

# **all you need to know.**

## **Sample Portfolio**

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

Issue 2 December 2016

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## Introduction

The material within this portfolio relates to:

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

This portfolio is designed to demonstrate the types of evidence that could be produced for unit 04 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 both actual evidence from a learner and also 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](http://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 04 Plan and produce dishes in response to a brief (M/506/50390)

#### Assessment criterion 1.1 Assess the requirements of a set brief

##### Learner evidence:

###### Key words:

The Childcare class at your school/college is holding a **PARTY** for children aged **5-6 YEARS**.

They have asked you to plan, cook and serve **AT LEAST 2 DISHES** for the party tea.

Each dish should be suitable for children of this age group, **HEALTHY** to eat and show a range of preparation and cooking **SKILLS**.

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

**Party** – the food needs to be fun, colourful, and maybe themed. Usually a party tea is a buffet so the food needs to be safe to be left out while the children are playing. It needs to be eaten easily with fingers and minimal cutlery as adults will be busy.

**5-6 years** – young children like this will be attracted to food they know and recognise. They often prefer the sweet pudding dishes and avoid healthy savoury options with obvious vegetables. It is good to give them a lot of small things they can pick and choose from rather than big meals they won't eat. At parties children tend to pick and eat between games so need things that will give them a lot of energy but not make them sick!

**At least 2 dishes** – I need to manage my time to make sure I have a good selection of foods that are finished well.

**Healthy** – young children will need a well balanced diet. They will need protein for growth and repair as they are likely to get lots of bumps and bruises when they are playing and to help them grow. They need vitamins and minerals to make sure their body functions properly. Because they are growing they need to make sure they get the best start they can and need to get into good habits now to make sure they grow up fit and healthy. Things like orange vegetables will help their eyes to develop well so are important and vitamin C in citrus fruits will help their immune systems stay strong when they interact with lots of children and different germs. Dairy products are good for young people to help them get calcium to support strong bones and teeth. Carbohydrates, especially starchy ones, are very important to make sure that the young children have plenty of energy to get through the day. The children need a little bit of fat but not too much. At parties they will probably have a lot of sugar, but if I can keep this down it will be better for them short term and long term.

**Skills** – it is important for an assessment that I show a range of skills to show what I can do at my best. My products mustn't be too easy to make if I hope to achieve the high grades, I need to think about the preparation – getting ready, the making and the presentation of my products.

**2 hours** – this is not as long as it sounds, I need to prepare all my ingredients, do my cooking, set the food up and then get cleaned away. It will be important to make sure I am very organised and bring everything I need with me. If I clean up as I go along it will mean I don't have a huge load of washing up to do at the end of the session and it will make the kitchen more hygienic and safe when I am working. This is especially important if I have a mixture of sweet and savoury foods, or high risk foods like chicken due to the risk of food poisoning.

Above: The learner has identified the key words in the brief. She has then analysed what these key words mean and how this will influence her thoughts when planning the project to ensure she fits the brief.

## Unit 04 Plan and produce dishes in response to a brief (M/506/50390) (cont'd)

### Assessment criterion 1.1 Assess the requirements of a set brief (cont'd)

Below: The learner has identified her target market and created client profiles for the children who will be eating her products. This will ensure that the products she makes are appropriate to the general brief but also more specifically that her products are appropriate to her target market. This is one of the steps that make this a Distinction as she is comprehensively assessing the requirements of her dishes.

<b>Downham Market Academy</b> Aspire Ambition Achieve	Assess the requirements of your brief:	<b>Level 2 V.Cert Food and Cookery</b>  Unit 04 Responding to a brief								
<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p><b>Name:</b> Paul  <b>Age:</b> 6  <b>Nationality:</b> British  <b>Likes:</b> Football, fishing, cricket  <b>Dislikes:</b> Ipswich football club, shopping  <b>Hobbies:</b> football and cricket,  <b>Favourite food/s:</b> Pastry foods like sausage rolls and lemon meringue  <b>Least favourite food/s:</b> Fruit (unless in another food), rice, pasta, tomatoes  <b>Dietary requirements - none</b></p> </div> <div style="width: 48%;"> <p><b>Name:</b> Angela  <b>Age:</b> 5  <b>Nationality:</b> French  <b>Likes:</b> Holidays, my little pony, Frozen  <b>Dislikes:</b> Coffee, football,  <b>Hobbies:</b> Reading, gardening, cooking  <b>Favourite food/s:</b> Meringue, pasta, steak, homemade soup  <b>Least favourite food/s:</b> Ice cream, milkshakes  <b>Dietary requirements - none</b></p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 48%;"> <p><b>Name:</b> Callum  <b>Age:</b> 6  <b>Nationality:</b> British  <b>Likes:</b> Football, watching cartoons, cars  <b>Dislikes:</b> Loud people, bad weather (rain), cleaning  <b>Hobbies:</b> Running, PlayStation,  <b>Favourite food/s:</b> bread, pineapple, banana pie  <b>Least favourite food/s:</b> tomatoes, peppers  <b>Dietary requirements - allergic to nuts</b></p> </div> <div style="width: 48%;"> <p><b>Name:</b> Tony  <b>Age:</b> 5  <b>Nationality:</b> British  <b>Likes:</b> Football, fishing, music, food  <b>Dislikes:</b> Garden centres, shopping, cooking  <b>Hobbies:</b> Playing football, listening to music, playing on PlayStation  <b>Favourite food/s:</b> Fajitas, sticky toffee pudding, nachos  <b>Least favourite food/s:</b> Boiled vegetables, foods that are too spicy  <b>Dietary requirements - none</b></p> </div> </div>										
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Assessment Criteria:</th> <th style="width: 20%;">Pass</th> <th style="width: 20%;">Merit</th> <th style="width: 20%;">Distinction</th> </tr> </thead> <tbody> <tr> <td>1.1 Assess the requirements of a set brief</td> <td style="background-color: #d4edda;">Candidates will assess the requirements of a set brief</td> <td style="background-color: #d4edda;">Candidates will assess in detail the requirements of a set brief</td> <td style="background-color: #d4edda;">Candidates will comprehensively assess the requirements of a set brief</td> </tr> </tbody> </table>			Assessment Criteria:	Pass	Merit	Distinction	1.1 Assess the requirements of a set brief	Candidates will assess the requirements of a set brief	Candidates will assess in detail the requirements of a set brief	Candidates will comprehensively assess the requirements of a set brief
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<div style="border: 2px solid green; padding: 5px; display: flex; align-items: center;"> <div style="flex: 1;"> <p><b>Even better if...</b>            Well done, this shows that you have taken your target market into account rather than just cooking something that you like to eat.</p> </div> <div style="border-radius: 50%; width: 20px; height: 20px; text-align: center; line-height: 20px; background-color: #d4edda; margin-left: 10px;">6</div> </div>										



## Unit 04 Plan and produce dishes in response to a brief (M/506/50390) (cont'd)

### Assessment criterion 1.1 Assess the requirements of a set brief (cont'd)

**Downham Market Academy**  
Aspire  
Ambition  
Achieve

Assess the requirements of your brief:

Level 2 V Cert  
Food and Cookery

Unit 04  
Responding to a brief

<http://www.taste.com.au/recipe/s/19379/sausage-rolls>

Chicken nuggets are very popular with most people and can be eaten easily with little mess. They can be baked which is healthier than frying them and extra fibre added by using brown breadcrumbs. Chicken has a lot of H+S challenges as it needs to stay cool and be cooked thoroughly to prevent food poisoning.

<http://www.topfitness.ro/wp-content/uploads/2012/12/nuggets-vegetal.jpg>

[www.tesco.com](http://www.tesco.com)

Scotch eggs are also easy to eat and pick up, although they may be quite big for a small child to eat in one go.

<http://www.goodtoknow.co.uk/recipes/pictures/7852/kids-party-food-16-quick-easy-and-fun-ideas>

Bread can be made into all sorts of different ideas that are fun for a child's party. I could make my own bread then slice it up. There is loads of ways these slices can be decorated and presented to attract attention and taste good. I could also make my own bread rolls and fill them with homemade meatballs or sausages as children usually enjoy hotdogs more than sandwiches. Pizzas can also be made from a basic bread dough. I like these ones because of the decorative faces and the flavours.

<http://www.recipe.com.au/any-flavour-mini-quiche>

Pastry. Mini quiche use shortcrust pastry and could be filled with all sorts of different flavours. Sausage rolls use puff pastry which is much higher in fat, but are a favourite of children. I could also make my own tomato sauce which would have less sugar and salt in. Choux pastry can be made into fun shapes. It can also be filled with savoury fillings instead of cream and chocolate profiteroles which are less healthy.

<http://www.anticident-fruits.com/home-based-fruit-bouquet-business.html>

Fruit is a healthy option for a sweet dish and can be very versatile. Fruit is very colourful to attract children to want to eat it. It can be cut into different shapes and put onto skewers, but giving small children sticks may be dangerous. Fruit salad can be very decorative. I really like these orange baskets which are attractive and keep the portions even. The fruit tarts allow some more creativity and extra skills be adding a custard and a base (biscuit crumble or sponge flan). I could also make my own jam to use for a glaze if I had time.

<http://www.kidspartyideas.com.au/kids-party-ideas/24-favourite-party-foods-of-all-time>

Assessment Criteria:	Pass	Merit	Distinction	Even better if...
1.1 Assess the requirements of a set brief	Candidates will assess the requirements of a set brief	Candidates will assess in detail the requirements of a set brief	Candidates will comprehensively assess the requirements of a set brief	This is lovely and bright. It clearly shows you have some fun ideas about the kinds of food that would go down well at a party and have understood that element of the brief.

Left (extract below): The learner has done some research into food that fits the brief. She has detailed the pros and cons of each and how it fits her brief and specification. The learner has considered a variety of factors including flavours, nutrition, cooking methods, practicalities and overall appeal of the finished products to her target market.

Chicken nuggets are very popular with most people and can be eaten easily with little mess. They can be baked which is healthier than frying them and extra fibre added by using brown breadcrumbs. Chicken has a lot of H+S challenges as it needs to stay cool and be cooked thoroughly to prevent food poisoning.

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## Unit 04 Plan and produce dishes in response to a brief (M/506/50390) (cont'd)

### Assessment criterion 1.1 Assess the requirements of a set brief (cont'd)

Below: The learner has summarised all of her research and understanding of the brief by writing a detailed specification for her product requirements. She has drawn upon all of her findings from her research and linked it well to the brief and her target market so there is a very clear approach through her project.

**Size** – according to my research my products need to be individual pieces, bite size for small children. This will enable the children to eat them easily and reduce the mess. It will also reduce the need for cutlery which could be difficult for some children, especially if they are eating in a hurry between games. It will also mean that they can try all sorts of little bits or something different rather than just having one meal choice.

**Appearance** – the foods I make need to be colourful and eye-catching. The more fun the foods look the more likely the children are to eat them. Because it is a party we could have a theme and try to tie in all the foods with the theme e.g. princesses, dinosaurs. When I present the food I will need to make sure it is easy to access for the children and looks appetising.

**Taste/ texture** – the majority of children prefer food that isn't too spicy, and usually quite bland. Children prefer sweeter foods and there are a lot of party food ideas for sweet foods, however it is important they have a healthy balance so will need some savoury foods too. My client profiles help me to see which flavours are popular and which to avoid.

**Shape** – the food I make can be any shape. I will try to provide individual portions which can just be picked up rather than a big dish which needs to be shared out. Something like a slice of pizza or an individual cupcake rather than expecting children to sit and eat a whole pizza.

**Unit cost** – because we are on a budget it is important that my total cost is not more than £10 to serve the 4 children in my target market. If the party was a bigger scale it would be too expensive to cater for everyone if the foods cost more than this.

**Materials (ingredients)** – the brief states that the foods I make must be healthy. My research has shown this means that it needs to contain a balance of protein, carbohydrate and vitamins and minerals. By making savoury and sweet products I can make sure I do this. I need to restrict sugar and salt so will use fresh foods and season them with herbs and spices.

**Age/ consumer (target market)** – my target market don't have many specific requirements although one of my target children is allergic to nuts so it is important I don't include any nut based products in my menu. But they do have a lot of likes and dislikes to think about. They will have small appetites as they are young, but will probably be hungrier if they are rushing around.

**Storage** – because this is a children's party the food will be most convenient if it can be prepared in advance. When you have a lot going on to get the games and decorations ready you don't also want to be stressing about the food. The food will be served as a buffet so it is important to make sure it can be cooked and eaten cold without needing to keep hot as the hotplate would be unsafe around small children. It is important to make sure the food is cooked to over 72 °C for the meat and then cooled within 90 minutes. Things like chicken would not be a good choice as it is a high risk food so would be dangerous to leave out for a buffet as the bacteria can multiply quickly and cause food poisoning.

## **Unit 04 Plan and produce dishes in response to a brief (M/506/50390) (cont'd)**

### **Assessment criterion 1.1 Assess the requirements of a set brief (cont'd)**

#### **External Quality Assurer commentary:**

In order to achieve a Pass grade learners are expected to assess the requirements of a set brief. This could look like a statement of the key points given in the brief and some explanation of how this will impact on the choices made.

In order to achieve a Merit grade the brief should be assessed in detail. This will involve more description about how and why the key points in the brief will impact on the choices made.

In order to achieve a Distinction grade learners are expected to comprehensively assess the requirements of the brief. In the NCFE glossary 'comprehensively' is explained to mean 'all encompassing'. In the examples above the learner has gone into a significant amount of detail about the brief itself. She clearly has a good knowledge and understanding of all the factors which make up the brief and how her decisions will influence this. The learner has carried out relevant and focused research to ensure she has a thorough understanding of young people's needs and, more specifically, the needs of her own target market. The specification shows a thorough application of her research and the brief which is an excellent start to the project.

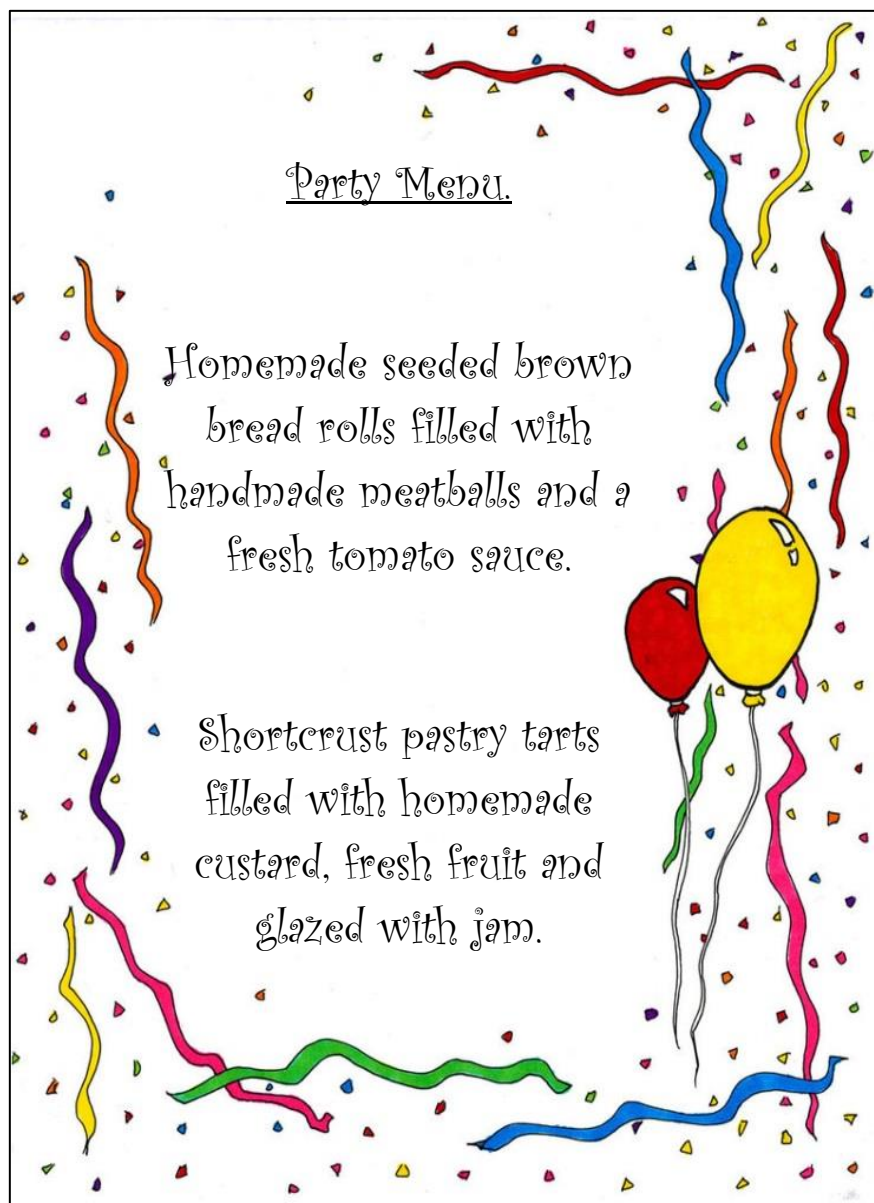
**Grade awarded for this assessment criterion – Distinction.**



## Unit 04 Plan and produce dishes in response to a brief (M/506/50390) (cont'd)

### Assessment criterion 1.2 Select a menu of dishes for the brief

#### Learner evidence:



I have decided to make my own bread rolls and fill them with homemade meatballs. If I make my own rolls I can make them the right size for small children to be able to eat them and think about the shape to make them more fun. I can also add seeds and brown flour to make them healthier. I can make sure the meatballs are all even sized and will fit in the bread as well as making sure the sauce is the correct consistency. My target market identified they liked bread, but some said they didn't like tomato products, so I can keep the sauce separate to suit them, but hopefully as it is homemade they might try a little and enjoy it.

I have decided to make tarts as I think they can look very colourful and attractive to the children. My target market said they liked pastry products and hopefully the fruit will be sweet enough with the custard that they enjoy them too. They are also easy to eat and can be made in advance safely.

Above: The learner has identified the menu she has decided on following her research. She has made very simple explanations at this stage of why she has chosen these dishes. Because the learner goes on to explain these decisions in further detail and carry out analysis compared to her specification this assessment criterion has been awarded a higher grade. The learner's ideas are creative and fit the brief very well without having copied ready-made ideas, so she has achieved a Distinction for this criterion.

## Unit 04 Plan and produce dishes in response to a brief (M/506/50390) (cont'd)

### Assessment criterion 1.2 Select a menu of dishes for the brief (cont'd)

Homemade seeded brown rolls filled with handmade meatballs and fresh tomato sauce.

S – these are bite sized and if the tomato sauce is thick they shouldn't be too messy.

A – these are colourful because of the sauce and we can top them with cheese. The bread can be made into different shapes to fit in with the party theme.

T – I can add spices to the sauce for the adults but also keep a mild version for the children. I can also keep the sauce separate for children who don't like the sauce and want to keep it plain. It is also easy to make a vegetarian option using soya or beans if required.

S – served easily as individual portions. They can be plated up in advance, or served to the children so the number of meatballs can be made bigger or smaller depending on how much they want to eat. The shape can be changed to make them as exciting as we want!

U – the mince can be bought very cheaply from a supermarket or butchers depending on the quality required. The bread is also very cheap to make, it could have seeds added to increase the fibre and flavour but that would increase the cost. If I grew the tomatoes at home it would be even cheaper.

M – the meatballs provide protein for growth and repair, the bread provides carbohydrates and brown flour would add fibre. The sauce contains vitamins. It does contain sugar from the tomatoes but not too much, and by adding basil to the sauce instead of salt it is healthier. Baking the meatballs rather than frying them will also be healthier.

A – no nuts in this recipe.

S – this would be suitable for making in advance. The bread takes quite a long time as it has to prove, but this is when I could make the sauce. The meatballs would be ok in the fridge until the party started then dished up ready to eat.

#### Ingredients

##### **Bread**

250g strong wholemeal bread flour  
250g strong white bread flour  
7g fast action yeast  
1 tsp caster sugar  
2 tsp salt  
300ml warm water  
3tbsp oil  
2tbsp seeds

##### **Meatballs**

1 onion  
75g fresh breadcrumbs  
4 sprigs fresh rosemary  
2 tsp dijon mustard  
500g mince  
1 tsp dried oregano  
1 egg  
Sauce  
1 onion  
2 cloves garlic  
Tin chopped tomatoes  
2tbsp tomato puree  
Fresh basil

#### Equipment

Weighing scales  
Measuring jug  
Teaspoon  
Tablespoon  
Wooden spoon  
Mixing bowls  
Chopping board  
Sharp knives  
Garlic crusher  
Tin opener  
Baking trays  
Saucepan



Above: The learner has compared her choice of dish 1 to her original specification. She has also begun to identify the ingredients required and the equipment she will need for this dish. This is repeated for dish 2.

## Unit 04 Plan and produce dishes in response to a brief (M/506/50390) (cont'd)

### Assessment criterion 1.2 Select a menu of dishes for the brief (cont'd)

Shortcrust pastry tarts filled with homemade custard, fresh fruit and glazed with jam.

S – these can be made as a large tart and cut up or into smaller servings. It would be similar to a child eating a jam tart so I will aim to make them that kind of size.

A – the fruit on these makes them very colourful and good to look at. It would be easy to use different fruits to make them stand out and give a variety of options. It would be quite hard to make them look like a theme but they could be served on a fun platter or stand to tie them in.

T – these would be quite sweet for the children which they would enjoy but because I am making my own custard I don't have to add too much sugar. The pastry should be nice and light and crumbly with a smooth custard. The fruit will be quite soft but firm and the jam glaze will give it a shiny finish.

S – these can easily be served as individual portions and can be made into a variety of shapes. It is easiest to make them round as that is the shape of tin that I have most access to, but I could also make them deeper or shallower depending on the size I want. I can also change the shape of the fruit depending on what I use and how it is cut.

U – the fruit will be the most expensive part of this dish. If I use fruit which is in season it will work out cheaper than if I use fruit which is having to be imported. The eggs for the custard can also be more expensive if I use free range eggs, but I can buy local eggs in my village which aren't too expensive and I know they chickens have been well looked after.

M – the pastry is the worst part of this dish as it is high in fat, however young children do need to eat some fat in their diet. If I use a healthier fat to make the pastry like an unsaturated spread it will be a better option, although this may change the texture of the pastry. The fruit will provide a range of vitamins, especially if I use a selection of fruits. Also the milk in the custard will be a good source of calcium for strong bones.

A – no nuts in this recipe.

S – these are very suitable for making in advance, although I would have to be careful which fruits to use.

Things like apples may go brown when they are cut which would make them look less appetising. They would be ok for a buffet as long as they are kept in the fridge before they are dished out.

#### Ingredients

Pastry  
225g plain flour  
100g butter  
Cold water  
Custard  
1 pint milk  
55ml single cream  
½ tsp vanilla extract  
4 egg yolks  
30g caster sugar  
Fruit: Strawberries, raspberries  
Kiwi, blueberries, clementines  
Grapes,  
Jam

#### Equipment

Weighing scales  
Measuring jug  
Teaspoon  
Tablespoon  
Wooden spoon  
Whisk  
Saucepan  
Pastry brush  
Mixing bowls  
Small bowl  
Rolling pin  
Round cutter  
Bun tin  
Chopping board  
Sharp knives



#### **Unit 04 Plan and produce dishes in response to a brief (M/506/50390) (cont'd)**

##### **Assessment criterion 1.2 Select a menu of dishes for the brief (cont'd)**

##### **External Quality Assurer commentary:**

In order to achieve a Pass grade learners are expected to select a menu of dishes for the brief. This is likely to be a basic menu which will meet most of the requirements of the brief but may not consider all relevant factors.

In order to achieve a Merit grade the menu is expected to fit the brief and show learner initiative. Here learners may have developed their menu to take into consideration the key factors in the brief and should have decided on the dishes without external direction.

In order to achieve a Distinction grade learners will inventively select their menu. In this example the learner has chosen her dishes based on her research, but has not copied from ideas she found. She has made some suggestions about how she can adapt the ideas she has seen and linked the dishes to the requirements of both the brief and her target market. I think she has been very creative with her ideas at this point and I am looking forward to seeing what she creates.

**Grade awarded for this assessment criterion – Distinction.**

**Learner evidence:**

Above (followed by close up): The learner has put together the first draft of a time plan which covers the 2 hour cooking session and how she will ensure all the different elements of the dishes have been made successfully. She has included cooking all the elements of the different dishes, timings, and skills. We can also take into account the ingredient and equipment lists included as part of AC 1.2. On the time plan the learner has also included the quality control points she will look out for as well as the health and safety points she needs to be aware of throughout the cooking time. At this point she has realised that she may well overrun the 2 hour time slot so will need to revise her plan or recipes to fit it into the session.



## Unit 04 Plan and produce dishes in response to a brief (M/506/50390) (cont'd)

### Assessment criterion 1.3 Develop a plan of action for making the dishes (cont'd)

	09:00	09:05	09:10	09:15	09:20	09:25	09:30	09:35	09:40	09:45	09:50	09:55	10:00
H+S/ QC	Tie up hair, wash hands, put on apron. Preheat oven to 220°C for bread rolls and meatballs. Boil kettle to get warm water.		Make sure your water isn't too hot. Check scales is right unit and at 0.		Should look like bread crumbs.	The dough should be soft and springy.	Make sure even sized and shaped neatly. Cover with a damp towel.		Use different boards + knives for the fruit/ veg/ raw meat. Cut neat, even pieces.	Stir regularly to stop burning.		Use oven gloves with the hot oven.	Cut very finely to allow mixing well.
Rolls			Weigh out ingredients for the bread rolls. Mix up dough with warm water.			Knead the dough 100 times.	Shape the dough. Leave in a warm area to prove.					Glaze the rolls and put into the oven to bake for 20 minutes.	
Tomato sauce									Chop up the veg for the tomato sauce.	Gently saute the veg until soft. Add the tomatoes and leave to simmer.			
Meatballs													Chop up the onion then mix with the mince.
Fruit tarts			Weigh out the ingredients for the pastry.		Rub in the butter and flour and make a dough.	Leave dough to chill in the fridge.			Chop the fruit for the tarts.				



## Unit 04 Plan and produce dishes in response to a brief (M/506/50390) (cont'd)

### Assessment criterion 1.3 Develop a plan of action for making the dishes (cont'd)

10:05	10:10	10:15	10:20	10:25	10:30	10:35	10:40	10:45	10:50	10:55	11:00	11:05	11:10
Check the tomato sauce is thick and all the veg is soft.	Check the rolls are golden and cook through, if not leave for another few minutes.		Wash hands when using raw meat. Keep raw meat away from cooked foods.		Check the meatballs are cooked to 72°C in the middle. Turn down oven to 180°C for the pastry.			Check the pastry is golden and cooked through.	Keep stirring so it doesn't stick to the pan.	Use a measuring spoon to keep it even.			Only use a little to glaze not swamp it.
			Leave the rolls to cool on a wire rack.										
				Blend the sauce until smooth and leave to cool.									
Shape the meatballs into even sized portions and place onto a tray.	Bake for 20 mins until cooked through.						Leave the meatballs to cool then refrigerate.						
					Roll out the pastry and cut into rounds.	Bake in the oven until golden.	Separate the eggs. Whisk up the yolks and sugar until fluffy.	Boil the milk then stir in the eggs. Heat until thick.	Spoon custard into each of the cases.	Slice up fruit and lay onto the top of the custard.			Melt the jam in the microwave and brush over the tarts.

#### **Unit 04 Plan and produce dishes in response to a brief (M/506/50390) (cont'd)**

##### **Assessment criterion 1.3 Develop a plan of action for making the dishes (cont'd)**

##### **External Quality Assurer commentary:**

In order to achieve a Pass grade a basic plan is expected to be written up. This could include ingredients, equipment, utensils, approximate timings, the order of work and some health and safety points.

In order to achieve a Merit grade a detailed plan is expected. This will develop the basic plan to include more specific information which may link to the specific skills required or include further details like temperatures or sizes.

In order to achieve a Distinction grade the plan must be comprehensive, however it is still only a first draft so may not be entirely correct at this moment in time. I am particularly impressed by the detail included in this plan, including the healthy and safety points as well as the quality control points. It is clear that this learner understands the order of work and how to work efficiently in the kitchen to make the most of her time. She has provided accurate timings and key details, ingredients, equipment and the skills needed to make all her dishes, but there is room for improvement following the feedback in AC 1.4.

**Grade awarded for this assessment criterion – Distinction.**

## Unit 04 Plan and produce dishes in response to a brief (M/506/50390) (cont'd)

### Assessment criterion 1.4 Review and revise plan from feedback

#### Learner evidence:

<b>Downham Market Academy</b> Aspire Ambition Achieve	Gather feedback on your action plan:			<b>Level 2 V.Cert Food and Cookery</b>  Unit 04 Responding to a brief
<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%; padding: 10px; border: 1px solid black; border-radius: 10px; margin: 5px;"> <p>This looks good and fairly healthy, well done. You could add more vegetables to the meatballs to make them even healthier e.g. peppers and mushrooms. It is good to 'hide' vegetables in the food to make sure the children are getting their 5 a day.</p> <p style="text-align: right;">Mum.</p> </div> <div style="width: 50%; padding: 10px; border: 1px solid black; border-radius: 10px; margin: 5px;"> <p>You have gone over the 2 hour allowance. If you do all your chopping at the same time this might save you some time later.</p> <p style="text-align: right;">Katy</p> </div> <div style="width: 50%; padding: 10px; border: 1px solid black; border-radius: 10px; margin: 5px;"> <p>Do you need to only be doing one thing at a time? Is this the best use of your time? Are there any stages that you can do at the same time e.g. if things are in the oven can you be doing something else while you are waiting?</p> <p style="text-align: right;">Miss Wells</p> </div> <div style="width: 50%; padding: 10px; border: 1px solid black; border-radius: 10px; margin: 5px;"> <p>If you use a crème patisserie recipe instead of custard it will be thicker and will set better in your tarts. Custard can be a bit runny and messy for young children.</p> <p style="text-align: right;">Claire</p> </div> </div>				
<b>Assessment Criteria:</b>  1.4 Review and revise plan from feedback	<b>Pass</b>  Candidates will review and revise plan from feedback	<b>Merit</b>  Candidates will review and revise plan from feedback with critical understanding	<b>Distinction</b>  Candidates will review and revise plan from feedback with critical judgement	<b>Even better if...</b> You have chosen a sensible group of people to give you feedback. This should really help you to streamline your cooking session.

Above: The learner took her original menu and timeline and asked for feedback from friends, family and people with young children who have catered for parties and therefore will understand the brief. She then used this feedback to support her when revising her time plan. This page of feedback is not worth a Distinction on its own, but when taken into account with the revised timeline and updated skills/equipment lists the higher grade can be awarded for this entire AC.

## Unit 04 Plan and produce dishes in response to a brief (M/506/50390) (cont'd)

### Assessment criterion 1.4 Review and revise plan from feedback (cont'd)

**Downham Market Academy**  
Aspire  
Ambition  
Achieve

Update your action plan taking into account the feedback:

**Level 2 V.Cert  
Food and Cookery**  
  
Unit 04  
Responding to a brief

	09:00	09:05	09:10	09:15	09:20	09:25	09:30	09:35	09:40	09:45	09:50	09:55	10:00	10:05	10:10	10:15	10:20	10:25	10:30	10:35	10:40	10:45	10:50	10:55	11:00	
H+S/ QC	Tie up hair, wash hands, put on apron. Preheat oven to 220°C. Boil kettle. Grease trays.	Should look like bread crumbs. Even sized pieces, very fine for meatballs.	Electrical equip away from water and no trailing cables.	Stir regularly to stop burning. Don't have the milk too high or it overflows.	Pan handles pointed out. Don't leave unattended.		Make sure your water isn't too hot. Check scales is right unit and at 0.	The dough should be soft and springs. Make sure even sized and shaped neatly.		Check oven is up to correct temperature.	Make sure all juices are gone from vegetables.	Use oven gloves with the hot oven.	Use different boards - knives for the fruit/veg raw meat. Cut neat, even pieces.	Wash hands when using raw meat. Keep raw meat away from cooked foods.	Check the tomato sauce is thick and all the veg is soft.	Turn the oven down to 100°C for the pastry.	Check the rolls are golden and cook through, if not leave for another few minutes.	Check the meatballs are cooked to 72°C in the middle.		Electrical equip away from water and no trailing cables.	Check the pastry is golden and cooked through.	Remove all lumps from the sauce.	Controlle d piping, neat and even.	Neat and even cutting, consider shapes and patterns.	Make stand and gather decorations.	
Rolls							Mix up dough with warm water. Knead the dough 100 times.	Shape the dough. Leave in a warm area to prove for 15 mins.					Glaze the rolls and put into the oven to bake for 20 minutes.			Leave the rolls to cool on a wire rack.										
Tomato sauce		Chop veg.							Gently saute the veg until soft.				Add the tomatoes, herbs etc and leave to simmer until thick.							Blend the sauce until smooth and leave to cool.		Pass the sauce through a sieve. Serve.			Display in a small bowl.	
Meatballs		Chop veg.		Gently saute the veg until soft then leave to cool.								Mix the veg with the mince. Shape the meatballs into even sized portions and place onto a tray.		Bake for 20 mins until cooked through.			Leave the meatballs to cool then refrigerate.		Cut rolls and fill. Return to fridge.					Display on stand.		
Fruit tarts	Put in flour and butter. Add water to make a dough. Leave in fridge to chill.	Separate the eggs. Whisk up the yolks until fluffy.		Boil the milk then stir in the eggs and flours. Heat until thick.			Cover with cling film and leave to cool.								Roll out the pastry and cut into rounds. Stab with a fork.		Bake in the oven for 15 minutes until golden.			Leave to cool on a wire rack.	Pipe custard into each of the cases.	Slice up fruit and lay onto the top of the custard then display on the stand.				

This is the second version of my timeplan. After talking to some of my friends, family and my teacher I have made some changes to the order I will work in. As the crème patisserie will need time to cool down I will make this first and I should still have time to leave the bread to prove and the sauce to reduce. I had overestimated the time some of the actions would take on my original so have overlapped a few more activities in order to fit better into the 2 hour time limit. I have added some H+S/ QC points and further detail too.

Assessment Criteria:	Pass	Merit	Distinction
1.4 Review and revise plan from feedback	Candidates will review and revise plan from feedback	Candidates will review and revise plan from feedback with critical understanding	Candidates will review and revise plan from feedback with critical judgement

**Even better if...**

You have made some very sensible changes to your time plan and seem to have really taken on board the feedback you were given.

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Above (followed by close up): The learner has taken the feedback on board and adapted her time plan to take this into account.

## Unit 04 Plan and produce dishes in response to a brief (M/506/50390) (cont'd)

### Assessment criterion 1.4 Review and revise plan from feedback (cont'd)

	09:00	09:05	09:10	09:15	09:20	09:25	09:30	09:35	09:40	09:45	09:50
H•S/ QC	Tie up hair, wash hands, put on apron. Preheat oven to 220°C. Boil kettle. Grease trays.	Should look like bread crumbs. Even sized pieces, very fine for meatballs.	Electrical equip away from water and no trailing cables.	Stir regularly to stop burning. Don't have the milk too high or it overflow s.	Pan handles pointed out. Don't leave unattended.		Make sure your water isn't too hot. Check scales is right unit and at 0.	The dough should be soft and springy. Make sure even sized and shaped neatly.		Check oven is up to correct temperature.	Make sure all juices are gone from vegetables.
Rolls							Mix up dough with warm water. Knead the dough 100 times.	Shape the dough. Leave in a warm area to prove for 15 mins.			
Tomato sauce		Chop veg.							Gently saute the veg until soft.		
Meatballs		Chop veg.		Gently saute the veg until soft then leave to cool.							
Fruit tarts	Rub in flour and butter. Add water to make a dough. Leave in fridge to chill.		Separate the eggs. Whisk up the yolks until fluffy.	Boil the milk then stir in the eggs and flours. Heat until thick.				Cover with cling film and leave to cool.			

## Unit 04 Plan and produce dishes in response to a brief (M/506/50390) (cont'd)

### Assessment criterion 1.4 Review and revise plan from feedback (cont'd)

09:55	10:00	10:05	10:10	10:15	10:20	10:25	10:30	10:35	10:40	10:45	10:50	10:55	11:00
Use oven gloves with the hot oven.	Use different boards + knives for the fruit/ veg/ raw meat. Cut neat, even pieces.	Wash hands when using raw meat. Keep raw meat away from cooked foods.	Check the tomato sauce is thick and all the veg is soft.	Turn the oven down to 180°C for the pastry	Check the rolls are golden and cook through, if not leave for another few minutes.	Check the meatballs are cooked to 72°C in the middle.		Electrical equip away from water and no trailing cables.	Check the pastry is golden and cooked through.	Remove all lumps from the sauce.	Controlled piping, neat and even.	Neat and even cutting, consider shapes and patterns.	Make stand and gather decorations.
Glaze the rolls and put into the oven to bake for 20 minutes.					Leave the rolls to cool on a wire rack.								
Add the tomatoes, herbs etc and leave to simmer until thick.								Blend the sauce until smooth and leave to cool.	Pass the sauce through a sieve. Serve.				Display in a small bowl.
	Mix the veg with the mince. Shape the meatballs into even sized portions and place onto a tray.	Bake for 20 mins until cooked through.					Leave the meatballs to cool then re-refrigerate.	Cut rolls and fill. Return to fridge.					Display on stand.
				Roll out the pastry and cut into rounds. Stab with a fork.	Bake in the oven for 15 minutes until golden.				Leave to cool on a wire rack.	Pipe custard into each of the cases.	Slice up fruit and lay onto the top of the custard then display on the stand.		



## Unit 04 Plan and produce dishes in response to a brief (M/506/50390) (cont'd)

### Assessment criterion 1.4 Review and revise plan from feedback (cont'd)

<u>Skills</u>	<u>Ingredients</u>	<u>Pastry</u>	<u>Equipment and Utensils</u>
Accurate weighing and measuring	Bread	225g plain flour	Weighing scales
Mixing a bread dough	250g strong wholemeal bread flour	100g butter	Measuring jug
Kneading	250g strong white bread flour	Cold water	Teaspoon
Portioning	7g fast action yeast	Crème Patisserie	Tablespoon
Shaping	1 tsp caster sugar	280ml milk	Wooden spoon
Proving	2 tsp salt	½ tsp vanilla extract	Mixing bowls
Chopping	300ml warm water	4 egg yolks	Chopping board
Grating	3tbsp oil	60g caster sugar	Sharp knives
Draining	4 tbsp seeds	25g plain flour	Grater
Opening tins	Meatballs	2tsp cornflour	Garlic crusher
Sauteing	1 onion	Fruit	Tin opener
Baking	50g mushrooms	Strawberries	Baking trays
Simmering	½ red pepper	Raspberries	Blender
Reducing	½ courgette	Kiwi	Saucepan
Sauce making	75g fresh breadcrumbs	Blueberries	Whisk – electric and hand
Rubbing in	4 sprigs fresh rosemary	Clementines	Pastry brush
Making a pastry dough	2 tsp dijon mustard	Grapes	Small bowl
Chilling	50g mature cheddar		Rolling pin
Resting	500g mince		Round cutter
Rolling	1 tsp dried oregano		Bun tin
Cutting	1 egg		Cling film
Whisking	Sauce		Piping bag
Piping	1 onion		Buy baking beans.
Slicing	2 sticks celery		
Layering	½ red pepper		
Baking	Handful cherry tomatoes		
Dextrinisation	2 cloves garlic		
Thickening	Tin chopped tomatoes		
Gelatinisation	2tbsp tomato puree		
	Fresh basil		

Above: The learner has also updated her list of equipment required, skills to be used and ingredients following the revision of her time plan. This evidence helps to support the decision to award a Distinction as the learner clearly has a strong understanding of how to make this successful.

## **Unit 04 Plan and produce dishes in response to a brief (M/506/50390) (cont'd)**

### **Assessment criterion 1.4 Review and revise plan from feedback (cont'd)**

#### **External Quality Assurer commentary:**

Learners who achieve a Pass for this criterion will have reviewed and revised their plan from the feedback they have been given. These changes will be based on the suggestions they received but are likely to be simplistic changes.

Learners who achieve a Merit for this criterion will review and revise their plan from their feedback using critical understanding. The NCFE glossary describes critical understanding as 'the ability to deconstruct, analyse, evaluate and express opinion'. They are likely to make changes to their plan following the comments made, but they will have taken these on board and made their own decisions on what and how to change the plan.

Learners who achieve a Distinction for this criterion will review and revise their plan from feedback with critical judgement. This means NCFE need to see an application of a critical understanding informing decisions. This learner has clearly identified the feedback they were given regarding their menu, she has then taken this feedback and interpreted the information. The learner has then made appropriate changes showing that she understands how this feedback is relevant. She has also made changes drawing on her own experiences and the final timeplan is extremely comprehensive. When coupled with the updated shopping list, skills list and list of equipment and utensils any competent cook should be able to follow the plan to make the selected dishes.

**Grade awarded for this assessment criterion – Distinction.**

## Unit 04 Plan and produce dishes in response to a brief (M/506/50390) (cont'd)

### Assessment criterion 2.1 Demonstrate how to prepare themselves and environment for cooking

#### Learner evidence:

##### Preparing myself:

I followed personal health and hygiene rules – I took off my jewellery, tied up my hair, washed my hands and put on my apron. I continued to wash my hands throughout the cooking activity as required. I made sure I was wearing appropriate clothing for the practical activity and had all outdoor clothes stored away from the practical cooking area. All these actions are to reduce the risk of both physical and bacterial contamination to the food.



##### Preparing my environment:

Because my room is a dedicated cooking environment it was already very clean and tidy which helped me as I didn't have to tidy or clean much before I started cooking. In order to make sure the work surfaces were safe of bacteria that can't be seen I sanitised them with a spray and a clean cloth before getting started, and made sure not to put my dirty bags on the clean work top.

I also made sure that I had all the equipment I needed in an accessible place. This meant that I didn't have to wander round the kitchen and get in other people's way, but also that I didn't waste time looking for things when I should have been cooking. Once the equipment was located I made sure it was ready to use e.g. preheated the oven and checked the scales were set to 0 and in the right unit.



It is important to preheat the oven so that the food cooks as you expect it to. If the oven was cold when I put the meatballs in they will need to cook for longer otherwise they may still be raw in the middle. It is also important to generate heat in order to allow my bread to prove. If the oven is cold the bread will not rise so much and be tougher and smaller rolls.

Electric scales are really good for weighing accurately as they are controlled by a computer. This is important to make sure a recipe works properly as they say cooking is a science. It is important to make sure the scales is set to 0 otherwise you will measure the wrong amount, and if you are expecting it to be in grams but it is in ounces it can cause all sorts of bother, so it is better to check it before you start.



Above (extract): The learner has taken many photographs to show her preparing herself and her environment. She has supported these with some short paragraphs to explain what she did. Due to safeguarding, photographs of individuals and the rest of the class have not been included eg of the learner wearing an apron, tying up her hair, taking off her jewellery etc.

#### **Unit 04 Plan and produce dishes in response to a brief (M/506/50390) (cont'd)**

**Assessment criterion 2.1** Demonstrate how to prepare themselves and environment for cooking (cont'd)

**External Quality Assurer commentary:**

In order to achieve a Pass grade learners will demonstrate how to prepare themselves and their environment for cooking. Under general supervision these learners are likely to follow personal hygiene rules and carry out important checks on their environment.

In order to achieve a Merit grade learners will confidently demonstrate how to prepare themselves and their environment for cooking. While general adult supervision is clearly a requirement these learners will follow personal hygiene checks and detailed environmental checks without needing this supervision as the NCFE glossary explains this as 'with certainty in their own ability'.

In order to achieve a Distinction grade learners will skillfully demonstrate how to prepare themselves and their environment for cooking. In order to be skilful NCFE expects 'a manner underpinned by technical knowledge and a degree of mastery'. This learner has identified the checks and actions which need to take place and has clearly understood why they are important. In order to demonstrate this criterion she has taken photographs to illustrate her actions and annotated these in explanation. A video or other form of evidence could illustrate this just as well. The learner's preparation of herself and her environment was to a professional standard and was maintained throughout the activity which has been supported by a Teacher observation report.

**Grade awarded for this assessment criterion – Distinction.**

## Unit 04 Plan and produce dishes in response to a brief (M/506/50390) (cont'd)

**Assessment criterion 2.2** Apply the plan to make the dishes on the menu

**Learner evidence:**

**Downham Market Academy**  
Aspire  
Ambition  
Achieve

Follow your plan and make your dishes:

**Level 2 V.Cert  
Food and Cookery**

Unit 04  
Responding to a brief








Seeded wholemeal bread rolls filled with beef and vegetable meatballs served with tomato and red pepper sauce.  
Shortcrust pastry tarts filled with vanilla crème patisserie and topped with fresh, summer fruits.

Assessment Criteria:	Pass	Merit	Distinction
2.2 Apply the plan to make the dishes on the menu	Candidates will apply the plan to make the dishes on the menu	Candidates will confidently apply the plan to make the dishes on the menu	Candidates will apply the plan to make the dishes on the menu with sophistication

**Even better if...**

Great work. You have made all the dishes on your menu by following your plan. They look delicious and very well executed.

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Above: The learner has taken photographs of the different elements which make up her dishes. She has also taken a photograph of her final menu and how she presented it to the children at her party.

#### **Unit 04 Plan and produce dishes in response to a brief (M/506/50390) (cont'd)**

##### **Assessment criterion 2.2 Apply the plan to make the dishes on the menu (cont'd)**

##### **External Quality Assurer commentary:**

If learners can apply their plan to make the dishes on the menu they should achieve a Pass grade. Under general supervision they should be able to make their dishes to an acceptable standard within the specified time frame.

If learners can apply their plan confidently to make their dishes they should achieve a Merit grade. These learners will have certainty in their own ability and will produce dishes of a good standard within the specified time frame.

If learners can apply their plan with sophistication they should be awarded a Distinction grade. These learners will need little supervision to produce a high standard of dishes which are developed, refined and advanced. This learner has made her two dishes, each with a variety of elements, to a high standard. The rolls and meatballs are uniformed sizes and have been very professionally produced. The sauce has been made and finished with care and thought, not everyone would have taken the time to sieve it, showing an appreciation of texture as well as taste in her cooking. The tarts also have a number of processes required to complete them and the whole selection has been presented attractively and in a manner suitable for the brief, within the specified time frame. She should be very pleased with her accomplishments here.

**Grade awarded for this assessment criterion – Distinction.**



## Unit 04 Plan and produce dishes in response to a brief (M/506/50390) (cont'd)

### Assessment criterion 2.3 Demonstrate cooking skills to make the dishes on the menu

#### Learner evidence:



Aspire  
Ambition  
Achieve

### Demonstrate your cooking skills: Meatballs, rolls and sauce.

**Level 2 V. Cert**  
**Food and Cookery**

Unit 04  
Responding to a brief








**Bread.** Once I mixed up the dough to a soft ball I kneaded it to stretch the gluten and allow it to be able to rise. I then shared the dough into similar sized pieces and shaped them all the same so they cooked at the same speed. These were then left to prove. I had turned the oven on to preheat so put the rolls into the grill above while it was turned off. The heat from the oven below helped to activate the yeast and encourage it to work which released the gas to make the bread rise. Once the bread had proved I glazed it and sprinkled it with more seeds before I put it into the oven to bake. Once they were golden and sounded hollow I left them on a cooling rack to cool down so they didn't get soggy underneath from the condensation.








**Meatballs.** The vegetables were sautéed in a pan to soften them, then left to cool before mixing them with the mince, spices and cheese. I was worried if I mixed them while the vegetables were warm it might cook the meat or melt the cheese before I was ready. The mixture had to be thoroughly combined so the meatballs didn't fall apart when they were cooked. They were shaped into small balls and placed on a tray to bake in the oven. I chose to bake them as this helps to remove the fat from them rather than fry them where I would have to add oil to cook them. Because I want the meal to be healthier for the children this was a good compromise, but I had to drain the fat out of the oven tray half way through cooking as there was so much. Once they had finished cooking I checked the core temperature was over 72°C with a probe. Because we were eating them cold I left them to cool down on towel to help drain the excess fat.







**Sauce.** I softened the vegetables for the sauce first then added the tinned tomatoes and other herbs and flavourings. This then needed to simmer to reduce the sauce down until it was thick. The steam evaporating from the sauce left the flavour and improved the texture. I then transferred it to a jug where I blended it to remove the big lumps. Finally I put it through a sieve to make the sauce very smooth and attractive to the children.

Assessment Criteria:	Pass	Merit	Distinction
2.3 Demonstrate cooking skills to make the dishes on the menu	Candidates will demonstrate cooking skills to make the dishes on the menu	Candidates will confidently demonstrate cooking skills to make the dishes on the menu	Candidates will skillfully demonstrate cooking skills to make the dishes on the menu

**Even better if...**

Fantastic. You have skillfully demonstrated a range of cooking skills to make your dishes. There is a lot of great work here. 20

Above: The learner has taken photographs of the specific skills she used to make dish 1. She has annotated these with notes and descriptions. This was repeated for general skills eg weighing and measuring and also the specific skills used in dish 2.







## Unit 04 Plan and produce dishes in response to a brief (M/506/50390) (cont'd)

### Assessment criterion 2.3 Demonstrate cooking skills to make the dishes on the menu (cont'd)



**Downham Market Academy**  
Aspire  
Ambition  
Achieve

**Demonstrate your cooking skills: General skills.**




**Level 2 V. Cert  
Food and Cookery**  
  
Unit 04  
Responding to a brief

Weighing and measuring. I used electrical scales so they were very accurate, I made sure they were set to 0 and in the correct unit before I started. I used a jug to measure the water for my bread and pastry, but I only added it to the recipe slowly to make sure I didn't use too much and end up with a sticky mess. It was better to use measuring spoons for some ingredients because I needed a smaller amount. For example in my sauce I used a teaspoon measure to get the right amount of dried herbs. It would have been very difficult to measure these on a scale as they would have been too light.

Chopping. I had to prepare the vegetables for the meatballs and the sauce by chopping them into smaller pieces. The vegetables for the meatballs needed to be very finely chopped so that they mixed in well and didn't fall out of the mixture. It also meant I would be able to make the meatballs quite small so they are appropriate for a 5-6 year old. Because I was going to blend the tomato sauce it was less important to chop the vegetables so small, therefore these are a bit more chunky. I still used the bridge and claw methods to cut the different vegetables.

Grating. I used a hand grater to grate my cheese as I was only using a small amount. If I had been using a larger piece I could have used an attachment on a food processor which would have been less time consuming. Grating it ensured it mixed in better with the meatballs. I was concerned that if I left it in chunks it would melt out of the meatballs and not make part of the taste.

I preheated the oven to ensure it was the correct temperature to cook my dishes. The light on the oven lets me know when the oven is ready. I also had to manage the temperature of the pans on the hob e.g. to ensure that my sauce was simmering rather than boiling.

I followed several different recipes which was one skill, but I also adapted the recipes which is another skill. I wanted to make the dishes healthier for the children so I have improved the ingredient lists to include more vegetables and changed some of the cooking methods to use less fat.

Assessment Criteria:	Pass	Merit	Distinction	
2.3 Demonstrate cooking skills to make the dishes on the menu	Candidates will demonstrate cooking skills to make the dishes on the menu	Candidates will confidently demonstrate cooking skills to make the dishes on the menu	Candidates will skillfully demonstrate cooking skills to make the dishes on the menu	<p><b>Even better if...</b></p> <p>Fantastic. You have skillfully demonstrated a range of cooking skills to make your dishes. There is a lot of great work here. 20</p>



## Unit 04 Plan and produce dishes in response to a brief (M/506/50390) (cont'd)








### Assessment criterion 2.3 Demonstrate cooking skills to make the dishes on the menu (cont'd)

**Downham Market Academy**  
Aspire  
Ambition  
Achieve








**Demonstrate your cooking skills: Tarts.**

**Level 2 V. Cert  
Food and Cookery**

Unit 04  
Responding to a brief

**Pastry.** To make the pastry first I had to rub the butter and flour together. This restricts the gluten in the pastry from forming which makes the pastry crumbly and light. I slowly added cold water to bring the dough together without it being too sticky. I then wrapped this in cling film and left it to chill which made the pastry much easier to work with. I then rolled the pastry out so it was very even and this all over. I used a cookie cutter to cut out circles so all the tarts were the same shape and size. I greased a baking tray and laid the pastry circles into the tin making sure I didn't stretch the pastry as this would cause splits when it cooked. Before I put it in the oven I stabbed the tart cases all over with a fork to stop them from puffing up while they cooked. I could have filled them with baking beans which would have also stopped this but I didn't have any. Once the cases were golden and cooked through I put them onto a cooling rack to cool down.

**Filling.** The first thing I had to do to make the custard was to separate the eggs. I was only using the egg yolks so put the whites into the fridge for another dish. I then used an electric whisk to make the egg yolks and sugar turn pale and fluffy. I used an electric whisk as it was more efficient than doing it by hand which would have taken a lot longer. I then heated the milk to boiling point and stirred it into the egg mixture. This time I did use a hand whisk to keep the mixtures moving and heating evenly, an electric whisk would have been too much for this. As the mixture heated the custard got thicker so it was important to keep whisking to make sure it was smooth and did not have too many lumps. I then covered it with clingfilm to stop a skin forming on the custard while it cooled down. Once the custard had cooled I made a piping bag from some baking paper and filled it with the custard. I then piped the custard into the cold pastry cases. I sliced the fruit thinly and decorated the filled cases with the fruit.

Assessment Criteria:	Pass	Merit	Distinction
2.3 Demonstrate cooking skills to make the dishes on the menu	Candidates will demonstrate cooking skills to make the dishes on the menu	Candidates will confidently demonstrate cooking skills to make the dishes on the menu	Candidates will skilfully demonstrate cooking skills to make the dishes on the menu

**Even better if...**

Fantastic. You have skilfully demonstrated a range of cooking skills to make your dishes. There is a lot of great work here. 22

#### **Unit 04 Plan and produce dishes in response to a brief (M/506/50390) (cont'd)**

##### **Assessment criterion 2.3 Demonstrate cooking skills to make the dishes on the menu (cont'd)**

##### **External Quality Assurer commentary:**

Learners who demonstrate cooking skills within the specified time frame to make their dishes under general supervision, with edible results should achieve a Pass grade.

Learners who confidently demonstrate their cooking skills to make their dishes in the specified time frame should achieve a Merit. These learners will be certain in their own ability to use appropriate skills to a good standard under general supervision.

Learners who skilfully demonstrate their cooking skills in the specified time frame should achieve a Distinction grade. This learner has worked in a manner underpinned by technical knowledge and has shown a degree of mastery while making her dishes. She has identified the different skills and stages of her dishes using photographs, but video or other evidence would work just as well. The annotations evidence her understanding and knowledge of what she is doing and why. Her demonstration of cooking skills has also been supported by a witness statement from the Teacher who has seen how effectively she was working in the classroom.

**Grade awarded for this assessment criterion – Distinction.**

#### Unit 04 Plan and produce dishes in response to a brief (M/506/50390) (cont'd)

##### Assessment criterion 2.4 Demonstrate safe and hygienic working practices throughout

##### Learner evidence:

When placing things in and removing them from the ovens, I will need to use oven gloves to prevent myself from being burnt from the heat. By using oven gloves and removing trays extremely carefully, the risk of being injured is greatly reduced and I will also need to put the baking trays in a place where they won't touch anybody or they could cause people to burn themselves.



It is important to make sure that the foods I am using are stored safely in order to prevent food poisoning. Firstly I will ensure the use by/best before dates are appropriate for the foods I am using. I also need to make sure that the foods have been stored appropriately e.g. meat in the fridge at a temperature between  $0^{\circ}\text{C} - 5^{\circ}\text{C}$ , or flour in a sealed container in a cool, dark place. When using the mince I need to remember to remove the piece of paper from the packaging as no one wants to eat that! I need to make sure I clean the fruit and vegetables thoroughly to ensure any contamination from pesticides or nature have been removed before eating.



Above (extract): The learner has taken several photographs to show the safe and hygienic practices she followed while making her dishes. She has supported these with some short paragraphs to explain what she did.

#### **Unit 04 Plan and produce dishes in response to a brief (M/506/50390) (cont'd)**

##### **Assessment criterion 2.4 Demonstrate safe and hygienic working practices throughout (cont'd)**

##### **External Quality Assurer commentary:**

Learners are expected to demonstrate safe and hygienic working practices throughout their practical cooking session and can only be awarded a Pass for this criterion. Learners would be expected to consistently work in a safe and hygienic manner under general supervision. Again this learner has evidenced demonstration of the criterion using annotated photos which has been supported by a Teacher observation but other forms of evidence could also be used.

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

**Grade awarded for this assessment criterion – Pass.**



## Unit 04 Plan and produce dishes in response to a brief (M/506/50390) (cont'd)

### Assessment criterion 3.1 Assess the strengths and weaknesses of the menu

#### Learner evidence:

##### Strengths

This fitted well with the eatwell guide as the meal contained a large proportion of carbohydrates, protein, some dairy, minimal fats and sugars and a large amount of fruit and vegetables. This is good as it had a range of vitamins and minerals, including calcium for the children's bone growth and vitamin C to help their immune systems. These dishes would not be high in fat or salt because they use natural ingredients and a healthy cooking method. This is good as it is not putting them at risk of obesity or CHD in the long term. The sauce helped to moisten the rolls without having to spread butter onto the rolls which kept the saturated fats lower, also encouraging good habits and reducing the risk of obesity and CHD.

The menu worked well as a meal for young children at a party. It was all able to be hand held reducing the need for cutlery. It was also able to be made different for each child if they wanted sauce or not which meant it was more flexible than having the meatballs cooked in the sauce.

There were no nuts in the menu so the child with an allergy was able to eat it all and there was nothing spicy to upset anyone who disliked hot food. It would be easy to adapt the sauce to make a spicy or vegetarian version too if I had wanted to.

The dishes I chose showed a wide range of cooking and preparation skills which was also a strength of this menu. I could have bought the items ready-made and assembled them but I made them all from scratch. This is good for the skill level but also for the health as I know exactly what went into them.

##### Weaknesses

There was quite a lot of sugar added due to the sugar in the custard but this could be reduced as the custard was very sweet with the fruit. Reducing the sugar would make it healthier for the children as they would only be having the natural sugar from the fruit. Too much sugar is dangerous as it can lead to diabetes in the long term. Also children need to be really careful that they aren't eating too much sugar and causing their teeth to rot so it is better to get them into good habits while they are young.

The rolls came out quite big as they rose more than I expected. This meant that they were quite a big portion for young children and the meatballs got a little lost in them. Next time I would make more rolls and put them into a smaller shape so they were not so filling. This would make the menu more appropriate. It would also be better if the dishes were a bit more decorative or themed to make them more attractive to the children. I could maybe make hedgehog shaped rolls rather than just round ones as they didn't look like hot dogs which is what I wanted.

This menu is only good for people who eat meat as there was no vegetarian option. If I needed to make a vegetarian version I could use mashed potato or beans to mix with the vegetables for the meatballs. Because I used beef mince there are some religions who wouldn't have eaten these meatballs, but this was not an issue with my target market. I would also need to be aware of people with coeliac disease or lactose intolerance as these are becoming more common. My products contained both of these allergens, but I could buy free from ingredients if necessary.

Above: The learner has identified strengths and weaknesses of the menu that she chose.

### **Unit 04 Plan and produce dishes in response to a brief (M/506/50390) (cont'd)**

#### **Assessment criterion 3.1 Assess the strengths and weaknesses of the menu (cont'd)**

##### **External Quality Assurer commentary:**

Learners who achieve a Pass will have assessed some of the strengths and weaknesses of their menu. These learners should have identified key points about the menu, explained them and justified their reasoning.

Learners who achieve a Merit will have assessed the strengths and weaknesses of the menu in detail. These learners may have looked thoroughly and in depth at what went well and how their menu could have been improved.

Learners who achieve a Distinction will have comprehensively assessed the strengths and weaknesses of the menu. This learner has made a statement, explained it and suggested a way to improve or act upon the significant factor. She has considered the dishes in relation to short and long term health, her target market requirements and in relation to the brief which all show she has understood the impact of her dish in the wider sense. The idea of unit 04 is that it is a culmination of all the previous units. This evaluation brings together aspects of all the different units to create a comprehensive, all encompassing, evaluation.

**Grade awarded for this assessment criterion – Distinction.**

## Unit 04 Plan and produce dishes in response to a brief (M/506/50390) (cont'd)

### Assessment criterion 3.2 Assess the strengths and weaknesses of the planning and preparation process

#### Learner evidence:

##### Strengths.

I was very organised with getting my shopping ready as I had written a shopping list. Because we had a lot of baking ingredients at home I was able to use flour and sugar from the pantry which cut the costs down a bit and meant I didn't have left over ingredients which duplicated what we already had so would be wasteful.

I had also made a list of everything I needed to remember on the day so I made sure I had all my presentation equipment ready to go. There was all the equipment for cooking available that I needed and I knew where it all was so I didn't have to go searching while I should have been cooking. This would have wasted time and maybe more likely to make a mistake.

I arrived to the cooking session with my hair already tied up and my jewellery off so this helped me to get ready much quicker. Before I started cooking I ran a sink of hot water to use as I needed to clean things. I kept this organisation up through the cooking activity and made sure that I cleaned as I went so I wasn't left with a load of washing up to do at the end.

My recipes and time plan really helped me to make sure my products turned out well as they were prompts to make sure I did everything in the right order. It was a good idea to change from custard to crème patisserie as this was much thicker and worked really well in the tarts. I didn't have to make any major changes to my plan and although some timings were a bit off I got finished perfectly in the 2 hours.

The way that I worked was very efficient. I ensured I did all the chopping of the vegetables and fruit at the same time and weighed all the dry ingredients at the same time rather than having to start and stop. I planned to cook the bread, meatballs and the pastry in the oven which had a lot of advantages. It meant I could leave them to cook and overlap the timings. While they were in the oven I was able to get on and make the sauces etc but if I was cooking the meatballs under the grill I would have had to keep watching them so would have had to rush to get everything done.

My research really helped me to pick products which worked very well to fit the brief and was useful preparation.

##### Weaknesses.

Although I have made similar products before there were things in these end products that I would do differently if I made them again. Therefore it would have been better if I was more prepared and had a practice of making all the elements of the dishes together before the cooking activity.

When I left the pastry in the fridge to chill the fridge was really cold. This made the pastry go too hard so I was unable to roll it out straight away which meant this step took longer than I expected. I need to update my time plan to include some resting time for the pastry out of the fridge.

I had planned to reduce the temperature of the oven when I put the pastry in to cook, but actually as it turned out the pastry took longer than I thought to go golden so it maybe would have been better to keep the oven hotter. Unfortunately because the oven at school is old it is not so efficient, if I was using a more modern oven I would have needed to be a bit more careful.

When I rolled out the pastry it would have been useful to have some baking beans to put inside the cases. These help to ensure an even cook inside the pastry but without it puffing up. I forgot to buy some of these and we didn't have anything to use as an alternative so my planning let me down here.

I only used the egg yolks in the custard which meant there were the egg whites left. In my planning I could have included a dish which used these to save them from being wasted. E.g. I could have quickly whisked up some small meringues to have with the tarts – although these aren't really very healthy and may give the children a sugar rush!

Above: The learner has identified strengths and weaknesses of her planning and preparation.

#### **Unit 04 Plan and produce dishes in response to a brief (M/506/50390) (cont'd)**

**Assessment criterion 3.2** Assess the strengths and weaknesses of the planning and preparation process (cont'd)

##### **External Quality Assurer commentary:**

Learners who achieve a Pass will have assessed the strengths and weaknesses of their planning and preparation. These learners should have identified the strengths and weaknesses, explained them and justified their thoughts.

Learners who achieve a Merit will have assessed the strengths and weaknesses of their planning and preparation in detail. These learners could have looked thoroughly and in depth at what went well and how their organisation could have been improved.

Learners who achieve a Distinction will have comprehensively assessed the strengths and weaknesses of their planning and preparation. This learner has identified things she did well and areas for improvement. She is very clear on what she would do differently next time and explains it in a very relevant and helpful manner. This evaluation covers all aspects of the planning and preparation process, the learner has considered what she did prior to cooking as well as her organisation during the cooking right up to the end of the 2 hour period. The learner has split up her evaluations and kept relevant factors into each section to ensure she is not repeating herself when covering the 4 evaluation criteria. This also ensures she has covered all the assessment criterion thoroughly and it is very easy to identify the evidence for the criterion without having to trawl through several jumbled paragraphs.

**Grade awarded for this assessment criterion – Distinction.**

## Unit 04 Plan and produce dishes in response to a brief (M/506/50390) (cont'd)

### Assessment criterion 3.3 Assess the strengths and weaknesses of the completed dishes

#### Learner evidence:

**Downham Market Academy**

Aspire  
Ambition  
Achieve

**Assess the completed dishes:**

When I gave the children the dishes that I made I asked them to mark on a scale what they thought about the taste, texture and appearance of the dishes. I thought that this would be easier for them rather than filling in a full sensory profile as they are quite young and hadn't done this before.

**Level 2 V.Cert  
Food and Cookery**

Unit 04  
Responding to a brief

**Meatball rolls and tomato sauce.**

Soft

Colourful

Moist

Sweet

Hard

Plain

Dry

Savoury

Ideal

Angela

Callum

Paul

Tony

**Fruit tarts.**

Soft

Colourful

Moist

Sweet

Hard

Plain

Dry

Savoury

Ideal

Angela

Callum

Paul

Tony

**Strengths:** I wanted the rolls to be a savoury dish and this worked well as all my tasters thought it was, however the tomato sauce did make it a bit sweeter because of the sugar in the tomatoes. I could have disguised this with more herbs or spices when I mixed the sauce up. The rolls were also quite soft which is what I had hoped. The rolls were very light and fluffy because I kneaded them well and they had plenty of time to prove. The vegetables in the meatballs helped to keep them moist because of the juice in them. There was a lot of fat in the mince which came out of them as they cooked but this would also have helped to keep them moist. The rolls were a nice balance of white and brown flour which added fibre, along with the seeds, but weren't too dry or brown which might put the young people off. The meatballs held together well and didn't fall apart which was really pleasing.

**Weaknesses:** I had hoped that the vegetables would have made the meatballs quite colourful along with the tomato sauce, but only half of the taster thought this had happened. Callum refused to have any sauce on his roll which may have contributed to him thinking they weren't very colourful, but also the meatballs did go rather brown once they had cooked which would look less appealing and less colourful to young children. If I used a paler meat like chicken then they would go golden when cooked rather than the mince that went dark brown and show off the colour from the vegetables next time. The rolls did turn out much bigger than I had expected too, so next time I need to make them smaller.

**Strengths:** The fruit tarts scored well for being moist and sweet. This is what I wanted and is likely to appeal to young children. The moisture came from the custard in the middle of the tart and from the fruit on top. The sweetness also came from the sugar in the custard, personally I think it was too sweet and if I made it again I would use less sugar. With the fruit and the vanilla in the custard there was no need to have as much sugar in the recipe as it said.

**Weaknesses:** The children were quite picky about the fruit on the tarts. If I made them again I would use a wider range of fruits so this would be more colourful and give them more of a choice. I kept these to kiwi and strawberry as it was cheaper. The pastry was the hardest part of the tarts. I think that when I rolled the pastry I kept it too thick, this meant that it went quite hard when it cooked so next time I would roll it much thinner. It would also mean that I could make more as I would have pastry left over. I had hoped to glaze the tarts with jam to improve their appearance, however there was not enough time for this so I had to skip this step. I think they still looked good and adding jam would have added sugar so it's ok to have missed it off!

Assessment Criteria:	Pass	Merit	Distinction	
3.3 Assess the strengths and weaknesses of the completed dishes	Candidates will assess the strengths and weaknesses of the completed dishes	Candidates will assess in detail the strengths and weaknesses of the completed dishes	Candidates will comprehensively assess the strengths and weaknesses of the completed dishes	<p><b>Even better if...</b></p> <p>This is a detailed evaluation and it is useful to have asked the target market what they thought of your dishes too.</p>

Above: The learner has identified strengths and weaknesses of the dishes she made. She has explained why she didn't carry out a traditional sensory profile but has managed to get the views of her target market. The learner has also referenced the specifications she wrote for each of the products and considered how successfully she changed the original recipes to suit her brief.

#### **Unit 04 Plan and produce dishes in response to a brief (M/506/50390) (cont'd)**

##### **Assessment criterion 3.3 Assess the strengths and weaknesses of the completed dishes (cont'd)**

###### **External Quality Assurer commentary:**

Learners who achieve a Pass will have assessed some of the strengths and weaknesses of the completed dishes. These learners should have identified the of the strengths and weaknesses, explained them and justified their thoughts.

Learners who achieve a Merit will have assessed the strengths and weaknesses of the completed dishes in detail. These learners should have looked thoroughly and in depth at what went well and how their completed dishes could have been improved.

Learners who achieve a Distinction will have comprehensively assessed the strengths and weaknesses of the completed dishes. This learner has asked her target market to complete evaluations for her dishes as well as taking into account her own opinion. This is a very helpful thing to do as she was cooking to please a specific target market and fulfil a brief so these are the only opinions that really matter. She goes on to make recommendations to improve the dishes next time so clearly has completed an all encompassing review of her dishes. It would be very easy to look at these recipes and see what to keep the same and what to change in order to improve the recipe if she was going to make them again. It is very good practice to send out a feedback form to the target audience in order to get a range of feedback to carry out this evaluation, but for a Distinction grade this feedback needs to be analysed like this learner has done rather than just copied and put into the folder without being understood.

**Grade awarded for this assessment criterion – Distinction.**



## Unit 04 Plan and produce dishes in response to a brief (M/506/50390) (cont'd)

### Assessment criterion 3.4 Evaluate how the brief has been met

#### Learner evidence:

**Party** – My dishes were suitable for a party buffet as they could be left out while the children were playing. The food was finger food and limited messiness although some children would probably make quite a mess with the sauce if left on their own!

**5 – 6 years**. I think the children in my target market enjoyed the food and were attracted to it. I think it would have been better if I had made smaller dishes as they were quite big, but if I had practised this I would have learnt to make them smaller.

**At least 2 dishes** – I made two dishes each had several elements to it and I included a sauce. If I had used the egg whites I could have made a third dish but ran out of time. If I was making these for a real party I could easily have topped it up with vegetable sticks, fruit etc which wouldn't have taken too much time.

**Healthy** – these dishes were well balanced and suitable for young children. They had a large amount of protein for growth and repair and carbohydrate for energy. The brown flour, seeds and vegetables provided fibre and there were plenty of vitamins and minerals in the fruit and vegetables. The cheese and custard also provided calcium for strong bones and teeth.

**Skills** – I feel I showed a very wide range of skills in these dishes as each dish had a range of elements which were tricky to bring together successfully in such a short amount of time.

**2 hours** – I was really pleased with my timing as I got everything done in the two hours and was just finishing cleaning down the worktops etc when we had our 2 hour buzzer. I did have a flurry of washing up pots at the end of the time once I had dished it up but that was ok as I had cleaned everything else up as I went. I didn't have very much spare time so think I timed it well, there are some changes I would make to my timeplan if I did it again. The milk took a lot longer than I thought to heat up to boiling point and the pastry took a lot longer to go brown that I had expected.

**Size** – my dishes were a bit too big so if I made them again I would make them smaller, maybe even one meatball in a bun so that the children could have a few rather than one big one. Two of my guests didn't finish theirs as the bread was too big so I definitely need to make them smaller.

**Appearance** – my dishes were colourful and well presented and the children liked the look of them. They did not really have a theme though so if I did it again I would try to make them a bit more themed. If I was going for meatballs again I could maybe make it a spots theme based around the ball idea.

**Taste/ texture** – the children in my target market enjoyed the taste and texture of the food. It was good I kept the sauce separate as Callum didn't want the sauce and this allowed a bit of variety.

**Shape** – I made 6 portions of each dish with the recipes that I had which was too many as I only had 4 guests, but it allowed the adults to try them too and the also gave me good reviews. I think next time now I have had a go I will not be so rushed and could be a bit more creative with the final designs I use to make it more appropriate to a party.

**Unit cost** – my shopping bill came to £8 which was within my £10 limit. I did use some ingredients from the pantry so these costs haven't been taken into account, but I think would have been reasonable. I kept the cost of the fruit down by just using 2 fruits which were available and in season so depending on the time of year these could cost a lot more. Also the mince was the cheap supermarket variety and contained a lot of fat. Next time I would pay a bit more to have a leaner mince.

**Materials (ingredients)** – these dishes were very healthy which is what the brief asked for. They also did not contain nuts which was the only requirement I had to definitely follow.

**Age/ consumer (target market)** – my target market were very happy with the dishes so I succeeded in this part of the brief!

**Storage** – there were elements of this dish that had to be stored safely e.g. the meat and dairy, however the final dishes were all able to be left out for a buffet without too much risk attached. Also because it was fresh mince if there was meatball mixture left over I would be able to freeze this for another day if I didn't need it all.

Overall I feel I met the brief very well. The food was suitable for a children's party, was healthy and cooked within the time limit. I am very pleased with how well I did and got lots of praise from the adults. Although if I did it again there are always ways to make it better.

Above: The learner has referred back to the original brief and the keywords she identified. She has also compared the 2 dishes she made to her original specification.

#### **Unit 04 Plan and produce dishes in response to a brief (M/506/50390) (cont'd)**

##### **Assessment criterion 3.4 Evaluate how the brief has been met (cont'd)**

##### **External Quality Assurer commentary:**

Learners working at a Pass level will evaluate how the brief has been met. They are likely to provide some relevant examples but will not have considered all aspects.

Learners working at a Merit level will evaluate how the brief has been met in detail showing a clear understanding of the examples they provide. Learners will explain thoroughly and in depth about what they have done to ensure they met the original brief.

Learners working at a Distinction level will comprehensively evaluate how the brief has been met. This learner has compared her final dishes against the key words she identified at the start of the project and against the specification she was aiming for which gives a very structured way to evaluate the way she met the brief. The learner has clearly and comprehensively identified how she met the brief and areas she could improve on for next time. She has gone into a large amount of detail considering how well her products suited the brief and the wider needs of the target market.

**Grade awarded for this assessment criterion – Distinction.**

## Unit 04 Plan and produce dishes in response to a brief (M/506/50390) (cont'd)

### Teacher observation sheet for Level 2 Food and Cookery

Student Name: Miss Cook

Teacher Signature: ARight

Date:

Assessment criteria	P ✓	M ✓	D ✓	Comment:
<b>2.1</b> Demonstrate how to prepare themselves and environment for cooking			✓	<p>This student was able to consistently and independently prepare herself and her environment for cooking, following both hygiene and safety regulations.</p> <p>Before cooking this student removed her jewellery, tied up her hair and ensured she was wearing appropriate clothing, including shoes. She took off her blazer, rolled up her sleeves and put on her apron. The student was not wearing any make up or nail varnish which would risk contaminating the food either physically or chemically.</p> <p>This student arrived in school in plenty of time so she was able to ensure her food was stored in appropriate places. The majority was placed in the fridge, but all was sealed and checked that it was in date. Before cooking and touching the food at all the student washed her hands and repeated this a number of times during the cooking activity. She also sanitised her work top before getting food out of storage and made sure she didn't put dirty bags onto her clean surface. Again this was maintained through the cooking session.</p> <p>The student was aware of the storage and location of all the required equipment, was prepared with anything school couldn't provide like the display stands and made sure she had everything she needed before she started. This student did not get everything out at once, she moved carefully around the room getting equipment as she needed it and putting it away rather than piling her space up with unnecessary bits and pieces. When preparing electrical equipment the student ensured her wires were placed out of the way of danger or accident and were safe to use.</p>
<b>2.3</b> Demonstrate cooking skills to make the dishes on the menu			✓	<p>There have been a wide range of cooking skills used to complete these 2 dishes and these have been identified by the student on page 15.</p> <p>Homemade seeded brown rolls filled with meatballs and fresh tomato sauce followed by shortcrust pastry tarts with homemade crème patisserie and glazed fresh fruit.</p> <p>The student has used a range of skills from the basics included in Level 1 eg weighing and measuring, peeling and chopping. The student has also used additional skills from Level 2 eg sautéing and sauce making as well as a number of skills which are not classified by NCFE as Level 1 or 2 eg bread making – proving, kneading, shaping.</p> <p>What makes this students stand out to a Distinction level is her ability to confidently apply the skills over a period of time and co-ordinating many skills at once. She has prepared all these dishes from scratch and not used any standard components. Each of the skills has been mastered and demonstrated skilfully. Her weighing and measuring was completed accurately, the student ensured her scales was set to zero and was in the correct unit, rather than just flinging the ingredients into a dish and hoping for the best. When chopping and preparing her vegetables these were done incredibly carefully with all the pieces being cut very finely rather than roughly chopped with no control of the knife. Each of the meatballs was rolled to the same size, purposefully in order to ensure accurate and even cooking times. The bread rolls were designed and shaped to the perfect size for her meatballs to fit in. Working all of this together into a 2 hour time limit would be a challenge for anyone and she should be very proud of her achievement.</p>
<b>2.4</b> Demonstrate safe and hygienic working practices throughout	✓	N A	N A	<p>This student was extremely safe and hygienic throughout the whole cooking experience. She prepared herself and her environment well at the start of the session and maintained this throughout. Her food was stored in the fridge (if required) until it was needed, ensuring the risk of bacterial build up was reduced and reducing the risk of cross contamination. The correct equipment was used throughout and changed as required when crossing between meat/vegetables/cooked products etc. This student was on top of hand washing and cleaned as she went so she didn't run out of space or equipment. When cooking the food the student ensures she used oven gloves rather than a tea towel and independently used a temperature probe to check the meatballs were cooked through. Because she was not serving the meatballs straight away the student understood why it was important to cool them quickly and ensure they remained chilled until it was time to eat them. Overall a very professional approach to her cooking.</p>

## Evidence and Grading Tracker

### Unit 04 Plan and produce dishes in response to a brief (M/506/50390) (cont'd)

A breakdown of the grades awarded for each assessment criterion within unit 04 is shown below in this completed Evidence and Grading Tracker, which is available on the qualifications page on our website.

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

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 Assess the requirements of a set brief					P4 keywords in the brief P5 client profiles for the target market P6 annotated mood board of pictures related to the brief P7 specification
1.2 Select a menu of dishes for the brief					P9 menu dishes compared to specification P10-11 list of ingredients and equipment required P10 final decision on menu P 21 updated ingredient, equipment and skill lists
1.3 Develop a plan of action for making the dishes					P13 first draft time plan
1.4 Review and revise plan from feedback					P17 feedback from first time plan P18 final version of time plan P21 updated ingredient, equipment and skill lists

**Unit 04 Plan and produce dishes in response to a brief (M/506/50390) (cont'd)**

Assessment criteria	Not Yet Achieved	Pass	Merit	Distinction	Evidence (including portfolio page number and type)
2.1 Demonstrate how to prepare themselves and environment for cooking					P23 annotated photos P41 Teacher observation report
2.2 Apply the plan to make the dishes on the menu					P25 annotated photos
2.3 Demonstrate cooking skills to make the dishes on the menu					P27-29 annotated photos P41 Teacher observation report
2.4 Demonstrate safe and hygienic working practices throughout			N/A	N/A	P31 annotated photos P41 Teacher observation report
3.1 Assess the strengths and weaknesses of the menu					P33 table of notes
3.2 Assess the strengths and weaknesses of the planning and preparation process					P35 table of notes
3.3 Assess the strengths and weaknesses of the completed dishes					P37 target market feedback and table of notes
3.4 Evaluate how the brief has been met					P39 table of notes

## Summative feedback

**I confirm this is all my own work.**

Learner signature: *Miss Cook.*

Teacher comments: (please continue overleaf if necessary)

I have been extremely impressed with your work through this project. You have been professional, conscientious and calm the whole way through and this shows in the quality of your finished project. Well done.

You put a lot of effort into your research at the start of this project which gave you a very firm grounding to go ahead and work on. Your menu choices were interesting and original, you adapted the recipes very successfully which isn't always easy. Your target market really enjoyed your dishes and they were made to a very high standard. In the kitchen you are independent and sensible. You can be relied upon to work safely and hygienically without requiring prompts and have demonstrated your practical ability here. When you have evaluated your project you have been objective and honest, always making appropriate suggestions for improvement.

I am very proud of your efforts; you have been a pleasure to have in class. Well done, a deserved Distinction.

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

Overall unit grade:            Distinction

Teacher Name:            A. Right            Signature: *A. Right*            Date: 12/11/2016