



**UNCOVER
LEARNER
POTENTIAL**

WJEC Level 3 Alternative Academic Qualification in
FOOD SCIENCE AND NUTRITION
(Certificate and Extended Certificate)

Teaching from September 2026

**Unit 2 Sample
Assessment Pack**

Contents

About this pack: Information for teachers	1
Managing the assessment	1
Observation Record	4
Candidate Mark Record Sheet	6
Candidate Assessment Pack	7

Copyright

© WJEC CBAC Limited 2025.

WJEC operates in England under the name Eduqas which is a registered trademark of WJEC.

About this pack: Information for teachers

This pack contains the assessment materials for Unit 2: Developing practical food production skills

Within this pack, you will find:

- information for teachers on how to manage arrangements for assessment
- an observation record sheet for use with task 3
- a sensory test feedback sheet for use with task 3
- a mark record sheet
- a **candidate pack** which includes:
 - details of the assignment
 - a detailed breakdown of each task
 - information for candidates, which tells candidates about things that they must and must not do when they are completing the assessment
 - the mark scheme which must be used to assess candidate work
 - a Candidate Declaration Form
 - a Candidate Time Record sheet.

You must provide each candidate with a copy of the complete candidate assessment pack.

Managing the assessment

This is a centre-marked (internal) non-examination assessment. The following arrangements must be followed when managing and marking the assessment

Time

Candidates must be allowed **9 hours 30 minutes** to complete this assessment. Candidates should spend approximately:

- 2 hours completing task 1
- 2 hours completing task 2
- 3 hours 30 minutes completing task 3
- 2 hours completing task 4

The time suggested for each task takes account of the contribution of the task to the overall assessment requirements. There can be no changes to the total time available for this assessment. Centres can, however, amend the suggested time available for each task.

Resources

Candidates must have access to the candidate assessment pack and any necessary resources, as specified in the detailed task tables within the candidate pack.

As task 3 is practical in nature, centres must ensure that equipment and ingredients are available for all learners before the start of the assessment time. Additional information is outlined within the 'Additional Teacher Guidance' section below.

Collaboration

Group work is **not** allowed. Candidates must complete all tasks individually.

Supervision

Candidates must be supervised by an assessor whilst completing the activities. Centres must have in place systems to ensure candidates cannot access evidence they have been developing outside of supervised activities, other than copies of previous tasks where this is permitted within the task instructions. During these subsequent tasks, previous evidence cannot be amended, it is provided to the students to support completion of the subsequent tasks.

Additional Teacher Guidance

Task 2: At the end of task 2, centres must review the production plans to ensure that the planned products can be completed within the timescales given and that the ingredients can be provided for the assessment.

The student should be notified if any equipment or ingredients cannot be sourced for task 3, or if the product is unrealistic for the timescales allowed for task 3.

As task 3 is a skills-based assessment, this will ensure that students can still achieve during task 3, regardless of their outcome during task 2.

Task 3: At the end of task 3, the centre must complete the sensory test template provided. A copy of this must be given to the student before the start of task 4. No marks should be provided to the student at this point. An observation record must also be completed for this task, but a copy of this should not be given to the student.

Authentication

Supervision must be in place to ensure the authenticity of evidence produced for summative assessment.

You should not provide input or guidance to candidates during the assessment time. This includes providing formative feedback on the evidence being produced. You can provide guidance on the requirements of the task and remind candidates of the mark bands and how they can be interpreted.

Candidates can review and redraft evidence independently within the time controls for the assessment.

Candidates must sign the declaration to confirm that all evidence submitted for moderation is their own work and that any sources used have been acknowledged.

Assessors must sign the declaration to confirm that evidence submitted for moderation was completed under the controlled conditions set out in this assessment.

Candidate evidence

The acceptable formats for evidence of each of the tasks is summarised in the task tables. Any modified assessment must enable the candidate to generate the evidence required in this table.

Marking the assessment

The marking scheme for this assessment are included in the candidate pack.

All marking of evidence must be made against the marking scheme provided. Evidence marked must comply with any requirements set out in the assessment pack.

Written evidence must be annotated to show how it relates to the mark band requirements.

Performance evidence, for example of giving a presentation, must be made on observation records. Observation records will include a description of learner performance as well as a summative statement on the quality of that performance. Where performance is observed by someone other than an assessor, the 'witness' must complete a witness statement.

Marking should only be undertaken by a designated assessor. An assessor should have appropriate expertise in the subject and level for a specified unit. The assessor is responsible for ensuring that:

- assessment is conducted under the controls specified in the task table
- they are clear about the requirements of the assessment and marking scheme prior to commencing assessment
- evidence presented for assessment is valid, authentic; reliable and credible
- assessment decisions are accurately recorded
- evidence is appropriately annotated
- observation records contain sufficient detail for objective corroboration of decisions
- judgements are only made against the mark band statements.

A mark record sheet must be completed for each candidate.

Further information

You should refer to the JCQ Instructions for conducting non-examination assessments (Vocational and Technical Qualifications) ([Non-Examination Assessments - JCQ Joint Council for Qualifications](#)) for further information on conducting this non-examination assessment.

This pack is a sample. It must not be used for live assessment.

Observation Record

To be used for evidence during Task 3 only.

Candidate Name:		
		Mark
Task 3		/40
		
Overall Assessment Commentary (including conduct/confidentiality)		
Assessor Signature		
Name (printed)		
Date	/ /20	

Sensory Test Feedback

To be completed following task 3.

Candidate Name:						
Key: Excellent – 5 Very good – 4 Good – 3 Needs modification – 2 Unacceptable - 1						
Product Description:						
Colour						
Flavour						
Odour						
Portion control						
Presentation						
Texture						
Total Score						
Additional Comments						

Assessor Signature		
Name (printed)		
Date	/ /20	

Candidate Mark Record Sheet

Centre No:									Centre Name:	
Candidate No:									Candidate Name:	
Unit Title:										

Task	Mark Awarded
1: Product Brief	/20
2: Product Plan	/20
3: Producing Food Items	/40
4: Reflection	/20
Total Mark	/100

I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate. The candidate has clearly referenced any sources and any AI tools used in the work. I understand that false declaration is a form of malpractice

Assessor Signature	
Name (printed)	
Date	/ /20



WJEC Level 3 Alternative Academic Qualification in Food Science and Nutrition (Certificate and Extended Certificate)

Candidate Assessment Pack

Unit 2: Developing practical food production skills

About this pack: information and instructions for candidates

This candidate assessment pack is for candidates completing Unit 2 – Developing practical food production skills.

Within this pack, you will find:

- your assignment
- a detailed breakdown of each task, the evidence requirements, and the conditions (controls) under which the task is to be completed
- information for candidates, which tells you about things that you must and must not do when you are completing the assessment
- the mark scheme which will be used to assess your work
- a Declaration Form
- a Time Record sheet.

You will have 9 hours 30 minutes in total to complete this assessment. You should spend approximately:

- 2 hours completing task 1
- 2 hours completing task 2
- 3 hours 30 minutes completing task 3
- 2 hours completing task 4

You will be supervised throughout the assessment.

Your teacher is allowed to help you to understand the assessment requirements briefs and the tasks, but there are rules about the kind of help and how much they can give you. You should speak to your teacher if you have any questions about what you are and are not allowed to do as you are completing the tasks, as they will know how much help they are allowed to give you.

It is important that you work independently from other candidates and the work produced should be your own unaided work. You and your teacher will be required to sign a declaration that all work presented is your own work.

You are advised to check your work carefully to make sure that it is accurate and correct.

You must not discuss or share any details of the brief until after 15 May 202X.

Assessment: Developing food products

A local catering college opens its restaurant to the general public in the evening in order for its trainee chefs to gain first-hand experience.

The college is in the centre of a vibrant city, and potential customers are drawn from young professionals, university students and adults out for an evening with friends.

You have been asked by the head chef to plan, prepare, cook and present a three-course meal (with accompaniments) to reflect **one** of the following options, while ensuring that the option is suitable for the demographic of the city:

1. Plant-based, vegan diet
2. Farm to fork, locally sourced ingredients
3. Celebrating cultural influences

The dishes must meet the needs of a target audience of your own choice from the restaurant's customer base; and showcase the skills of the head chef.

You will plan, prepare, cook and present your suggested three-course meal through recipe development and testing. The dishes must meet the needs of an aforementioned target audience and showcase a range of skills and techniques.

You will be responsible for food hygiene practices, and food quality during the production and presentation of the meal.

You are required to:

1. Create a product brief to identify the following:
 - The intended target audience
 - Key information about your chosen food trend
 - Ideas for the chosen food items including a rationale for how it meets the brief, which will include:
 - Market research for key market trends
 - Ingredient choice including an estimation of costs
 - Presentation method
 - Approximate final sale cost
2. Create a production plan, including:
 - Full recipe including method, quantities and timings
 - Sequencing and dovetailing
 - Food hygiene and safety points
 - Food quality controls points, to ensure consistency
 - Contingency planning
 - Equipment required
 - Waste management
 - Presentation requirements including portion control

3. Prepare, cook and present your chosen items.

You should ensure that you demonstrate safe working practices throughout, including:

- Maintaining personal hygiene
- Adhering to correct food safety practices and procedures
- Ensuring a safe working environment for yourself and any others working within the area.

4. Evaluate your three-course meal.

Evaluate each of the dishes produced, reflecting on the preparation, cooking and presentation of the dishes.

- Using feedback on the sensory attributes of your three-course meal, as well as your own experiences, evaluate your food products including:
 - The suitability of the dishes to the assessment brief, and how this effectively met the product brief
 - Sensory attributes and presentation
 - Use of preparation and cooking techniques
 - Presentation and portion sizes
 - Suitability for the audience and purpose
 - Final product nutritional value
- Evaluate the food production process, including:
 - Effectiveness of plan and any adaptations required
 - Selection of preparation and cooking techniques
 - Time management
 - How you maintained health, safety and hygiene throughout

Tasks

	Task	Evidence	Controls
1	Produce a product brief outlining the key requirements for the product listed within the task instructions. This brief should provide all of the information required to justify how the product meets the requirements of the assessment brief. You may use images and diagrams to support you. [20 marks]	- Word processed product brief OR - Mood board with annotations	Supervision: Indirect Guidance: Not permitted Resources: Access to the internet Access to word processing software Collaboration: Not permitted
2	Produce a production plan outlining the method for creating all dishes and accompaniments, demonstrating dovetailing and sequencing. The plan should provide detailed information that could be replicated by others [20 marks]	Word processed product plan	Supervision: Indirect Guidance: Not permitted Resources: Access to the internet Access to word processing software Collaboration: Not permitted
3	Using your plan to support you, prepare your workstation and any equipment required to create the products outlined in task 1. Create your products using sequencing and dovetailing where required, displaying skills and techniques selected.	- Completed food products - Photographs of completed food products - Observation notes - Sensory testing feedback	Supervision: Direct Guidance: Not permitted Resources: Equipment and ingredients to create food products Access to a copy of plan from task 2 Collaboration: Not permitted

Ensure that you maintain a safe working environment at all times, following correct food safety practices throughout.

You may wish to make any notes regarding modifications required to the product to support task 4.

At the end of the assessment task, your food products will be reviewed by conducting sensory tests, and feedback will be provided to support the completion of task 4.

[40 marks]

- 4 Using feedback from the sensory tests, as well as your own reflections from tasks 1, 2 and 3, complete a written evaluation that includes both a review of your own performance, as well as the result of the created product.

- Word processed evaluation

Supervision:
Indirect

Guidance:
Not permitted

Resources:
Access to word processing software
Copy of feedback from sensory tests
Copy of production plan from task 2
Copy of any notes made during task 3

Collaboration:
Not permitted

[20 marks]

End of tasks

Information for candidates

The following information has been taken from the [JCQ Information for candidates – non-examination assessments](#) and the [JCQ Artificial Intelligence \(AI\) Use in Assessments: Protecting the Integrity of Qualifications](#). This tells you about things that you **must** and **must not** do when you are completing your assessment. If there is anything that you do not understand, you **must** ask your teacher.

Preparing your work

- When you submit your work and sign your candidate declaration form, you need to ensure that your final product reflects your own independent work and isn't copied or paraphrased from another source such as an AI tool.
- If you receive help and guidance from someone other than your teacher, you **must** tell your teacher who will then record the nature of the assistance given to you.
- If you worked as part of a group on a task, you **must** each write up your own account of the assignment. Even if the data you have is the same, you **must** describe in your own words how that data was obtained, and you **must** independently draw your own conclusions from the data.
- Take care of your work and keep it safe. **Do not** leave it lying around where your classmates can find it or share it with anyone, including posting it on social media. You **must** always keep your work secure and confidential whilst you are preparing it; **do not** share it with your classmates. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you do not need.
- **Do not** be tempted to use pre-prepared online solutions (such as those produced by AI tools and chatbots) – this is cheating. Electronic tools used by WJEC can detect this sort of copying.
- You **must not** write inappropriate, offensive or obscene material.

Plagiarism

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. **It is a form of cheating which is taken very seriously.** Don't think you won't be caught; there are many ways to detect plagiarism:

- Markers can spot changes in the style of writing and use of language.
- Markers are highly experienced subject specialists – they may have read the source you are using, or even marked the work you have copied from!
- Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

Penalties for breaking the regulations

If it is discovered that you have broken the regulations, one of the following penalties will be applied:

- the piece of work will be awarded zero marks
- you will be disqualified from that unit for the assessment series in question
- you will be disqualified from the whole subject for that assessment series
- you will be disqualified from all subjects and barred from entering again for a period of time.

WJEC will decide which penalty is appropriate.

Remember – it's your qualification so it needs to be your own work.

Mark scheme

The following mark scheme will be used to assess your work.

Task 1 – Product Brief:

Band	AO2: Product Brief
4	10-12 marks Demonstrates exceptional understanding of the target audience, applying this knowledge meticulously to the product brief. Ideas for food items are highly innovative and clearly linked to the brief, with detailed rationale and consideration of ingredient costs, presentation and final sale cost.
3	7-9 marks Shows a good understanding of the target audience, effectively applying it to the product brief. Ideas for food items are creative and mostly aligned with the brief, with clear rationale, although some aspects (ingredient costs, presentation, final cost) may lack depth.
2	4-6 marks Demonstrates some understanding of the target audience, but application to the product brief is less consistent. Ideas for food items are somewhat relevant to the brief, but rationale may be superficial or incomplete. Consideration of ingredient costs, presentation, and final cost may be basic or lacking detail.
1	1-3 marks Shows limited understanding of the target audience, with minimal application to the product brief. Ideas for food items are vague or poorly connected to the brief, with minimal rationale. Consideration of ingredient costs, presentation, and final cost is largely absent or has some inaccuracies.
0	No response attempted or nothing worthy of credit.

Band	AO3: Rationales
4	7-8 marks The response critically evaluates and analyses the chosen food trend in relation to the target audience. The product brief reflects a deep understanding of their needs and preferences, with insightful justification for each element of the food item ideas (ingredients, presentation, cost).
3	5-6 marks The response evaluates and analyses the food trend, demonstrating a good understanding of its relevance to the target audience. The product brief is well-justified, with clear explanations for most elements of the food item ideas, although some areas may lack depth of analysis.
2	3-4 marks The response attempts to evaluate and analyse the food trend, but understanding of its connection to the target audience is less clear. The product brief includes some justification for food item ideas, but analysis is often superficial or incomplete.
1	1-2 marks The response shows limited evaluation and analysis of the food trend, with little consideration of the target audience. The product brief lacks clear justification for food item ideas, with minimal evidence of critical thinking.
0	No response attempted or nothing worthy of credit.

Task 2 – Production Plan:

Band	AO2: Production Plan
4	16-20 marks Demonstrates exceptional understanding and application of production planning principles. The plan is comprehensive and meticulously detailed, including sequencing and dovetailing of methods with precise instructions, quantities, and timings. Food hygiene and safety points are thoroughly addressed, reflecting in-depth knowledge and understanding. Contingency plans are proactive and well-considered. Equipment requirements and waste management strategies are comprehensive and highly appropriate. Presentation instructions are clear and include precise portion control measures.
3	11-15 marks Demonstrates strong understanding and application of production planning principles. The plan is well-organised and detailed, including sequencing and dovetailing of methods, quantities, and timings. Food hygiene and safety are addressed, showcasing good knowledge and understanding. Contingency plans are present and relevant, though they may lack some depth. Equipment requirements and waste management strategies are well-considered and appropriate. Presentation instructions are mostly clear and include portion control guidelines.

2	6-10 marks Demonstrates a reasonable understanding and application of production planning principles. The plan is structured, but some areas may lack clarity or detail. Food hygiene and safety are addressed, but there might be gaps in knowledge or understanding. Contingency plans are basic in scope. Equipment requirements and waste management strategies are identified, but some aspects may be overlooked. Presentation instructions are present, though portion control might be less precise.
1	1-5 marks Demonstrates limited understanding and application of production planning principles. The plan lacks structure and detail in key areas with the recipe or instructions showing inaccuracies. Food hygiene and safety points are superficially covered or demonstrate misconceptions. Contingency planning is unrealistic or lacking in detail. Equipment requirements and waste management strategies are incomplete or limited in appropriateness. Presentation instructions are unclear or absent, with little consideration for portion control.
0	No response attempted or nothing worthy of credit.

Task 3 – Producing Food Items:

Band	AO4 – Health and safety
2	3-4 marks Consistently demonstrates excellent health and safety practices. Maintains personal hygiene, adheres to food safety procedures, and proactively ensures a safe working environment for self and others.
1	1-2 marks Demonstrates some awareness of health and safety, but practices are inconsistent. Personal hygiene and food safety procedures are not always followed, and the working environment has some minor safety concerns.
0	No response attempted or nothing worthy of credit.

Band	AO4 – Practical preparation and cooking techniques (each course is marked separately, with marks added together for a maximum of 24 marks)
4	7-8 marks Demonstrates excellent culinary skills and techniques. Preparation and cooking are highly organised, efficient, and precise. Expertly applies sequencing and dovetailing, maximising time and resources. Consistently produces dishes of outstanding quality, flavour, and presentation.
3	5-6 marks Demonstrates good culinary skills and techniques. Preparation and cooking are well-organised and mostly efficient. Applies sequencing and dovetailing effectively. Produces dishes of high quality, with good flavour and presentation while some minor inconsistencies or areas for improvement may be present.

2	3-4 marks Demonstrates basic culinary skills and techniques. Preparation and cooking are generally organised but may lack some efficiency. Applies sequencing and dovetailing with some success. Produces dishes of acceptable quality, although flavour and presentation may need improvement with some inconsistencies or errors evident.
1	1-2 marks Demonstrates limited culinary skills and techniques. Preparation and cooking lack organisation and efficiency. Sequencing and dovetailing are poorly applied or absent. Dishes are of inconsistent quality, with significant flaws in flavour or presentation.
0	No response attempted or nothing worthy of credit.

Band	AO4 – Presentation (each course mark separately, with marks added together for a maximum of 12 marks)
2	3-4 marks Demonstrates excellent presentation skills. Dishes are plated with precision, showcasing creativity and attention to detail. Portion control is excellent, and overall visual appeal is outstanding.
1	1-2 marks Demonstrates basic presentation skills. Dishes are plated adequately, but may lack creativity or attention to detail. Portion control may be inconsistent, and the overall presentation could be improved.
0	No response attempted or nothing worthy of credit.

Task 4 - Evaluation:

Band	AO3: Evaluation
4	16-20 marks Demonstrates excellent critical evaluation and analysis skills. Provides a comprehensive and insightful evaluation of the food items, drawing on sensory feedback and personal reflections. Critically analyses how effectively the food items met the brief, meticulously evaluating sensory attributes, presentation, and the use of preparation and cooking techniques. Demonstrates a deep understanding of the target audience and purpose, with insightful analysis of the final product's nutrition. Critically evaluates the production process, offering insightful reflections on the plan's effectiveness, adaptations, technique selection, time management, and health and safety, food safety and hygiene practices.
3	11-15 marks Demonstrates good critical evaluation and analysis skills. Provides a thorough evaluation of the food items, using sensory feedback and personal reflections. Analyses how well the food items met the brief, evaluating sensory attributes, presentation, and preparation/cooking techniques. Demonstrates a good understanding of the target audience and purpose, with analysis of the final product's nutrition. Evaluates the production process, reflecting on the plan, adaptations, techniques, time management, and health and safety, food safety and hygiene practices.
2	6-10 marks Demonstrates basic evaluation and analysis skills. Provides an evaluation of the food items, incorporating some sensory feedback and personal reflections. Analyses how the food items addressed the brief, commenting on sensory attributes, presentation, and techniques. Shows some understanding of the target audience and purpose, with some analysis of the final product's nutrition. Evaluates the production process, reflecting on the plan, adaptations, techniques, time management, and health and safety, food safety and hygiene practices, although analysis may be less in-depth.

1	1-5 marks Demonstrates limited evaluation and analysis skills. Provides a limited evaluation of the food items, with minimal reference to sensory feedback or personal reflections. Offers limited analysis of how the food items met the brief, commenting superficially on sensory attributes, presentation, and techniques. Shows limited understanding of the target audience and purpose, with minimal analysis of the final product's nutrition. Evaluates the production process with simple reflections on the plan, adaptations, techniques, time management, and health and safety, food safety and hygiene practices, lacking depth and critical insight.
0	Award 0 mark No response attempted or nothing worthy of credit.

Task	Mark allocation										
	Topic and Section							Total Marks	AO2 Marks	AO3 Marks	AO4 Marks
	2.1	2.2				2.3					
		2.1.1	2.2.1	2.2.2	2.2.3	2.2.4	2.3.1				
1	X	X						20	12	8	
2			X		X			20	20		
3				X	X			40			40
4						X	X	20		20	
Total Marks								100	32	28	40

Candidate Declaration Form

Centre No:									Centre Name:	
Candidate No:									Candidate Name:	
Unit Title:										

Part A: Candidate Declaration

References: Give details of the exact source of any non-original material used in the assignment.	List of software packages/AI tools/chatbots¹: Give brief details of how these have been used in the assignment.

Authentication Declaration I declare that my work was completed independently and without any assistance beyond that which was permitted. All work is my own, except for any non-original material clearly credited above. This work has not been submitted for any other qualification. I have clearly referenced any sources and any Artificial Intelligence tools used in the work. I understand that false declaration is a form of malpractice.	
Candidate Signature:	Date:

¹ Where you have used AI tools as a source of information, you must show the name of the AI source used and the date the content was generated. For example: ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2023. You must, retain a copy of the question(s) and computer-generated content for reference and authentication purposes, in a noneditable format (such as a screenshot) and provide a brief explanation of how it has been used. This must be submitted with your work, so your teacher/assessor is able to review the work, the AI-generated content and how it has been used.

Candidate Time Record Sheet

Centre No:

Centre Name:

**Candidate
No:**

**Candidate
Name:**

Unit Title:

The timed, supervised hours took place as follows:

Tasks	Dates			Time	
	DD	MM	YY	Hour	Minutes
Total					

I certify that this is a true account of time spent on this assessment.

Assessor Name:

Assessor Signature:

Date:

SAMPLE