jug and measuring spoons to measure the correct amounts of ingredients. This means you use the correct amount of the ingredients from the recipe and have them in the right proportion so you will be able to cook food that tastes good.

Chopping: Finely slicing onions and dicing the other vegetables. Dicing means you have all the pieces of vegetable in the soup the same size. You use the rolling method to chop the vegetables with a claw grip, this means you can cut vegetables faster and are less likely to cut your fingers. You would use a bridge to cut off the skin from the onions. The recipe also tells you that you should square off the swede or turnip to make it easier and safe to dice.

Sautéing: Cooking in a small amount of oil on a high heat for a short amount of time to preserve flavour and colour of the vegetables. This is used at the start of the cooking process for the vegetables in the Winter Vegetable Soup.

Simmering: Is when the sauce, liquid or water is bubbling gently on a low heat, this is how you reduce sauces. Simmering happens before you get to boiling point or after the liquid has boiled and you reduce the heat.

Mixing Wet ingredients: Mixing all the soup ingredients so that they are evenly distributed through the soup.

Blending: Use a blender to turn part of the soup into a smooth, thick liquid to provide a nice texture. To use the blender pour the mixture into the blender, close the lid and hold it in place and pulse the blender until the liquid is smooth.

Sieving: Pass the flour through a sieve from height to get rid of lumps in the flour and to add air to the flour so that it mixes evenly with the other ingredients. Sieved flour means that only a small amount covers the board and rolling pin stopping the pastry from getting too dry.

Rubbing In: Using fingers to rub flour and butter together to mix the ingredients until you get a breadcrumb texture. This can also be used when making cakes.

Refrigerating: This allows the pastry to chill and settle to make it easier to roll out without breaking. It could also be used to store the apple pie after it has cooled down. You would cover the apple pie and then place in the fridge to keep it fresh for later or the next day.

Stewing: Gently heating the apples with a small amount of liquid and the sugar to soften them, add sweetness and colour.

Rolling Pastry: Use the rolling pin to roll out the pastry evenly to a larger size than the pastry dish. Then roll into the pastry dish using the rolling pin, trying not to split the pastry so the filling doesn't leak out.

Crimping: Use fingers to crimp the pastry sides to the pastry lid to seal the apple filling inside. It can also make the pie look decorative.

Baking: Using the oven to cook the apple pie using heat, making sure to set the right temperature so it is cooked all the way through and the pastry lid doesn't burn. Checking the item that is baking so that you can take it out of the oven once it is cooked.

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

Assessment criterion: 3.4 Describe cooking skills

External Quality Assurer commentary:

The learner would achieve a Pass by describing the cooking skills in 2 recipes including simmering - when the sauce should be brought to the boil and when the heat should be reduced to simmer the sauce.

The learner has achieved a Merit because they have identified most of the cooking skills involved in their recipes and have described several cooking skills in detail including chopping. The learner has shown understanding of the cooking skills and how they relate to the dish.

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 – Merit.

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

Assessment criteria: 4.1–4.5













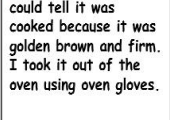

Learner evidence:

This is 1 example of a dish cooked for the requirements of the unit.

Story board for the preparation, making and serving of my apple pie.

Pre heat the oven at 190°C so it will be at the right temperature. 	Weigh out my ingredients for the pastry 	I sieved the flour to add air 	I added the sugar and a pinch of salt, then the butter cubes. 	I used the rubbing in method to combine the ingredients. 	Once the mixture looked like breadcrumbs I cracked the egg into the bowl. 
I put the apples, raisins and brown sugar in a pan. 	I then chopped the apples into thin slices. 	I cored the apples then used a peeler to peel the apples. 	Apple Mix 	I wrapped my pastry dough in cling film and put in the fridge. 	I mixed with my hands until I got a dough. 
I used a wooden spoon to mix the apples with the sugar, put on a low heat and simmered for 5 minutes. 	Let the apples cool down. 	Wash hands! Pastry I put some flour on the chopping board to stop it sticking. Cut the dough into 2 and used a rolling pin to roll out pastry larger than by pie dish. 		I used butter to grease the pie dish. 	I used the rolling pin to roll the pastry into the pie dish. 

Story board for the preparation, making and serving of my apple pie

The pastry over hangs and I used my fingers to push it into the pie dish sides. 	Separate a yolk of an egg and beat. Then brush onto the edge of the pastry. 	I washed my hands. I then added the apple mix to the pastry. 	I rolled out the other half of the pastry and put this on top of the pie. 	I used my fingers to crimp the sides to the top. 	I then brushed the top with the egg yolk, so it would bake with a shiny finish. 
I dried everything with a clean towel and put everything away correctly. 	I washed up everything I had used. 	I set the timer for 40 minutes. 	I put my apple pie in the preheated oven. 	I washed my hands. 	I used a sharp knife to make steam holes in the pastry. 
After 40 minutes I checked my pie. I could tell it was cooked because it was golden brown and firm. I took it out of the oven using oven gloves. 		I cut out a slice and put it into a bowl and served it with a scoop of ice cream. 			

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

Assessment criteria: 4.1–4.5

Learner evidence:

Evaluation of Winter Vegetable Soup Dish

Key Ingredients:

- Stock – to flavour soup and provide liquid.
- Garlic and Herbs to flavour the soup.
- Vegetables – to add flavour, texture and colour to the soup.



Making stock

Key Skills Used:

- Sautéing – Using a high heat and small amount of oil to quickly cook vegetables to keep colour and flavour.
- Rolling chop – to finely slice onions and dice the vegetables.
- Simmering – Cooking the soup on a low heat to cook the vegetables until they are soft and to reduce the sauce.
- Blending – to make part of the soup smooth and thick.

Slicing Onion



Draining the beans using a colander.



Health and Safety Checks:

- Tie up hair up.
- Take off jewellery.
- Wash hands and nails in hot, soapy water.
- Put on a clean apron.
- Clean side with sanitiser before starting.
- Wash hands after chopping raw vegetables to stop cross contamination.
- Carry knife facing downwards.
- Use bridge and claw when holding and using knife.
- Hold can safely so you don't cut your fingers
- Wash up equipment and utensils after using them in hot water and washing up liquid.
- Clean up as I cook to prevent cross contamination.

WWW:

- Dicing the vegetables, all the cubes were neat and the same size.
- Blending the soup because I didn't spray soup out of the blender and took it apart after using it without cutting myself.
- It tasted very good and thick.



Dicing Carrots

EBI:

- I add more pepper or some chilli to make it a bit spicy.
- Add some other vegetables from the school allotment.
- If I didn't splash some stock on the hob which I had to clean up



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

Assessment criteria: 4.1–4.5

Learner evidence:

Teacher Observation sheet for Level 2 Certificate in Food and Cookery

Student Name: XXXX

Date: XXXX

Dish(es): Winter Vegetable Soup and Apple Pie.

Teacher Signature: XXX

Assessment Criteria	P ✓	M ✓	D ✓	Comments
4.1 Demonstrate safe and hygienic working practices to prepare self and environment for cooking.	✓	N/A	N/A	You always wash your hands thoroughly at the start of a cooking lesson and throughout between handling different ingredients. You have sanitised your work area using the correct spray and checked all equipment and utensils are clean before you start your preparation and cooking. You have changed into a clean apron, tied up your hair and removed your jewellery when you have entered the cooking classroom.
4.2 Demonstrate how to follow recipes			✓	You have demonstrated that you know how to follow recipes and have shown a degree of mastery. You have regularly checked the taste of your dishes during cooking and added extra cinnamon to your apples, measuring and tasting carefully to make sure it was not overpowering. You have shown confidence in your cooking of these dishes. You have prepared all the ingredients and demonstrated technical knowledge and experience by measuring all the ingredients for the pastry and setting them out and by not only washing your hands but also dusting them with flour before kneading and rolling the pastry.
4.3 Demonstrate cooking skills		✓		You have confidently demonstrated a range of cooking skills across the dishes. You demonstrated your knowledge of baking pies by checking setting the timer before it was due do you could check it and make sure the pastry edge did not burn.
4.4 Demonstrate safe use of equipment and utensils		✓		Whilst making the three dishes you have demonstrated the safe use of utensils selecting the correct knives and chopping boards for the fruit and vegetables you have been chopping. You used both the paring knife and the chef's knife safely using the bridge and claw to prevent cutting your fingers. You have used a range of equipment in a safe manner including a blender and a kettle ensuring no trailing leads, not close to water and dismantling the blender safely to clean it without cutting your fingers. You have preheated the oven and selected the correct temperature and shelf position. You have used the hob when sautéing and simmering. You have used oven gloves as and when necessary to maintain safe use of the equipment and to prevent burns.
4.5 Demonstrate safe and hygienic cleaning and storage of equipment and utensils	✓	N/A	N/A	You have used hot water at 50-60 Celsius and washing up liquid to wash utensils and equipment, using clean cloths, sponges and a brush. You have made sure knives have been dried thoroughly and stored in a block. The blender has been dismantled, washed, dried and wiped then stored appropriately in a low cupboard. You also cleaned the hob after spilling some stock, waiting for it to cool then removing the rings and washing them and using spray and a sponge to scrub clean the surface,

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 has produced a storyboard as part of their evidence.

The learner has achieved a Pass for this assessment criterion. The learner has clearly demonstrated safe and hygienic working practices to prepare themselves and the environment for cooking. In the learner's evidence there is a checklist that identifies good practice when preparing themselves and the environment for cooking. In the storyboard the learner has regularly included safe practice including washing hands. The Teacher observation report substantiates the learner evidence and clearly references examples of safe and hygienic working practices carried out by the learner.

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: 4.2 Demonstrate how to follow recipes

External Quality Assurer commentary:

The learner would achieve a Pass within their evidence and the observation record having read and followed the recipe accurately. They have been able to collect the necessary equipment, utensils and ingredients they then followed the sequence of steps within the correct time frame.

The learner would achieve a Merit by providing annotated photographic evidence as part of the storyboard showing them completing a sequence of steps to produce the finished dish. This has been supported by the Teacher observation record which identifies that the learner was well organised, confident and worked in a methodical and systematic way.

The learner has achieved a Distinction by demonstrating a well organised approach when assembling the relevant equipment and utensils as shown in the storyboard. The learner has evidence that they have taken a confident approach when following the recipe including tasting the dish and adding seasoning appropriately. In the evaluation the learner has thought about other ways to adapt the recipe to suit their own preference.

Grade awarded for this assessment criterion – Distinction.

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

Assessment criterion: 4.3 Demonstrate cooking skills

External Quality Assurer commentary:

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, boiling and baking. 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.

The learner can be awarded a Merit for this assessment criterion. They have accurately weighed and measured ingredients and have developed good knife skills. The learner has explained this well in their evaluation. 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 dishes of a good standard. This is substantiated by the Teacher observation record.

To achieve a Distinction the learner would need to demonstrate technical knowledge of the chosen cooking methods and the processes involved. The learner would include methods demanding greater skill levels such as roasting, steaming, poaching, sautéing, stewing, casseroles and sauce making. The learner would need to demonstrate 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 has achieved a Pass through their evidence including the storyboard and the evaluation substantiated by the Teacher observation record. The learner has demonstrated safely using a range of equipment and utensils in making their dishes.

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:

The learner has achieved a Pass for this assessment criterion. The learner has demonstrated using hot water at 50–60°C and washing up liquid to wash utensils and equipment, using clean cloths, sponges and a brush. The Teacher observation record confirms the learner has made sure knives have been dried thoroughly and stored in a block; the blender has been dismantled, washed, dried and wiped then stored appropriately in a low cupboard.

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

Grade awarded for this assessment criterion – Pass.

Evidence and Grading Tracker

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

A breakdown of the grades awarded for each assessment criterion within Unit 01 is shown below in this completed Evidence and Grading Tracker, which is available on the qualifications page on our website.

A **Pass** grade can be awarded for the unit as a whole.

The learner has not achieved a Merit or Distinction grade for the unit because they only achieved a Pass for assessment criteria 1.2, 2.2, 3.1, 3.3.

The learner is entitled to one opportunity to resubmit work for the unit to obtain a higher grade.

Assessment criteria	Not Yet Achieved	Pass	Merit	Distinction	Evidence (including portfolio page number and type)
1.1 Describe safe and hygienic working practices to prepare self for cooking			✓		PowerPoint, pages 4, 5
1.2 Describe safe and hygienic working practices to prepare the cooking environment		✓			PowerPoint, page 9
1.3 Assess potential risks and hazards in the cooking environment				✓	Risk assessment in a table format. pages 1–13

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

Assessment criteria	Not Yet Achieved	Pass	Merit	Distinction	Evidence (including portfolio page number and type)
2.1 Describe the uses of cooking equipment and utensils			✓		Table, pages 15–17
2.2 Describe how to prepare equipment and utensils for cooking		✓			Table, pages 15–17
2.3 Describe safe cleaning and storage of equipment and utensils				✓	Table, pages 15–17
3.1 Describe the purpose of a recipe		✓		No Distinction grade for this AC	Written statement, page 21
3.2 Identify the stages of a recipe		✓	No Merit grade for this AC	No Distinction grade for this AC	Annotated recipes, pages 23–26
3.3 Describe the purpose of different ingredients in a recipe		✓			Typed report, page 28

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

Assessment criteria	Not Yet Achieved	Pass	Merit	Distinction	Evidence (including portfolio page number and type)
3.4 Describe cooking skills			✓		Typed report, page 30
4.1 Demonstrate safe and hygienic working practices to prepare self and environment for cooking		✓	No Merit grade for this AC	No Distinction grade for this AC	Storyboard, Cooking Evaluation and Teacher Observation Record. Pages 32–34
4.2 Demonstrate how to follow recipes				✓	Storyboard, Cooking Evaluation and Teacher Observation Record. Pages 32–34
4.3 Demonstrate cooking skills			✓		Storyboard, Cooking Evaluation and Teacher Observation Record. Pages 32–34
4.4 Demonstrate safe use of equipment and utensils		✓	No Merit grade for this AC	No Distinction grade for this AC	Storyboard, Cooking Evaluation and Teacher Observation Record. Pages 32 – 34
4.5 Demonstrate safe and hygienic cleaning and storage of equipment and utensils		✓	No Merit grade for this AC	No Distinction grade for this AC	Storyboard, Cooking Evaluation and Teacher Observation Record. Pages 32–34

Summative feedback

I confirm this is all my own work.

Learner signature: XXX

Teacher comments: (please continue overleaf if necessary)

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

There are gaps in the learner's depth of descriptions within their evidence. Assessment criterion 1.2 has only achieved a pass because the learner has not described in detail and logically across their answer. 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 provided detailed descriptions for parts of their evidence and very brief comments in other evidence. Closer attention to the assessment criteria needed, for example if the criterion asks for a description, make sure the learner is not just putting a single, brief bullet point such as "check the equipment is clean".

Learning outcome 3 – Understand recipes for cooking

The learner's response has in some instances been too brief and has only met the Pass criteria and not provided sufficient information to progress onto Merit and Distinction grades. It's important that the Teacher and the learner are aware of the range statements and grading descriptors 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 for this learning outcome. Annotated photographs and commentary have been included showing the different stages of following a recipe and the cooking processes involved. It would be best practice to show the level of detail from the storyboard across all the evidence for the learning outcome. 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 and the learner.

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

Overall unit grade: Pass

Teacher name: XXX

Signature: XXX

Date: XXX