

GCSE





For teaching from 2016
For award from 2018

GCSE (9-1) FOOD PREPARATION and NUTRITION

SAMPLE ASSESSMENT MATERIALS

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Candidate Name	Centre Number				Candidate Number			
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GCSE
FOOD PREPARATION and NUTRITION
COMPONENT 1
PRINCIPLES OF FOOD PREPARATION
AND NUTRITION
SAMPLE ASSESSMENT MATERIALS
1 HOUR 45 MINUTES



INSTRUCTIONS TO CANDIDATES

Answer ALL questions.

Write your name, centre number and candidate number in the spaces at the top of this page.

Write your answers in the spaces provided in this booklet.

Use black ink or black ball-point pen.

Do not use pencil or gel pen.

Do not use correction fluid.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part-question. You are advised to divide your time accordingly.

The total number of marks available is 100.

No certificate will be awarded to a candidate detected in any unfair practice during the examination.

SECTION A VISUAL STIMULI

Making choux pastry



Section A

Answer **all** questions

1. (a) Tick (✓) the box next to each statement to show if it is **True** or **False**. [3]

Choux pastry		True	False
(i)	Self-raising flour is used when making choux pastry.		
(ii)	Margarine or butter may be used for choux pastry.		
(iii)	The mixture must be cooled before the eggs are added.		

- (b) Identify **two** health and safety points to follow when making choux pastry. [2]

(i).....

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(ii).....

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- (c) State **two** methods of heat transference that occur during the preparation of choux pastry. [2]

(i).....

(ii).....

(d) Explain reasons why the mixture must be thoroughly beaten when making choux pastry. You are advised to refer to **three** reasons in your response. [6]

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(e) State **two** qualities of cooked, unfilled choux pastry. [2]

- (i).....
(ii).....

Section BAnswer **all** questions

2. The table below shows the nutritional value of white and wholemeal bread per standard slice.

Nutrients	White bread	Wholemeal bread
<i>Energy</i>	66 kcal	67 kcal
<i>Protein</i>	1.91g	2.37g
<i>Fat</i>	0.82g	1.07g
<i>Carbohydrates</i>	12.65g	12.26 g
<i>Dietary fibre (NSP)</i>	0.6g	1.1g
<i>Calcium</i>	33mg	16mg
<i>Iron</i>	0.5mg	0.8mg
<i>Thiamin</i>	0.23mg	0.10mg
<i>Riboflavin</i>	0.09mg	0.07mg

- (a) Identify the bread with the highest carbohydrate value. [1]

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- (b) Identify one B vitamin found in bread. [1]

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- (c) Give **one** reason why white bread has a higher calcium value than wholemeal bread. [1]

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- (d) Describe the function of strong plain flour, yeast and water when making bread and explain how they work together to produce a quality product. [8]

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3. Describe what is meant by **primary** processing. Include reference to **two** examples in your response. [4]

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4. Fat is a macronutrient.

(a) Explain **three** functions of fat in the diet. [6]

(i).....

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(ii).....

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(iii).....

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"Dietary fat recommendations in the spotlight"

Despite individuals following advice and reducing the amount of total fat in their diets, many are still experiencing health issues. This has caused current guidelines to be questioned. (adapted from British Nutrition Foundation, February 2015.)

(b) Evaluate the impact on health of reducing the amount of **saturated** fat in the diet. [6]

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(c) The following recipe is for a cheese sauce.

- 25g butter
- 25g plain flour
- 250 ml full fat milk
- ¼ tsp salt
- 50g full fat cheddar cheese

(i) Justify modifications that could be made to the recipe to meet **two different** dietary needs. [4]

(1).....

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(2).....

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(ii) Explain the scientific changes that take place when making a cheese sauce. [4]

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5. Many people follow a vegetarian diet.

(a) Name **two** sources of protein found in a vegetarian diet. [2]

(i).....

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(ii).....

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(b) State **two** reasons why people may choose to follow a vegetarian diet. [2]

(i).....

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(ii).....

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6. (a) Identify **two** visible signs of food spoilage. [2]

(i).....

(ii).....

(b) Outline **three** techniques that can be used to preserve food. Explain how **two** preservation techniques prevent food spoilage. [12]

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7. Discuss reasons why individuals should include complex carbohydrates and foods that have a high dietary fibre (NSP) content in their daily diets. [10]

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- 8. "Food is a valuable resource and yet in the UK around 15 million tonnes of food is thrown away every year" Love Food Hate Waste, 2015.

Assess factors that contribute towards food waste and review ways in which individuals can reduce the amount of food that they waste. [14]

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COMPONENT 1

MARK SCHEME

Guidance for examiners

Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

For questions that are objective or points-based the mark scheme should be applied precisely. Marks should be awarded as indicated and no further subdivision made.

Banded mark schemes

For band marked questions mark schemes are in two parts.

Part 1 is advice on the indicative content that suggests the range of food preparation and nutrition, concepts, facts, issues and arguments which may be included in the learner's answers. These can be used to assess the quality of the learner's response.

Part 2 is an assessment grid advising bands and associated marks that should be given to responses which demonstrate the qualities needed in AO1, AO2 and AO4. Where a response is not creditworthy or not attempted it is indicated on the grid as mark band zero.

Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied.

This is done as a two stage process.

Stage 1 – Deciding on the band

Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

Stage 2 – Deciding on the mark

During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

Question	Section A	Mark	AO1	AO2	AO4	Total
1 (a)	<p>Award 1 mark for each correct response</p> <p>(i) False (ii) True (iii) True</p>	3	3			3
1 (b)	<p>Award 1 mark for each correct response up to a maximum of 2 marks Answers could include:</p> <ul style="list-style-type: none"> • Use oven gloves when holding saucepan handle • turn off gas/heat source when finished • make sure the gas flame is lit • do not use a metal spoon to stir the batter as this may cause a burn • keep the pan handle away from the heat source/gas ring • do not leave an empty saucepan on the heat • do not put a hot saucepan directly onto the worksurface • take care not to burn hands/fingers on the side of the saucepan/or the flame/electric ring/heat source <p>credit any other appropriate response</p>	2	2			2
1 (c)	<p>Award 1 mark for each correct response</p> <p>(i) Conduction (ii) Convection</p>	2	2			2

Question	Section A	Mark	AO1	AO2	AO4	Total												
1 (d)	<p>Award up to two marks per reason, up to a maximum of 6 marks Award 1 mark for each statement or reason Award 2 marks for each statement or reason with an explanation</p> <p>Indicative content Answers could include:</p> <table border="1"> <thead> <tr> <th>Statement/reason</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td>adds air/helps entrap air into the mixture</td> <td>encourages rising of the choux buns</td> </tr> <tr> <td>combines/mixes the eggs into the choux paste</td> <td>avoids the eggs separating</td> </tr> <tr> <td>combines all the ingredients evenly</td> <td>will ensure a good quality choux paste with a good sheen/glossy finish</td> </tr> <tr> <td>removes any lumps in the mixture</td> <td>will aid the piping process (no lumps stuck to in the piping nozzle)</td> </tr> <tr> <td>develops/strengthens the gluten</td> <td>enables gluten to stretch during baking Produces a good structure to the final outcome</td> </tr> </tbody> </table> <p>Credit any other appropriate response</p>	Statement/reason	Explanation	adds air/helps entrap air into the mixture	encourages rising of the choux buns	combines/mixes the eggs into the choux paste	avoids the eggs separating	combines all the ingredients evenly	will ensure a good quality choux paste with a good sheen/glossy finish	removes any lumps in the mixture	will aid the piping process (no lumps stuck to in the piping nozzle)	develops/strengthens the gluten	enables gluten to stretch during baking Produces a good structure to the final outcome	6		6		6
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1 (e)	<p>Award 1 mark for each correct response up to a maximum of 2 marks</p> <p>Answers could include the following qualities:</p> <ul style="list-style-type: none"> • golden brown colour • hollow centre/not soggy/doughy • crisp texture • light and airy • well risen <p>Credit any other appropriate response</p>	2	2			2												

Question	Section B	Mark	AO1	AO2	AO4	Total
2 (a)	<p>Award 1 mark for the correct response:</p> <ul style="list-style-type: none"> White bread 	1	1			1
2 (b)	<p>Award 1 mark for either one of the correct responses:</p> <ul style="list-style-type: none"> thiamin riboflavin 	1	1			1
2 (c)	<p>Award 1 mark for one of the correct points Answers could include:</p> <ul style="list-style-type: none"> due to the white flour being fortified by law with calcium during extraction (production of wholemeal flour) minerals are removed 	1	1			1
2 (d)	<p>Indicative content Answers could include:</p> <p>Strong plain flour function:</p> <ul style="list-style-type: none"> provides gluten, (formed by combining gliadin and glutenin, natural proteins in wheat) forms an elastic stretchy dough – when mixed with a liquid gluten stretches to hold the carbon dioxide bubbles produced by the yeast provides structure to the cooked bread as it coagulates when cooked at high temperature enables dextrinization of starch: brown colour <p>Yeast function:</p> <ul style="list-style-type: none"> it uses both respiration and fermentation (mostly the latter) to develop it produces gas bubbles/carbon dioxide which is trapped by the dough and makes the bread rise it uses available sugar for growth <p>Water function:</p> <ul style="list-style-type: none"> binds dry ingredients together if warm provides suitable condition for yeast to activate/fermentation provides moist conditions for the yeast 	8		8		8

Question	Section B	Mark	AO1	AO2	AO4	Total
	<p>How the ingredients work together</p> <ul style="list-style-type: none"> the flour (starch and sugar) provide food for the yeast the water provides moisture and warmth within the dough the yeast is distributed throughout the mixture during mixing as bread dough is kneaded, natural proteins in the flour line up and strands of gluten form to create a matrix within the bread dough the gluten becomes elastic when developed by kneading and can be pushed up by the carbon dioxide produced by the yeast during fermentation carbon dioxide expands when heated and releases alcohol which provides the aroma produced when bread is cooked the gluten entangles the bubbles of carbon dioxide and when heated sets giving bread its open texture heat causes the sugar to caramelize which gives the crust a good colour (dextrinisation) <p>Credit any other appropriate response</p>					
	Band	AO2				
	3	<p>Award 7-8 marks</p> <p>An excellent answer which shows in depth application of knowledge and understanding, when describing in detail the functions of all 3 ingredients and explains accurately how they work together when bread is made. The response identifies the effect of the actions of mixing, kneading and heat on the ingredients used and how they contribute to the end product. The majority of the points in the indicative content have been addressed. Answers show accurate use of technical and food science terminology.</p>				
	2	<p>Award 4-6 marks</p> <p>A good answer which shows some understanding and knowledge when describing the functions of the ingredients and makes some reference to how they work together during bread production. The functions of all 3 ingredients have been discussed and there is some reference to the effect of mixing, kneading and heat on the ingredients. Candidate uses technical terms with some accuracy.</p>				
	1	<p>Award 1-3 marks</p> <p>A limited answer which gives basic descriptions of the functions of 1-2 of the ingredients, with little or no reference to how they work together. Answers show little or no use of specialist vocabulary.</p>				
	0	<p>Award 0 marks</p> <p>Response not credit worthy or not attempted.</p>				

Question	Section B	Mark	AO1	AO2	AO4	Total														
3	<p>Award up to 2 marks for a description of primary processing.</p> <p>Award 2 marks: detailed description of primary processing</p> <p>Award 1 mark: basic description of primary processing</p> <p>Primary Processing When raw foods are changed or converted into foods that can be eaten immediately or into ingredients that can be used to produce other food products.</p>	2	2			2														
	<p>Award 1 mark for each example of the process up to a maximum of 2 marks.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> washing salad vegetables e.g. spring onions/radishes squeezing fruit e.g. fruit juice chopping, slicing or cutting e.g. meats or poultry- chicken breasts sorting, shelling, peeling vegetables e.g. carrots, potatoes, peas heat treatments e.g. pasteurisation of milk milling, rolling, sieving e.g. cereals – wheat refining e.g. sugar beet/cane extraction and refining e.g. vegetable oils <p><i>Maximum marks can only be awarded if both parts of the question are answered.</i></p>	2	2			2														
4 (a)	<p>Award one mark for each correct function</p> <p>Award one mark for each explanation of the function</p>	6	6			6														
	<table border="1"> <thead> <tr> <th>Function</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td>used for energy</td> <td>provides a concentrated source 1g of fat yields 9 kcals</td> </tr> <tr> <td>helps insulate body/keep warm</td> <td>layer stored under the skin prevents heat loss</td> </tr> <tr> <td>protects the vital organs</td> <td>liver, heart etc helps to protect them from physical injury/stored in the adipose tissues which are found around the vital organs</td> </tr> <tr> <td>works with other vitamins</td> <td>provides fat soluble vitamins A,D,E and K and accommodates the absorption of these vitamins</td> </tr> <tr> <td>bulks up the diet</td> <td>helps promote a feeling of satiety /fullness</td> </tr> <tr> <td>enhances food</td> <td>gives food, flavour and texture-moistness</td> </tr> </tbody> </table>						Function	Explanation	used for energy	provides a concentrated source 1g of fat yields 9 kcals	helps insulate body/keep warm	layer stored under the skin prevents heat loss	protects the vital organs	liver, heart etc helps to protect them from physical injury/stored in the adipose tissues which are found around the vital organs	works with other vitamins	provides fat soluble vitamins A,D,E and K and accommodates the absorption of these vitamins	bulks up the diet	helps promote a feeling of satiety /fullness	enhances food	gives food, flavour and texture-moistness
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	bulks up the diet						helps promote a feeling of satiety /fullness													
enhances food	gives food, flavour and texture-moistness																			

Question	Section B	Mark	AO1	AO2	AO4	Total
4 (b)	<p>Indicative content</p> <p>Answers could include:</p> <p>Reducing the amount of saturated fat in the diet will have a positive impact on health because:</p> <ul style="list-style-type: none"> • too much saturated fat can be linked to high blood cholesterol- too much cholesterol in the blood deposited on walls of arteries causes them to narrow restricting blood flow and making them less efficient which can lead to a heart attack and if severe can cause death • excess saturated fat is linked to coronary heart disease (CHD) hence by reducing saturated fat intake the risk of CHD is reduced. • too much is linked to obesity (excessive fatness measured as a ratio of weight to height), which causes additional physical and emotional risks to health • too much saturated fat can cause weight gain/obesity which can cause strain on joints/heart/ lead to mobility problems • too much saturated fat is also linked to diabetes: glucose in blood stream not being balanced correctly • reducing the amount of saturated fat eaten will ensure no excess fat is stored in the liver which could reduce the risk of poor liver function and liver disease • may reduce the chance of cancer (there has been some connections made between eating too much saturated fat and bowel/breast cancer but evidence is limited, however there are links between obesity and cancers such as bowel, pancreatic, uterus and kidneys) <p>Candidates may refer to examples of saturated fats within their responses.</p> <ul style="list-style-type: none"> • saturated fat is found in butter and lard, pies, cakes and biscuits, fatty cuts of meat, sausages and bacon, and cheese and cream 	6			6	6
	Band	AO4				
	3	Award 5-6 marks				
		Excellent analysis and evaluation of the impact on health of reducing saturated fat in the diet. Within the response the candidate has demonstrated in depth nutritional knowledge and 3-4 points have been considered in depth and accurately interpreted in order to make judgements which address the indicative content. Examples have been included and the response accurately identifies the difference between saturated and unsaturated fats. There is excellent use of correct terminology. For 6 marks reference must be made to monounsaturated and polyunsaturated fats.				

2	<p style="text-align: center;">Award 3-4 marks</p> <p>A good attempted to analyse and evaluate of the impact on health of reducing saturated fat in the diet. Nutritional knowledge is good and 2-3 of the reasons highlighted within the indicative content have been addressed within the response. The selected facts have been adequately analysed and interpreted in order to make judgements. The candidate has used examples within the response. There is good use of correct terminology.</p>
1	<p style="text-align: center;">Award 1-2 marks</p> <p>A limited response which discusses some of the benefits of reducing saturated fat in the diet. The response has made basic reference to 1-2 of the reasons within the indicative content. There is some attempt to analyse and interpret reasons and some basic judgements have been made. There is limited use of technical terminology.</p>
0	<p style="text-align: center;">Award 0 marks</p> <p>Response not credit worthy or not attempted.</p>

Question	Section B	Mark	AO1	AO2	AO4	Total									
4 (c) (i)	<p>Award 1 mark per correct identification of a dietary need. Award 1 mark per alternative ingredient and the explanation to justify the change modification in relation to the stated dietary need.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • low cholesterol diet: replace full fat butter with polyunsaturated fat, full fat cheese with half fat, full fat milk with semi skimmed, skimmed or evaporated milk to reduce cholesterol level • reduced fat diet: use low fat margarine or half fat butter; use semi skimmed or skimmed milk instead of full fat; use almond milk, as has a lower fat content than cow's milk; use low fat cheese/edam instead of full fat cheddar • high fibre diet: replace white flour with wholemeal flour to increase the dietary fibre (NSP) content • low sodium diet: remove the salt and use herbs to season or lo-salt as an alternative • lactose intolerance use soya products • vegetarian/vegan: replace: cheese, milk, butter with non-dairy/vegetarian alternatives <p>Award 0 marks if dietary need and change modification does not match</p>	4	2	2		4									
(ii)	<p>Indicative content Answers could include:</p> <ul style="list-style-type: none"> • cooking the combination of butter and flour (the roux) on the heat source before pouring in the liquid, cooks out the raw flour taste, and gives a good colour • when the starch and water combination is heated, the starch molecules expand and press up against one another • when starches are heated to above 150F (65°C), they begin to absorb liquids and swell (This is called “gelatinization of starches” and the scientific principle on how fat and flour thickens liquids) • cooking the roux allows moisture to evaporate leaving a stronger bond between flour and fat <p>Credit any other appropriate response</p>	4		4		4									
	<table border="1"> <thead> <tr> <th>Band</th> <th>AO2</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td>2</td> <td>Award 3-4 marks A good response which shows clear knowledge and understanding of the scientific changes that occur when making a cheese sauce. At least 2-3 changes listed within the indicative content have been described and explained. The candidate has made good use of technical vocabulary.</td> </tr> <tr> <td>1</td> <td>Award 1-2 marks A satisfactory response which shows some knowledge and understanding of at least 1-2 changes that occur when making a cheese sauce. The candidate has attempted to use technical terminology.</td> </tr> <tr> <td>0</td> <td>Award 0 marks Response not credit worthy or not attempted.</td> </tr> </tbody> </table>	Band	AO2			2	Award 3-4 marks A good response which shows clear knowledge and understanding of the scientific changes that occur when making a cheese sauce. At least 2-3 changes listed within the indicative content have been described and explained. The candidate has made good use of technical vocabulary.	1	Award 1-2 marks A satisfactory response which shows some knowledge and understanding of at least 1-2 changes that occur when making a cheese sauce. The candidate has attempted to use technical terminology.	0	Award 0 marks Response not credit worthy or not attempted.				
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0	Award 0 marks Response not credit worthy or not attempted.														

Question	Section B	Mark	AO1	AO2	AO4	Total
5 (a)	<p>Award 1 mark for each correct food up to a maximum of 2 marks Answers could include:</p> <ul style="list-style-type: none"> • eggs • cheese e.g. cheddar, edam, red leicester • milk, • TVP (Textured Vegetable protein) • Quorn, • pulses e.g. soya beans, red kidney beans , baked beans, chick peas • lentils e.g. red, yellow • tofu • whey protein <p>Credit other acceptable response</p>	2	2			2
5 (b)	<p>Award 1 mark per reason given up to a maximum of 2 marks Answers could include:</p> <ul style="list-style-type: none"> • religious reasons: many religions and Buddhists eat a vegetarian diet • ethical reasons: people are concerned about the way animals are treated; they do not want animals reared to be killed; factory farming; love animals; • environmental reasons: amount of land required to rear animals v's crop production of soya etc. de-forestation to graze cattle • health benefits: a vegetarian diet contains less saturated fat, more vitamins, more fibre, therefore person is less likely to develop heart disease, cancers etc. • family upbringing: the family has always been vegetarian so the child is raised that way • personal preference: do not like the taste/texture of meat/fish • food scares BSE:CHD, food poisoning, addition of hormones/chemicals to meat • peer pressure/fads and phases teenagers go through <p>Credit any other acceptable response</p>	2	2			2
5 (c)	<p>Indicative content Answers could include:</p> <ul style="list-style-type: none"> • need adequate High Biological Value (HBV) protein source from cheese and milk, also soya products • if eating LBV foods need to have a variety to provide all the necessary amino acids • variety of fruit and vegetables to provide vitamins and minerals • high proportion of eggs being used so diet could be high in cholesterol 	8	4	4		8

	<ul style="list-style-type: none"> • may rely on ready-made vegetarian meals/takeaways which may be high in fat • possible lack of iron as one of the best sources is red meat, so need to eat spinach, dried apricots, pulses, black treacle, dark green leafy vegetables. reference to haem/non haem iron • reference to the friend needing iron as female: menstruation • need to eat foods high in Vitamin C to help iron absorption • reference to Vitamin B12 found in meat, so need to eat marmite, yeast extract or fortified breakfast cereals/ take a supplement • ensure diet is not too high in fat due to eating cheese as the primary protein source 					
Band	AO1 Max 4 marks	AO2 Max 4 marks				
3	Award 4 marks An excellent response which demonstrated clear knowledge understanding of the specific dietary requirements of a lacto-vegetarian i.e. clear reference to a lacto vegetarian being able to eat dairy foods. The candidate has used highly appropriate technical terminology confidently and accurately in relation to the indicative content.	Award 4 marks An excellent response showing very good application of dietary knowledge by giving sound advice on how to eat a balanced diet and overcome some of the health risks pertinent to a lacto-vegetarian diet. All suggestions are realistic and achievable in relation to the age group under discussion i.e. teenagers.				
2	Award 2-3 marks A good response that demonstrates a adequate level of knowledge and understanding of the dietary requirements of a lacto-vegetarian. The candidate has used appropriate technical terminology referring to the indicative content.	Award 2-3 marks A good response demonstrating adequate application of knowledge when giving advice on how a lacto-vegetarian can follow a balanced diet and avoid some of the health risks linked to a vegetarian diet. The majority of suggestions are realistic and achievable.				
1	Award 1 mark A limited response that demonstrates a basic level of knowledge and understanding of the dietary requirements of a lacto-vegetarian.	Award 1 mark A limited response showing little application of knowledge when giving advice on how a lacto-vegetarian can follow a balanced diet. A simple list or bullet points of with little or no explanation.				
0	Award 0 marks Response not credit worthy or not attempted.	Award 0 marks Response not credit worthy or not attempted.				

Question	Answer	Mar	AO1	AO2	AO4	Total
6 (a)	<p>Award 1 mark each for any of the following up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • enzymic browning • mould growth • colour change e.g. bananas go brown/black • texture change e.g. soggy tomato 	2	2			2
6 (b)	<p>Indicative content Answers could include:</p> <p>Types of preservation (in the home and commercial):</p> <p>Freezing: Freeze foods to slow growth/make organisms dormant. Most products can be preserved in a freezer kept at the correct temperature e.g. frozen fish, meat products, ready meals, fruit and vegetables. Shelf lives vary according to product type. Use by dates identify shelf life.</p> <p>Chilling: Keeping food in the fridge or a chiller cabinet slows down growth of microorganisms. A wide range of products can be preserved in a refrigerator e.g. margarine, salad dressings, salad ingredients. Shelf lives vary according to product type. Use by dates identify shelf life.</p> <p>Drying: removes the moisture which stops bacterial growth e.g. herbs, packet sauces.</p> <p>Curing: removes the moisture which stops bacterial growth e.g. meats.</p> <p>Jam Making/Jelly Making/Marmalade: provides a sugary medium which inhibits growth of bacteria and mould e.g. blackcurrants, gooseberries. Heat also plays a part. Shelf life varies depending on storage.</p> <p>Pickling: alters the pH levels inhibiting growth of bacteria and moulds e.g. onions, cabbage, and hard boiled eggs. Shelf life varies between products.</p> <p>Bottling/chutneys: Acidity is crucial in chutneys and some bottled foods because it prevents the growth of the bacteria <i>Clostridium botulinum</i>. Acidity level of the products used can be adjusted by adding lemon juice, citric acid or vinegar. Fruits may be bottled in sugar solutions e.g. gooseberries, cherries. Heat also plays a part in destroying bacteria.</p> <p>Salting: the salt draws moisture from the food which therefore prevents/inhibits growth of bacteria and moulds e.g. fish.</p> <p>Smoking: Dries the food, removing some moisture and thus inhibits growth of bacteria.e.g. smoked fish, meats.</p>	12	6	6		12

Question	Answer	Mark	AO1	AO2	AO4	Total
	<p>Canning: food contents are processed and sealed in an airtight container. Canning provides a shelf life typically ranging from one to five years, although under specific circumstances it can be much longer.</p> <p>Vacuum Packing: Removes air so no bacteria/moulds can grow e.g. cheese, bacon.</p> <p>Irradiation: is the exposure of food to ionizing radiation. (high-energy electrons and gamma rays) The treatment has a range of effects, including killing bacteria, molds, insect pests, reducing the ripening and spoiling of fruits, and at higher doses inducing sterility. e.g. strawberries.</p> <p>Modified atmosphere packaging Salad vegetables are now being packaged in sealed bags with an atmosphere modified to reduce the oxygen (O₂) concentration and increase the carbon dioxide (CO₂) concentration. Some concern this may not retain nutrients, especially vitamins.</p> <p>Reference to the factors that cause food spoilage should be included within the explanation.</p> <p>Time Available: Food left in a suitable environment for a period of time will allow growth of yeasts/bacteria/moulds.</p> <p>Temperature: (warm conditions needed) Bacteria are most active between 5 and 65 degrees Celsius, which is known as the danger zone. Optimum temperature for bacterial growth 37 degrees, ie body temperature. Below 0 degrees bacteria will become dormant. Most cannot survive above 72 degrees.</p> <p>Water/Moisture: is necessary for growth of bacteria and moulds.</p> <p>pH levels affect growth: Most bacteria are unable to grow in acid or alkaline conditions.</p> <p>Air/Oxygen: Anaerobic and aerobic: Some bacteria can grow in anaerobic conditions, but none can grow in a vacuum.</p>					
Band	AO1 Max 6 marks	AO2 Max 6 marks				
3	Award 5-6 marks Excellent knowledge and understanding shown by outlining 2-3 preservation techniques as identified within the indicative content. The response accurately identifies examples of foods appropriate for each technique. Appropriate technical terminology used confidently and accurately.	Award 5-6 marks Excellent application of knowledge, response gives an depth explanation of how different methods prevent food spoilage. Sound and accurate reference has been made to the factors that affect food spoilage e.g. time, temperature, moisture, air, pH, and the response explains how different techniques ensure the causes of food spoilage are removed or reduced. The response refers to the growth of bacteria, fungi and other micro-organisms.				

	2	<p>Award 3-4 marks</p> <p>Good knowledge and understanding of preservation techniques demonstrated by making reference to 1-2 techniques within the indicative content. The response identifies examples of foods suitable for each named method. Some use of technical terminology.</p>	<p>Award 3-4 marks</p> <p>An adequate application of knowledge in order to explain how preservation can prevent food spoilage. Some reference has been made to the factors that affect food spoilage e.g. time, temperature, moisture, air, pH, and the response gives an adequate explanation of how different techniques attempt to prevent food spoilage. The response refers to the prevention of growth of bacteria.</p>
	1	<p>Award 1-2 marks</p> <p>A limited response which identifies one or two methods of preservation with an example for each, or only named 3 types with no explanation.</p>	<p>Award 1-2 marks</p> <p>Limited application of knowledge in order to explain how food spoilage is prevented by the named methods of preservation.</p>
	0	<p>Award 0 marks</p> <p>Response not credit worthy or not attempted.</p>	<p>Award 0 marks</p> <p>Response not credit worthy or not attempted.</p>

Question	Answer	Mark	AO1	AO2	AO4	Total
7	<p>Indicative content Answers could include:</p> <p>The reasons why complex carbohydrates and foods with a high dietary fibre content should be included in the daily diet.</p> <ul style="list-style-type: none"> • <i>complex</i> carbohydrates (that is, starches), rather than <i>simple</i> carbohydrates (i.e., sugars), are a good source of energy and the main source of a range of nutrients in our diet. As well as starch, they contain fibre, calcium, iron and B vitamins • many complex carbohydrates have increased wholemeal/wholegrain values which are a good source of carbohydrates in the form of starch/NSP as they include the bran part and have had nothing removed • starches take longer for the body to digest so they provide an even release of energy over a sustained period of time • gram for gram they contain fewer than half the calories of fat • they are bulking food so will fill you up for longer • wholemeal/wholegrain versions of products have a higher nutritional value than ‘white alternatives’—they contain B vitamins, Iron, vitamin E so therefore can make achieving a balanced diet easier to achieve • these foods can help if someone is trying to lose weight, if eaten and sufficient water is drunk the food e.g. bread can soak up the liquid and swell – act like a sponge keeping you fuller for longer/less foods are consumed/avoids overeating which could lead to obesity • they provide NSP which can help with digestion, prevent constipation/efficient removal of waste products to prevent various bowel disorders • Some types of dietary fibre (present in fruits and vegetables such as apples, turnips, sweet potatoes, oats and pulses) can only be partly digested and may help to reduce the amount of cholesterol in the blood • Some, such as wholegrain foods, fruit, vegetables, beans and lentils, have a low glycaemic index (GI). Individuals with diabetes can benefit from eating some low GI foods as eating foods with low GI ratings can help control blood glucose 	10		10		10

	<p>Examples may be used to exemplify points made</p> <p>Complex carbohydrates: potatoes, bread, cereals, rice and pasta</p> <p>High dietary fibre products, accept reference to any products made with or that include: Whole grain ingredients</p> <ul style="list-style-type: none"> • brown rice • buckwheat • bulgur • millet • oatmeal • quinoa • rolled oats • whole-grain barley • whole-grain corn • whole oats • whole rye • whole wheat • wild rice <p><u>Whole grain products/examples of dishes:</u> this list is by no means exhaustive</p> <ul style="list-style-type: none"> • whole-wheat bread instead of white bread (wholemeal) • brown rice instead of white rice • whole-wheat pasta • use whole grains in mixed dishes, such as barley in vegetable soup or stews and bulgur wheat in casserole or stir-fries • substitute whole wheat or oat flour for up to half of the flour in pancakes, waffles, muffins or other flour-based recipes • use whole-grain bread or savoury biscuits in meatloaf. • try rolled oats or a crushed, unsweetened whole grain cereal as breading for baked chicken, fish, veal cutlets • try an unsweetened, whole grain ready-to-eat cereal as croutons in salad <p>Explanations and examples must be included within each mark band awarded.</p>					
Band	AO2					
3	<p style="text-align: center;">Award 8- 10 marks</p> <p>An excellent response which shows in depth application of knowledge and understanding. At least 4-5 reasons why complex carbohydrates and foods with high dietary fibre content should be chosen have been discussed in full and accurate examples have been used to expand on the points within the indicative content. Specialist vocabulary related to the indicative content is used with ease and accuracy.</p>					

	2	<p style="text-align: center;">Award 4-7 marks</p> <p>A good response which shows clear application of knowledge and understanding of why complex carbohydrates and foods with high dietary fibre content should be included in the daily diet. Some discursive comments linked to at least 2-3 points within the indicative content and accurate examples have been given to support judgements. Some attempt to use specialist vocabulary.</p>
	1	<p style="text-align: center;">Award 1-3 marks</p> <p>A limited response which mentions 1-2 points within the indicative content. Limited knowledge or application of knowledge is evident. Little or no attempt to discuss why individuals should be choosing complex carbohydrates or those with high dietary fibre content. Little or no reference to examples. Little or no use of specialist vocabulary.</p>
	0	<p style="text-align: center;">Award 0 marks</p> <p>Response not credit worthy or not attempted.</p>

Question	Answer	Mark	AO1	AO2	AO4	Total
8	<p>Indicative content Answers could include:</p> <p><u>Factors that contribute towards food waste</u></p> <ul style="list-style-type: none"> • buy one get one free (BOGOF) offers at the supermarket encourage wastage if the second item is not needed • lack of planning in what is purchased so food does not get used • buying food on impulse that no one likes in the family just because it is on offer • storing food correctly so it does not deteriorate. • not using up the oldest food first in the fridge so it "goes off "/not checking best before dates/use by dates • buying large packs of food because it seems better value that is the not all used • cooking too much food for the number eating the meal • not cooking food that people like so it becomes waste/is not eaten • panic buying due to weather forecast • panic buying due to shortage scares <p><u>Ways to reduce waste</u></p> <ul style="list-style-type: none"> • plan weekly meals and make a list of things needed, only buy what is needed • correct storage of food/read labels to store correctly • do not buy BOGOF unless you need the second item or can store/freeze it • check dates on foods stored in the fridge and use them in meals/make dishes and freeze them for later • check on who is going to be in for meals so you don't make too much • check sizes/portions/pack size of food so you don't overbuy • freeze leftovers for another day • use leftover ingredients for another dish • make soups/stews with left over vegetables • make dishes that everyone likes • shop on-line less tempting to overstock • use gluts of fruits etc to produce preserved products eg. jams, jellies • use bones/carcuses/vegetable peelings to make stocks • Do not purchase pre-packed fruit products e.g. fruit vegetables, buy individual items <p>credit any other appropriate response</p>	14			14	14

Band	AO4
	Award 11-14 marks
3	A well balanced excellent answer showing thorough knowledge and the ability to analyse explain and assess the factors leading to food wastage. Response clearly addresses, considers, reviews and explains realistic and achievable ways this can be reduced. Response demonstrates excellent evaluation and application of knowledge related to at least 5-6 points within the indicative content. Technical terms are used with ease and absolute accuracy.
	Award 5 - 10 marks
2	A fairly well balanced answer showing good knowledge and clear understanding of the factors leading to food wastage and the ability to consider, review and give some explanation of realistic and achievable ways this can be reduced. Response demonstrates good evaluation and application of knowledge related to at least 3-4 points included in the indicative content. Technical terms are used with some accuracy.
	Award 1-4 marks
1	Some analysis and demonstration of knowledge with reference to the factors leading to food wastage is evident, but assessments made lack accuracy. Responses suggest some ways of preventing food wastage as indicated in the indicative content but lacks exemplification. Limited use of technical terms.
	Award 0 marks
0	Response not credit worthy or not attempted.

Assessment grid Component 1 Sample Assessment Materials							
Question	Mark	AO1		AO2	AO4		Total
		1a	1b		1a	1b	
1. a b c d e	3 2 2 6 2	3(1a) 2(1a)	2(1b) 2(1b)	6			15
2. a b c d	1 1 1 8	1(1a)	1(1a) 1(1b)	8			11
3.	4	2(1a)	2 (1b)				4
4. a b c d	6 6 4 4	3(1a) 2(1a)	3 (1b)	2 4	3(1a)	3(1b)	20
5. a b c	2 2 8	2(1a)	2 (1b) 4 (1b)	4			12
6. a b	2 12	2(1a) 3(1a)	3 (1b)	6			14
7.	10			10			10
8.	14				7 (1a)	7 (1b)	14
Totals	100	40		40	20		100



Non-Examination Assessment

Assessment 1: The Food Investigation Assessment

To be opened week beginning **September 1st 20xx**

Candidates may be issued this assessment anytime from the date of opening.

It is recommended that candidates have a maximum of 8 hours, allocated at the discretion of the centre, to complete all three sections of this assessment.

Answer **one** of either Task A or Task B.

TASK A

Shortcrust pastry should be crisp to the bite and crumbly in the mouth. It can be prepared using a range of different ingredients.

Investigate the working characteristics and the functional and chemical properties where appropriate of the different ingredients needed to achieve a perfect shortcrust pastry.

This assessment must be supported by investigational work – refer to guidelines given below.

TASK B

There are a number of ways to thicken a sauce.

Investigate the working characteristics and the functional and chemical properties where appropriate of the different methods used to thicken a sauce.

This assessment must be supported by investigational work – refer to guidelines given below.

Supportive Work Guidelines

Your supportive work must include evidence of the scientific principles underlying the preparation and cooking of food through research, investigation, trialling, modifying, developing and evaluation. The written evidence is limited to a 1,500–2,000 word count.

The written evidence may be submitted electronically or as a paper version and must include evidence of the following:

- Section (a) Research and plan your chosen task; create a plan of action, propose a hypothesis, or an educated guess of what you predict the outcome will be. **(5)**
- Section (b) Investigate the working characteristics and the functional and chemical properties of ingredients through practical experimentation. Use findings to achieve a particular result. **Photographic evidence is essential. (15)**
- Section (c) Analyse and evaluate the task; analyse the data and results, compare and draw conclusions from the results you have collected. Explain whether your prediction was proven and document the reasons for the success or failure of the investigation. **(10)**

It is an expectation that you will demonstrate adherence to hygiene regulations and food safety principles when working with food. You must follow all health and safety guidelines when storing, preparing and cooking food that will be tried and tested by others. **No marks** will be allocated to hygienic working as this is a mandatory requirement.

Please ensure all work submitted for moderation can be clearly identified as your work. (ie centre name and number, your name and examination number.)



Non-Examination Assessment

Assessment 2: The Food Preparation Assessment

To be opened week beginning **November 1st 20xx**

Candidates may be issued this assessment anytime from the date of opening.

Candidates will be allowed 12 recommended assessment hours to carry out the assessment, allocated at the discretion of the centre.

The final practical session **must be one session no longer than 3 hours.**

It is recommended that candidates have a maximum of 12 hours, allocated at the discretion of the centre, to complete all three sections of this assessment.

The recommended 12 hours **must** include one mandatory practical session of no more than 3 hours, for the completion of section (b).

All three dishes and any accompaniments must be prepared, cooked and presented within this 3-hour session.

Answer **one** of either Task A or Task B.

Task A

A local restaurant is holding an international week. Research, prepare and cook three dishes that could be served on a themed menu to promote the cuisine of a specific country or region.

This assessment must be supported by investigational work – refer to guidelines below.

Task B

Celebrity chefs have been promoting the importance of a healthy diet for children. Research, prepare and cook three dishes that could be served on an open day menu to encourage new pupils to eat in the school canteen.

This assessment must be supported by investigational work – refer to guidelines below.

Supportive Work Guidelines

Your supportive work should show evidence of research, investigation, selection of dishes, justification, planning and evaluation.

It is recommended that your work be limited to no more than 15 pages (30 sides) A4 or equivalent A3, font size 11/12, to include all photographs, graphs and charts.

The written evidence may be submitted electronically or as a paper version and must include evidence of the following:

- Section (a) Investigate and plan the task. Research, trial and select a range of dishes which will form part of the final menu, justify your choice in relation to the chosen assessment and plan a dovetailed order of work to include health and safety points. **(15)**
- Section (b) Prepare, cook and present a menu of **three** dishes within a single session. Demonstrate a wide range of technical skills and health and safety procedures when preparing, cooking and presenting your chosen selection of dishes. **Photographic evidence of the completed dishes is essential. (45)**
- Section (c) Evaluate the selection, preparation, cooking and presentation of the **three** dishes. **(10)**

Reference should be made to: the acceptability of the chosen dishes in relation to the assessment, the technical skills selected and demonstrated, and sensory properties; consider the taste, texture, aroma and appearance. Presentation and food styling of the completed dishes must be also be considered.

It is an expectation that you will use the correct tools, safely and competently when carrying out a range of techniques. You will be expected to demonstrate essential hygiene rules and food safety principles, when storing, preparing, cooking and presenting food for this assessment. **No marks** will be allocated to hygienic working as this is a mandatory requirement.

Please ensure all work submitted for moderation can be clearly identified as your own work (ie. centre name and number, your name and examination number).

Non-Examination Assessment

MARK SCHEME

Assessment 1: The Food Investigation Assessment

Assessment 2: The Food Preparation Assessment

Assessment grids for non-exam assessment

Banded mark schemes

Banded mark schemes are divided so that each band within a section has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks.

Before marking, assessors should first read and annotate a candidate's project to pick out the evidence that is being assessed. Once the annotation is complete, the mark scheme can be applied.

This is done as a two stage process.

Stage 1 – Deciding on the band

Beginning at the lowest band, assessors should look at the appropriate section of the candidate's project and check whether it matches the descriptor for that section's mark band. Assessors should look at the descriptor for that band and see if it matches the qualities shown in the candidate's work for that section. If the descriptor at the lowest band is satisfied, assessors should move up to the next band and repeat this process for each band until the descriptor matches the work.

If a candidate's work covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's work should be used to decide on the mark within the band. For instance if work is mainly in band 2 but with a limited amount of band 3 content, the work would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Assessors should not seek to mark candidates down as a result of small omissions in minor areas of their work.

Stage 2 – Deciding on the mark

Once the band has been decided, assessors can then assign a mark. WJEC Eduqas will provide exemplar material already awarded a mark, and this should be used as reference material when assessing the work.

When marking, assessors can use these examples to decide whether a candidate's work is of a superior, inferior or comparable standard to the example. Assessors are reminded of the need to revisit the work as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the work submitted.

Where work is not credit worthy, that is, contains nothing of any significance to the project, or has been omitted, no marks should be awarded.

Internal standardisation and moderation. It is essential that where there is more than one teacher in a centre, work from all teaching groups must be standardised internally. This is designed to ensure that the final assessment reflects a single agreed standard for all teaching groups involved. All centres will receive detailed feedback from the moderation electronically on results day.

Assessment 1: The Food Investigation Assessment

Section A	
Research and plan the task: maximum 5 marks	
Candidates will be expected to:	
<ul style="list-style-type: none"> • use a range of relevant sources to investigate the task • create a plan of action • predict an outcome 	
Band	A02
3	<p style="text-align: center;">5 marks</p> <p>Research is thorough and has been collected from a number of relevant sources. A comprehensive plan has been completed, providing sufficient detail with a number of variables suggested with outcomes predicted.</p> <p>The candidate has predicted a final outcome and has suggested testing more than one variable.</p> <p>Specialist vocabulary in relation to food science is used appropriately.</p>
2	<p style="text-align: center;">3-4 marks</p> <p>Research has been collected from a number of relevant sources. The plan is structured and provides sufficient detail to enable the investigation to be completed.</p> <p>The candidate has predicted an outcome that could be feasible.</p> <p>Some use of appropriate food science terminology.</p>
1	<p style="text-align: center;">1-2 marks</p> <p>Little or no research has been documented in the plan of action.</p> <p>The candidate has not predicted an outcome.</p> <p>Writing is limited and will prove difficult to follow.</p>
0	<p style="text-align: center;">0 marks</p> <p>Not credit worthy or not attempted.</p>

Section B

Investigate the working characteristics, function and chemical properties of ingredients through practical experimentation and use the findings to achieve a particular result: maximum 15 marks

Candidates will be expected to:

- demonstrate their ability to review and make improvements to the investigation by amending the ingredients to include the most appropriate ingredients, process and cooking method
- demonstrate an understanding of the working characteristics and functional and chemical properties of the ingredients selected
- record in detail the outcomes of their investigation, the modification and adjustments made during the preparation and cooking process, and the sensory preference tests carried out to formulate the results

Band	A02
4	<p style="text-align: center;">12-15 marks</p> <p>The learner has executed a range of modifications and trialling of ingredients whilst following their plan during the preparation and cooking processes.</p> <p>An excellent, detailed knowledge and understanding of the working characteristics and functional and chemical properties of the ingredients selected during the investigation is evident by the decisions made.</p> <p>Candidate has recorded in detail the investigation, the modification and adjustments made during the preparation and cooking process.</p> <p>A wide range of tests have been carried out to include sensory preference tests and participant feedback to formulate the results.</p> <p>Photographic evidence identifying the stages of the investigation have been well annotated and documented.</p> <p>Results are well presented and clearly communicated in a logical manner using a range of different formats.</p>
3	<p style="text-align: center;">8-11 marks</p> <p>The candidate is able to follow their plan and carry out the investigation, modifying the ingredients, preparation and cooking processes during the investigation.</p> <p>The candidate demonstrates good knowledge and understanding of the working characteristics and functional and chemical properties of the ingredients selected during the practical investigation, as evidenced by further decisions made.</p> <p>The candidate has recorded the investigations and changes made during the preparation and cooking process.</p> <p>A range of tests have been carried out, to include sensory preference tests and customer feedback, to formulate the results.</p> <p>Photographic evidence identifying the stages of the investigation have been included with some annotation.</p> <p>Results are presented in a logical manner using at least two different formats.</p>

2	<p style="text-align: center;">4-7 marks</p> <p>The candidate was able to follow their plan and carry out the investigation with limited modification, by amending the ingredients, preparation or cooking method.</p> <p>The candidate shows adequate knowledge and understanding of the working characteristics and functional and or chemical properties of the ingredients selected during the practical investigation by the decisions made.</p> <p>The candidate has recorded some of the modification and adjustments made during the preparation and cooking process.</p> <p>A few tests have been carried out which include sensory preference tests and participant feedback to formulate the results.</p> <p>Photographic evidence of the investigation have been included but not annotated.</p> <p>Results presented satisfactorily, using a more than one format.</p>
1	<p style="text-align: center;">1-3 marks</p> <p>The candidate struggles to follow the plan, limited changes made to the investigation, requires teacher support.</p> <p>Limited knowledge and understanding of the working characteristics and functional and chemical properties of the ingredients selected during the practical investigation is evident.</p> <p>The candidate made little reference to the changes made during the preparation and cooking process.</p> <p>A few tests were carried out which required teachers guidance.</p> <p>A few results have been simply explained.</p>
0	<p style="text-align: center;">0 marks</p> <p>Not credit worthy or not attempted.</p>

Section C	
Analyse and evaluate the task: maximum 10 marks	
Candidates will be expected to:	
<ul style="list-style-type: none"> • analyse the data and results collected, draw conclusions • justify findings, the reasons for the success or failure of the ingredients selected to trial • evaluate the hypothesis and confirm if the prediction was proven 	
A04	
8-10 marks	
3	<p>The candidate has analysed the task in detail and conclusions presented are based on scientific knowledge and understanding of the ingredients selected, and the preparation or cooking methods used.</p> <p>The candidate shows an excellent understanding of the task in their ability to justify their findings with clear reasons given based on the methods used to gather the results.</p> <p>The prediction is reviewed and detailed conclusions have been based on the analysis of data and information from the research and investigation, demonstrating a clear in depth understanding of the task.</p> <p>Writing is well structured, clearly expressed and largely error free. Specialist terminology used with accuracy and ease.</p>
4-7 marks	
2	<p>The results have been briefly analysed with reference to the research and investigation carried out.</p> <p>The candidate shows an understanding of the task evidenced in their ability to justify their findings against the range of tests and the results.</p> <p>The prediction is reviewed and conclusions have been based on the analysis of data and information from the research and investigation, but the prediction has not been referred back to the task.</p> <p>Some specialist vocabulary has been used.</p>
1-3 marks	
1	<p>A brief attempt has been made to interpret the information collected, analysis is simplistic with limited conclusions discussed and evaluated.</p> <p>The candidate has shown a lack of understanding in the justification of the results.</p> <p>The prediction has not been evaluated.</p>
0 marks	
0	Not credit worthy or attempted.

Assessment 2: The Food Preparation Assessment

Section A	
Investigate and plan the task (to include trialling and testing): maximum 15 marks	
Candidates will be expected to:	
<ul style="list-style-type: none"> • use a range of research skills to investigate the task • demonstrate knowledge and understanding in the choice of dishes, when selecting a final menu • plan the task and produce a clear dovetailed sequence of work to include health and safety points and quality points 	
A03	
12-15 marks	
4	<p>The evidence presented demonstrates an excellent understanding of the assessment.</p> <p>The research is thorough, exploring the task in depth using a range of research methods and at least three sources have been used in order to inform choices. The candidate has used trialling and testing as part of selection process.</p> <p>Dishes chosen show a thorough understanding of the needs of the assessment i.e. to showcase technical skills and the reasons given justify fully how the choice relates to the assessment.</p> <p>The plan of action is proficient; dovetailing is clear, realistic and logical. The excellent referencing of safety and quality points, highlight thorough understanding. This plan could be followed independently by any individual to produce quality practical outcomes.</p> <p>Evidence includes excellent use of correct technical terminology of the techniques and skills to be demonstrated during the practical session.</p>
8-11 marks	
3	<p>The candidate shows a good understanding of the assessment.</p> <p>The research in order to inform choices has been collected from at least two different sources.</p> <p>Suitable dishes have been chosen, that meet the requirements of the assessment. Reasons for choice are clear showing understanding and knowledge and justify how the choice relates to the assessment.</p> <p>The plan of action is clear and dovetailed with good reference to safety and quality points.</p> <p>The candidate demonstrates good knowledge of technical terminology of the techniques and skills to be used.</p>

2	<p style="text-align: center;">4-7 marks</p> <p>The evidence shows adequate understanding of the assessment some research has been gathered from more than one source and documented in order to justify choices.</p> <p>Suitable dishes have been chosen and appropriate reasons for choice given.</p> <p>The plan of action lists the key points and the candidate has attempted to make reference to, safety and quality points. Time plan of action is generally logical.</p> <p>The candidate has attempted to use correct technical terminology in relation to the techniques to be utilised.</p>
1	<p style="text-align: center;">1-3 marks</p> <p>The candidate shows a limited understanding of the assessment.</p> <p>Some research in order to identify choices has been documented but it is very general and only from one source.</p> <p>Final dishes to be made have been identified with some attempt to justify decisions, in relation to the assessment.</p> <p>Plan of action is logical but not all key points/stages are identified and there is only minimal reference to safety and quality points.</p> <p>Little attempt has been made to use the correct terminology in relation to the techniques and skills used.</p>
0	<p style="text-align: center;">0 marks</p> <p>Not credit worthy or attempted.</p>

Section B

Prepare, cook and present a menu of three dishes within a single session: maximum 45 marks

Candidates will be expected to:

- demonstrate health and safety procedures when preparing, cooking and presenting a menu of **three dishes** .
- select, demonstrate and apply a variety of technical skills in the preparation, cooking and presentation, of **three dishes** to meet a particular requirement.
- use a wide range of ingredients/commodities to produce very different types of dishes
- demonstrate excellent and where appropriate complex knife skills, the ability to weigh and measure accurately, be able to test the dishes for readiness using the appropriate technique and judge and manipulate sensory properties during the cooking processes.
- demonstrate portion control, excellent presentation to include how the dishes would form part of a meal and food styling.
- demonstrate appropriate use of the 3 hours allowed for preparation, cooking and serving to showcase technical skills
- include photographic evidence of the final presented dishes

Band	A03
5	<p style="text-align: center;">37-45 marks</p> <p>The candidate followed the plan of action and worked completely independently and competently throughout the preparation cooking and presenting of their dishes.</p> <p>Excellent use has been made of the 3 hours allowed for preparation, cooking and serving; the candidate has fully embraced showcasing their technical skills. Correct equipment was selected, prepared and used with confidence for all three dishes and any accompaniments.</p> <p>The wide variety of appropriate and complex skills (such as filleting meat or fish and precise fruit and vegetable cuts, e.g. julienne, brunoise, macedoine) used in all three dishes by the candidate were executed competently and to an excellent standard.</p> <p>The candidate demonstrated excellent time management and all three dishes and any accompaniments were produced with success within the time available.</p> <p>The candidate was able to accurately judge and manipulate the sensory properties during the cooking processes at every stage for all three dishes.</p> <p>Temperature control was faultless during the storing/cooking/testing for readiness and serving of the dishes. All three dishes were served at the correct temperature (for each course where applicable).</p> <p>All three dishes and accompaniments were presented to an extremely high standard, accurate portion control was evident and the presentation clearly identified how the dishes would form part of a meal. A high quality finish was achieved due to food styling being used appropriately with attention to detail to improve the aesthetic qualities of the dishes.</p>

4	<p style="text-align: center;">28-36 marks</p> <p>The candidate followed the plan of action and worked completely independently and competently throughout the preparation cooking and presenting of the dishes.</p> <p>Very good use has been made of the 3 hours allowed for preparation, cooking and serving; the candidate has fully embraced showcasing their technical skills.</p> <p>Correct equipment was selected, prepared and used with confidence for all three dishes.</p> <p>The wide variety of appropriate and complex skills (such as filleting meat or fish and precise fruit and vegetable cuts, e.g. julienne, brunoise, macedoine) used in all three dishes were completed competently and to a very good standard.</p> <p>The candidate demonstrated very good time management and all three dishes were produced with success within the time available.</p> <p>The candidate was able to accurately judge and manipulate the sensory properties during the cooking processes at almost every stage.</p> <p>Temperature control was very good during the storing/cooking/testing for readiness and serving of the dishes at the correct temperature (for each course where applicable).</p> <p>All three dishes were presented to very good standard, accurate portion control was evident and the presentation clearly identified how the dishes would form part of a meal. A quality finish was achieved due to food styling being used appropriately with attention to detail to improve the aesthetic qualities of the dishes.</p>
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<p>3</p>	<p style="text-align: center;">19-27 marks</p> <p>The candidate worked in a confident, competent and organised manner following the plan of action when preparing cooking and presenting their dishes.</p> <p>The candidate was able to select, prepare and use equipment appropriately when making at least two of the three dishes every dish.</p> <p>A range of appropriate skills and cooking methods were demonstrated competently by the candidate and they made accurate judgements relating to the technique being used for all three dishes.</p> <p>At least two of the three dishes showed good execution of skills.</p> <p>The candidate was able to work within the required time frame and demonstrate good understanding of the need to dovetail and demonstrate good pace.</p> <p>The candidate was able to accurately judge and manipulate the majority of the sensory properties during the cooking processes.</p> <p>Temperature control was mostly adhered to during the storing/cooking/testing for readiness and at least two dishes were served at the correct temperature. (for each course where applicable).</p> <p>All three dishes were presented to a good standard, Portion control was evident and food styling was used to improve the aesthetic qualities of the dishes. The dishes were mostly presented to indicate how they would form part of a meal.</p>
<p>2</p>	<p style="text-align: center;">10-18 marks</p> <p>The candidate made a fairly good attempt to follow the plan of action when preparing cooking and presenting the dishes.</p> <p>On the majority of occasions correct equipment was selected and used correctly.</p> <p>Technical skills demonstrated were executed mostly independently and to a satisfactory standard.</p> <p>The three dishes varied in level of skill</p> <p>The candidate was able to judge and manipulate most of the sensory properties during the cooking processes.</p> <p>A fairly good attempt was made to ensure temperature control was adhered to during the storing/cooking/ testing for readiness and at least one dish was served at the correct temperature. (for each course where applicable).</p> <p>All three dishes produced were successful but with varying degrees of quality. Presentation of at least two dishes was good.</p> <p>At least two dishes showed knowledge of portion control, and an attempt had been made to demonstrate garnishing and food styling and to indicate how the dishes would form part of a meal.</p>

1	<p style="text-align: center;">1-9 marks</p> <p>The candidate has made some attempt to follow the plan of action when preparing cooking and presenting their dishes.</p> <p>The candidate made some attempt to select the most appropriate piece of equipment for at least two dishes.</p> <p>Some attempt made to demonstrate an acceptable standard of technical skills for each dish made.</p> <p>Skill levels of all two dishes chosen only allow candidate to demonstrate basic technical skills.</p> <p>The candidate has produced at least two dishes with some degree of independence, i.e. some support needed to judge and manipulate sensory properties during the cooking process.</p> <p>The candidate has attempted to present at least two dishes in an appropriate manner but some concerns related to portion control and quality of finish/garnishing relating to one or more dishes.</p>
0	<p style="text-align: center;">0 marks</p> <p>Not credit worthy or not attempted.</p>

Section C	
<p>Evaluate the selection, preparation, cooking and presentation of the three dishes: maximum 10 marks</p> <p>Candidates will be expected to:</p> <ul style="list-style-type: none"> • evaluate the technical skills selected and demonstrated in relation to the chosen dishes • evaluate using sensory properties; consider the taste, texture, aroma and appearance: presentation and food styling of the completed dishes 	
A04	
	8-10 marks
4	<p>The candidate has evaluated in detail the technical skills selected and demonstrated and identified fully how the dishes produced in relate to the chosen dishes.</p> <p>The dishes produced have been evaluated to a high standard. In depth accurate descriptors have been used in relation to the sensory properties; taste, texture, aroma and appearance, presentation and food styling of the completed dishes. Any modifications made to the recipes, or to techniques used during the session have been reviewed.</p> <p>Analyse in comparison to the food made by others.</p> <p>The candidate has analysed and evaluated to a very high standard, the food made by themselves during the practical session in relation to food made by others. They use appropriate technical terminology with accuracy. They have discussed in detail highly realistic improvements to their own outcomes after comparing against those of others.</p>
	5-7 marks
3	<p>A clear reference to the suitability of the chosen dishes in relation to the brief has been conveyed.</p> <p>The candidate clearly evaluated the technical skills selected and demonstrated in relation to the chosen dishes.</p> <p>The chosen dishes were evaluated using sensory properties considering the taste, texture, aroma and appearance, presentation and food styling of the completed dishes using a variety of sensory testing, some suggestions for improvements are suggested.</p> <p>Candidate has made a good attempt to analyse and evaluate the food made by themselves during the practical session in relation to food made by others. Good use of accurate technical terminology is evident. The candidate has suggested realistic improvements to their own outcomes after comparing against those of others.</p>

2	<p style="text-align: center;">3-4 marks</p> <p>The candidate has made some reference to the suitability of the chosen dishes in relation to the brief.</p> <p>The candidate has briefly evaluated the technical skills selected and demonstrated in relation to the chosen dishes.</p> <p>A brief evaluation has been completed on the sensory tests carried out. Some basic conclusions drawn considering the taste, texture, aroma and appearance, final presentation and food styling of the completed dishes.</p> <p>Some attempt made to analyse and evaluate the food made by themselves during the practical session in relation to food made by others. They have suggested some improvements to their own outcomes, as a result of comparisons being made.</p>
1	<p style="text-align: center;">1-2 marks</p> <p>The candidate has made a limited attempt to evaluate the suitability of the chosen dishes in relation to the chosen assessment.</p> <p>Some attempt has been made to evaluate the technical skills selected and demonstrated in relation to the chosen dishes.</p> <p>A limited number of sensory tests have been carried out, all items have not been evaluated based on the required criteria.</p> <p>Limited attempt to analyse and evaluate the food made by themselves during the practical session in relation to food made by others.</p>
0	<p style="text-align: center;">0 marks</p> <p>Not credit worthy or not attempted.</p>

Assessment grid Component 2						
Section	Mark	AO2	AO3	AO4		Total
				1a	1b	
Assessment 1						
a	5	5				5
b	15	15				15
c	10			5(1a)	5(1b)	10
Assessment 2						
a	15		15			15
b	45		45			45
c	10			5(1a)	5(1b)	10
Totals	100	20	60	20		100