

GCSE

WJEC Eduqas GCSE in  
FOOD PREPARATION  
AND NUTRITION

ACCREDITED BY OFQUAL

# SPECIFICATION

Teaching from 2016  
For award from 2018

Version 2 January 2019



# SUMMARY OF AMENDMENTS

Version	Description	Page number
2	'Making entries' section has been amended to clarify resit rules and carry forward of NEA marks.	22



# WJEC Eduqas GCSE (9-1) in FOOD PREPARATION and NUTRITION

For teaching from 2016  
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# GCSE FOOD PREPARATION and NUTRITION

## SUMMARY OF ASSESSMENT

### Component 1: Principles of Food Preparation and Nutrition

Written examination: 1 hour 45 minutes  
50% of qualification

This component will consist of two sections both containing **compulsory questions** and will assess the six areas of content as listed in the specified GCSE content.

**Section A:** questions based on stimulus material.

**Section B:** structured, short and extended response questions to assess content related to food preparation and nutrition.

### Component 2: Food Preparation and Nutrition in Action

Non-examination assessment: internally assessed,  
externally moderated

Assessment 1: 8 hours

Assessment 2: 12 hours

50% of qualification

#### Assessment 1: The Food Investigation Assessment

A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food. :

#### Assessment 2: The Food Preparation Assessment

Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

These assessments will be based on a choice of tasks released by WJEC annually.

This linear qualification will be available in May/June each year. It will be awarded for the first time in summer 2018.

**Qualification Accreditation Number: 601/8093/6**

# GCSE FOOD PREPARATION and NUTRITION

## 1 INTRODUCTION

### 1.1 Aims and objectives

The WJEC Eduqas GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

This specification has been designed to enable centres to concentrate on innovative delivery of the course whilst creating a balance between practical and theoretical knowledge and understanding. The layout of the content into six areas of content promotes flexibility of delivery, and releasing two tasks for each of the assessments that constitute the non-examination assessment will ensure learners are able to complete assessments suitable to their needs and that of the centre.

By studying food preparation and nutrition learners will:

- be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

## 1.2 Prior learning and progression

There are no previous learning requirements for this specification. Any requirements set for entry to a course based on this specification are at the school/college's discretion.

This specification builds on subject content which is typically taught at Key Stage 3 and provides a suitable foundation for the study of WJEC Level 3 Food, Science and Nutrition, and other food-related courses at either AS or A level. In addition, this specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

This specification will enable learners to make informed decisions about a wide range of further learning opportunities and career pathways.

## 1.3 Equality and fair access

This specification may be followed by any learner, irrespective of gender, ethnic, religious or cultural background. It has been designed to avoid, where possible, features that could, without justification, make it more difficult for a learner to achieve because they have a particular protected characteristic.

The protected characteristics under the Equality Act 2010 are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The specification has been discussed with groups who represent the interests of a diverse range of learners, and the specification will be kept under review.

Reasonable adjustments are made for certain learners in order to enable them to access the assessments (e.g. learners are allowed access to a Sign Language Interpreter, using British Sign Language). Information on reasonable adjustments is found in the following document from the Joint Council for Qualifications (JCQ): *Access Arrangements and Reasonable Adjustments: General and Vocational Qualifications*.

This document is available on the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)). As a consequence of provision for reasonable adjustments, very few learners will have a complete barrier to any part of the assessment.

## 2 SUBJECT CONTENT

This specification in food preparation and nutrition enables learners to make connections between theory and practice so that they are able to apply their understanding of food science and nutrition to practical cooking.

This content relates to the study of both food and drinks.

### 2.1 Component 1

#### **Principles of Food Preparation and Nutrition**

Written examination: 1 hour 45 minutes

50% of the qualification

100 marks

Learners should be given the opportunity to develop their knowledge and understanding of the six areas of content set out on pages 6-14.

Learners should also be given the opportunity to develop technical skills, as listed in Appendix A, through practical and experimental work. This opportunity will allow learners to develop sound technical skills whilst exploring and consolidating knowledge and understanding relating to food preparation and nutrition.

#### **Areas of Content**

1. Food commodities
2. Principles of nutrition
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation

## 1. Food commodities

The range of foods and ingredients to be studied throughout the course should come from the major commodity groups (as shown below) and reflect current recommended guidelines for a healthy diet, e.g. reduction of sugar intake.

- bread, cereals, flour, oats, rice, potatoes, pasta
- fruit and vegetables (fresh, frozen, dried, canned and juiced)
- milk, cheese and yoghurt
- meat, fish, poultry, eggs
- soya, tofu, beans, nuts, seeds
- butter, oils, margarine, sugar and syrup

For each food commodity learners need to know and understand:

- the value of the commodity within in the diet
- features and characteristics of each commodity with reference to their correct storage to avoid food contamination
- the working characteristics of each commodity, with reference to the skill group and techniques table listed in Appendix A, e.g. when subjected to dry/moist methods of cooking
- the origins of each commodity

For each food commodity learners need to be able to:

- experiment with the commodity to explore physical and chemical changes that occur as a result of given actions
- consider complementary actions of a commodity in a recipe
- prepare and cook dishes using the commodities



<b>2. Principles of nutrition</b>	
<b>Macronutrients and Micronutrients</b>	<p>Learners must know and understand:</p> <ul style="list-style-type: none"> <li>• the definition of macronutrients and micronutrients in relation to human nutrition</li> <li>• the role of macronutrients and micronutrients in human nutrition</li> </ul> <p><b>Macronutrients</b> are defined as a class of chemical compounds which humans consume in the largest quantities</p> <ul style="list-style-type: none"> <li>(i) protein: to include essential amino-acids in relation to nutritional requirements (histidine, isoleucine, lysine, leucine, methionine, phenylalanine, threonine, tryptophan, valine) and non-essential (alanine, asparagine, aspartic acid glutamic acid)</li> <li>(ii) fats, oils and lipids: saturated fats, monounsaturated fats, polyunsaturated fats and essential fatty acids</li> <li>(iii) carbohydrates: monosaccharides, disaccharides and polysaccharides</li> </ul> <p><b>Micronutrients</b> are required by humans throughout life in small quantities to facilitate a range of physiological functions</p> <ul style="list-style-type: none"> <li>(i) fat soluble vitamins: vitamin A, and vitamin D water soluble vitamins: B vitamins: B1 thiamin B2 riboflavin, B3 niacin, B12 cobalamin and B9 folic acid (folate) and vitamin C</li> <li>(ii) minerals: calcium, iron, potassium and magnesium</li> <li>(iii) trace elements, to include: iodine and fluoride</li> </ul> <p>Learners must know and understand for each named macro nutrient and micronutrient:</p> <ul style="list-style-type: none"> <li>• the specific function</li> <li>• the main sources</li> <li>• dietary reference values</li> <li>• the consequences of malnutrition (over and under)</li> <li>• complementary actions of the nutrients</li> </ul> <p>Learners need to know and understand the dietary value of:</p> <ul style="list-style-type: none"> <li>(i) water</li> <li>(ii) dietary fibre (NSP)</li> </ul>

<b>3. Diet and good health</b>	
<b>Energy requirements of individuals</b>	<p>Learners must know and understand:</p> <ul style="list-style-type: none"> <li>• the recommended daily intake (RDI) and the percentage energy values of protein, fat and carbohydrates: monosaccharides (sugars) polysaccharides (starch) and non-soluble polysaccharides (dietary fibre) vitamins and minerals, for: <ul style="list-style-type: none"> <li>(i) a range of life-stages: toddlers, teenagers, early, middle and late adulthood</li> <li>(ii) individuals with specific dietary needs or nutritional deficiencies to include coeliac disease; diabetes (type 2 diabetes only to be considered), dental caries; iron deficiency anaemia; obesity; cardiovascular disease (CVD); calcium deficiencies to include bone health; nut or lactose (dairy) intolerances</li> <li>(iii) individuals with specific lifestyle needs to include vegetarians: lacto-ovo, lacto, vegan, and those with religious beliefs that affect choice of diet, to include Hindu, Muslim, Jewish</li> </ul> </li> <li>• how nutrients work together in the body, e.g. complementary actions</li> <li>• basal metabolic rate (BMR) and physical activity level (PAL) and their importance in determining energy requirements</li> </ul> <p>Learners must have a sound awareness of other common dietary issues including coronary heart disease (CHD), cholesterol and liver disease.</p>
<b>Plan balanced diets</b>	<p>Learners should be able to use their knowledge of nutrition and current nutritional guidelines to:</p> <ul style="list-style-type: none"> <li>• recommend guidelines for a healthy diet</li> <li>• identify how nutritional needs change due to age, life style choices and state of health</li> <li>• plan a balanced diet for: <ul style="list-style-type: none"> <li>(i) a range of life-stages: toddlers, teenagers, early, middle and late adulthood</li> <li>(ii) individuals with specific dietary needs or nutritional deficiencies to include coeliac disease; diabetes (type 2 diabetes only to be considered), dental caries; iron deficiency anaemia; obesity; cardiovascular disease (CVD) calcium deficiencies to include bone health; nut or lactose (dairy) intolerances</li> <li>(iii) individuals with specific lifestyle needs to include vegetarians: lacto-ovo, lacto, vegan, and those with religious beliefs that affect choice of diet, to include Hindu, Muslim, Jewish</li> <li>(iv) individuals requiring high energy needs as a result of occupation or activity involvement</li> </ul> </li> </ul> <p>Learners must have a sound awareness of other common dietary issues including coronary heart disease (CHD), cholesterol and liver disease.</p>

<b>Calculate energy and nutritional values of recipes, meals and diets</b>	<p>Learners should be able to:</p> <ul style="list-style-type: none"><li>• calculate the energy and main macronutrients and micronutrients in the following:<ul style="list-style-type: none"><li>(i) a recipe</li><li>(ii) a meal</li><li>(iii) an individual's existing diet over a period of time</li></ul></li><li>• use nutritional information/data to determine why, when and how to make changes to:<ul style="list-style-type: none"><li>(i) a recipe, e.g. increase dietary fibre (NSP) content</li><li>(ii) a menu, e.g. reduce saturated fat content</li><li>(iii) a diet, e.g. to increase energy intake prior to a sporting activity or to meet the new recommendations for free sugars</li></ul></li><li>• show how an understanding of energy balance can be used to maintain a healthy body weight throughout life</li></ul>
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<b>4. The science of food</b>	
<b>The effect of cooking on food</b>	<p>Learners should have a theoretical and practical working knowledge and understanding of how preparation and cooking affects the sensory and nutritional properties of food. To include:</p> <ul style="list-style-type: none"> <li>• why food is cooked, to include, digestion, taste, texture, appearance and to avoid food contamination</li> <li>• how heat is transferred to food through conduction, convection and radiation and how and why the production of some dishes rely on more than one method of heat transference</li> <li>• how selection of appropriate cooking methods can: <ul style="list-style-type: none"> <li>(i) conserve or modify nutritive value, e.g. steaming of green vegetables</li> <li>(ii) improve palatability e.g. physical denaturation of protein</li> </ul> </li> <li>• the positive use of micro-organisms such as bacteria in dairy products: cheese, yoghurt; meat products: salami, chorizo and fermentation of sugar in drinks</li> </ul> <p>Learners need to undertake experimental work and produce dishes by following or modifying recipes to develop and apply knowledge and understanding related to:</p> <ul style="list-style-type: none"> <li>• the working characteristics, functional and chemical properties of ingredients to achieve a particular result: <ul style="list-style-type: none"> <li>(i) carbohydrates – gelatinisation, dextrinization</li> <li>(ii) fats/oils – shortening, aeration, plasticity and emulsification</li> <li>(iii) protein – coagulation, foam formation, gluten formation, denaturation (physical, heat and acid)</li> <li>(iv) fruit/vegetables – enzymic browning, oxidisation</li> </ul> </li> <li>• reasons why particular results may not always be achieved, e.g. a sponge cake sinks, a sauce goes lumpy</li> <li>• how to remedy situations when desired results may not be achieved in the first instance</li> </ul>

<p><b>Food spoilage</b></p>	<p>Learners should have a theoretical and practical working knowledge and understanding of sound microbiological food safety principles when buying, storing, preparing and cooking food. To include:</p> <ul style="list-style-type: none"> <li>• how to store foods correctly: refrigeration/freezing, dry/cold storage, appropriate packaging/covering of foods</li> <li>• the importance of date-marks, labelling of food products to identify storage and preparation</li> <li>• the growth conditions, ways of prevention and control methods for enzyme action, mould growth and yeast production</li> <li>• the signs of food spoilage, including enzymic action, mould growth, yeast production and bacteria</li> <li>• the role of temperature, pH, moisture and time in the control of bacteria</li> <li>• the types of bacterial cross-contamination and their prevention</li> <li>• preservation/keeping foods for longer, e.g. jam making, pickling, freezing, bottling, vacuum packing</li> </ul> <p>Learners should know and understand the signs, symptoms, risks and consequences of inadequate/unacceptable food hygiene practices. To include:</p> <ul style="list-style-type: none"> <li>• signs, symptoms of food poisoning to include poisoning caused by salmonella, campylobacter, e-coli, staphylococcus</li> </ul> <p>Learners should know and understand the consequences of mishandling of food on:</p> <ul style="list-style-type: none"> <li>• food wastage: including the effect on the environment and the financial implications of waste</li> </ul>
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<b>5 Where food comes from</b>	
<b>Food provenance</b>	<p>Learners must know and understand:</p> <ul style="list-style-type: none"> <li>• food origins to include where and how foods are grown, reared, or caught</li> <li>• food miles, impact on the carbon footprint, buying foods locally</li> <li>• impact of packaging on the environment versus the value of packaging</li> <li>• sustainability of food: the impact of food waste on the environment, local, global markets and communities, effect of food poverty</li> <li>• food security: access to safe sufficient food for all (World Health)</li> </ul> <p>Learners should have a theoretical and practical working knowledge and understanding of the development of culinary traditions in British and international cuisine.</p> <p>All learners should have the opportunity to explore and gain knowledge of foods and recipes from at least <b>two</b> international countries (these countries are at the discretion of the centre and do not have to significantly differ from the UK.) To include:</p> <ul style="list-style-type: none"> <li>• the distinctive features, characteristics and eating patterns of different cuisines. Cuisine is defined as a style characteristic of a particular country or region, where the cuisine has developed historically using distinctive ingredients, specific preparation and cooking methods or equipment, and presentation or serving techniques.</li> <li>• traditional and modern variations of recipes to include variations of recipes to include changing use of food commodities, changes to nutritional guidelines, and use of modern cooking methods and or equipment</li> <li>• meal structures: presentation of menus within different cultures</li> </ul>
<b>Food manufacturing</b>	<p>Learners should have knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• primary stages of processing and production to include point of origin, the transporting, cleaning and sorting of the raw food e.g. bags of fruit.</li> <li>• secondary stages of processing and production to include how primary products are changed into other types of products, e.g. wheat to bread; milk to cheese and yoghurt; fruit to jams, jellies and juices.</li> <li>• how processing affects the sensory and nutritional properties of ingredients e.g. cured meat products</li> <li>• technological developments that claim to support better health and food production including fortification and modified foods</li> <li>• the positive and negative effects of food modification on health and food production e.g. flavour intensifiers, stabilisers, preservatives, colourings, emulsifiers</li> <li>• the ability of additives to produce the desired effect</li> </ul>

<b>6. Cooking and food preparation</b>	
<b>Factors affecting food choice</b>	<p>Learners must know and understand:</p> <ul style="list-style-type: none"> <li>• how sensory perception guides the choices that people make, how taste receptors and olfactory systems work</li> <li>• the sensory qualities of a range of foods and combinations and how to set up tasting panels for preference testing</li> <li>• the range of factors that influence food choices, including, enjoyment, preferences, seasonality, costs, availability, time of day, activity, celebration or occasion and culture</li> <li>• the choices that people make about certain foods according to religion, culture, ethical belief, medical reasons or personal choices</li> <li>• how to make informed choices about food and drink to achieve a varied and balanced diet, including awareness of portion sizes and costs</li> <li>• how information about food is available to the consumer, including food labelling and marketing and how this influences food choice</li> </ul>
<b>Preparation and cooking techniques</b>	<p>Learners must be able to plan, prepare cook and serve a number of recipes.</p> <p>Learners must be able to demonstrate skills from each skill group (listed in Appendix A) to include:</p> <ul style="list-style-type: none"> <li>• planning for cooking: <ul style="list-style-type: none"> <li>(i) a single dish</li> <li>(ii) a number of dishes in one session (to ensure a dovetailed action plan)</li> </ul> </li> <li>• preparation of ingredients to make a selection of recipes, e.g. weigh and measure liquids and solids, use knife skills, combine and shape, tenderise and marinate</li> <li>• cooking a selection of recipes, e.g. water based methods, using the oven, set a mixture, select and adjust cooking times and temperatures, judge and manipulate sensory properties: seasoning, test for readiness</li> <li>• presenting a selection of recipes, e.g. shaping and finishing a dough, glazing and food styling, preparing fruits and vegetables as a garnish</li> </ul> <p>Learners must be able to:</p> <ul style="list-style-type: none"> <li>• select appropriate preparation, cooking and serving techniques when producing dishes</li> <li>• work safely: follow correct personal and food safety and hygiene practices and procedures</li> <li>• work independently: make own judgements, e.g. cooking methods, cooking time, manipulating taste, texture and appearance</li> <li>• use sensory descriptors appropriately and correctly</li> </ul>

<b>Developing recipes and meals</b>	<p>Learners must be able to develop recipes and meals to meet a specific nutritional need or lifestyle choice.</p> <p>Learners must:</p> <ul style="list-style-type: none"><li>• consider the influence of lifestyle and consumer choice when adapting or developing meals and recipes, to include:<ul style="list-style-type: none"><li>(i) adaptations to recipes to address current dietary advice</li><li>(ii) adaptations due to lifestyle patterns e.g. working parents needing dishes that are quick to prepare and cook</li></ul></li><li>• consider nutritional needs and food choices when selecting recipes, including when making decisions about the ingredients, processes, cooking methods, and portion sizes e.g. vegetarian alternatives</li><li>• develop the ability to review and make improvements to recipes by amending them to include the most appropriate ingredients, processes cooking methods, and portion sizes, e.g. low calorie diets</li><li>• manage the time and cost of recipes effectively</li><li>• use their testing and sensory evaluation skills, adjusting where needed, to improve the recipe during the preparation and cooking process, e.g. adjusting seasoning</li><li>• explain, justify and present their ideas about their chosen recipes and cooking methods to others</li><li>• make decisions about which techniques are appropriate in order to achieve their intended outcome, e.g. steaming instead of boiling</li></ul> <p>Learners must be able to carry out the techniques (listed in Appendix A) safely, and be able to combine them to produce appealing meals whilst evaluating the end results.</p>
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## 2.2 Component 2

### Food Preparation and Nutrition in Action

Non-examination assessment  
50% of the qualification  
100 marks

The non-examination assessment is composed of two assessments that are set by WJEC. Both assessments are to be completed in the academic year in which the learner is entered for the qualification. Learners will be able to select from a choice of two tasks for each assessment. Recommended assessment hours have been allocated to each assessment; these hours have been identified as the optimal (recommended) for completion of the assessment. These recommended assessment hours need to be completed within the centre in compliance with the required regulatory conditions.

#### The Assessments

##### Assessment 1: The Food Investigation Assessment

##### 15% of total qualification

A Food Investigation will be set that will require each learner to:

- (i) (a) research and plan the task
- (b) investigate the working characteristics, function and chemical properties of ingredients through practical experimentation and use the findings to achieve a particular result
- (c) analyse and evaluate the task
- (ii) produce a report which evidences all of the above and includes photographs and/or visual recordings to support the investigation

##### 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.

##### 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.

WJEC Eduqas recommends:

8 assessment hours for this assessment, to cover all aspects of the assessment.

WJEC expects the total length of the report to be between 1,500 – 2,000 words.

## **Assessment 2: The Food Preparation Assessment**

### **35% of total qualification**

This assessment is synoptic and assesses the application of knowledge and understanding in relation to selecting dishes and identifying cooking skills/techniques and the execution of practical skills.

This assessment will require learners to:

Plan, prepare, cook and present a selection of dishes, to meet particular requirements such as a dietary need, lifestyle choice or specific context.

Two options for this assessment will be set by WJEC Eduqas that will require the learners to:

- (i)
  - (a) investigate and plan the task, select a final menu to be produced to showcase skills and produce a plan of action for the practical execution of the dishes (to include trialling and testing)
  - (b) prepare, cook and present a **menu of three dishes** within a single session.
  - (c) evaluate the selection, preparation, cooking and presentation of the three dishes
- (ii) produce a folio of evidence which includes documentation related to the selection of dishes, planning and evaluation and photographs and/or visual recordings which demonstrate the learner's application of technical skills and the final outcomes

Two tasks will be released each series. For example:

#### **Task A:**

A local restaurant is holding an international week. Research, prepare and cook 3 dishes that could be served on a themed menu to promote the cuisine of a specific country or region.

#### **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.

WJEC recommends:

A maximum of 12 assessment hours for this assessment to include a 3 hour practical session to prepare, cook and present the dishes. This allows 9 hours for the completion of the research, planning, testing and trialling and evaluation to be taken in sessions at the discretion of the centre. The practical session must not be undertaken more than once by each learner.

The folio of evidence should consist of a maximum of 15 pages 30 sides of A4 (or A3 equivalent) and include all photographs, charts and graphs.

## 3 ASSESSMENT

### 3.1 Assessment objectives and weightings

Learners must demonstrate their ability to:

#### **AO1**

Demonstrate knowledge and understanding of nutrition, food, cooking and preparation

#### **AO2**

Apply knowledge and understanding of nutrition, food, cooking and preparation

#### **AO3**

Plan, prepare, cook and present dishes, combining appropriate techniques

#### **AO4**

Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others

The table below shows the weighting of each assessment objective for each component and for the qualification as a whole.

<b>Component</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>	<b>Total</b>
<b>Component 1</b>	20%	20%	-	10%	50%
<b>Component 2</b>					
<b>Task 1</b>	-	10%	-	5%	15%
<b>Task 2</b>	-	-	30%	5%	35%
<b>Total</b>	20%	30%	30%	20%	100%

## 3.2 Arrangements for non-examination assessment

Component 2 accounts for 50% of this GCSE. Further details on arrangements for the non-examination assessment are provided by the Joint Council for Qualifications (JCQ). Please refer to the JCQ website, [www.jcq.org.uk](http://www.jcq.org.uk), for further information.

### Release of assessments

- The options for each assessment will be issued via the WJEC secure website:

Assessment 1: The food investigation assessment after September 1<sup>st</sup> (academic year of award)

Assessment 2: The food preparation assessment after November 1<sup>st</sup> (academic year of award)

- Two tasks, A and B will be produced for each assessment
- Assessments will change annually (it is the centre's responsibility to ensure the **live** tasks are undertaken by the candidates)
- Teachers will be able to access the assessments any time after the release date, and arrange assessment times within their centre as appropriate

### Preparation for assessments

For candidates to display the skills necessary for attainment at the highest levels, centres need to ensure they have delivered the content needed for candidates to be able to access all the marks related to the assessments.

The candidates must have been given the opportunity to acquire all skills and techniques listed in the table in Appendix A and centres must guide learners towards appropriate research areas and establish sound investigative skills, in preparation for Assessment 1.

### Time available for assessments

WJEC recommends 8 assessment hours for Assessment 1 and 12 assessment hours for Assessment 2 which must include a **3 hour session** for candidates to complete the practical component i.e. produce three dishes to showcase their technical skills.

### Evidence submitted

**Assessment 1:** candidates are expected to follow the advisory guidelines on the length of the written report, which is 1,500-2,000 words. This includes all the text and text boxes.

**Assessment 2:** candidates are expected to follow the advisory guidelines on the page allowance of the written supportive evidence, which is 15 pages A4 (30 sides) or A3 equivalent.

Evidence i.e. the report and the supportive evidence, may be word processed in Arial, Calibri or Times New Roman font 11/12 and presented in electronic or hard copy. All evidence should have pages numbered and have candidate number and centre number in either the header or footer on all pages.

Candidates who offer work that is too short will be penalising themselves by not allowing appropriate coverage of the required assessment objectives. Candidates who exceed the advisory word count or page count will be penalising themselves through a lack of precision and focus.

## References

References to secondary information used in must be acknowledged. This can be through an appended bibliography using a conventional in-text referencing system, or through footnotes.

## Authentication

It is important that non-examination assessments are rigorously monitored by centres to ensure that candidates' work is their own. Centres should monitor candidates' work by:

- keeping a careful record of candidates' progress during the timetabled sessions
- carefully considering whether the written evidence submitted is characteristic of the candidate's ability/attainment
- keeping work secure in the centre once the evidence (i.e. the report and the supportive evidence) is handed in.
- ensuring work is not returned to the candidate to make changes.

All candidates are required to sign a statement endorsing the originality of their written evidence and the centre must countersign that they have taken all reasonable steps to validate this and **countersign the statement**. An **authentic** teacher's signature must be used; a scanned or electronic signature will **not** be accepted.

The **non-examination assessment coversheets** must be completed for **all learners**, not just those selected for the sample to be sent to the moderator. The forms can be downloaded from the Food, preparation and nutrition homepage on the open website.

## Marking

- Assessment 1 and Assessment 2 will be internally marked using the mark schemes in Appendix B and externally moderated via postal moderation
- Assessment 1 and Assessment 2 will be submitted for moderation together, in the year of the award

## Assessment grids and teacher annotations

When assessing the written evidence for each assessment teachers should study the non-examination assessment mark bands in Appendix B, which are designed to present a system that links the assessment objectives to marks, and helps to discriminate clearly between the varying levels of achievement.

Teachers must make specific reference to the assessment objectives in the annotations that they write on the work and on the relevant sections of the **non-examination assessment coversheets**. Teachers are required to record separate marks for each section in the spaces provided on the marking grid, to total the overall mark in the box provided and to make an **overall** summative comment.

Teacher annotations within the body of the written evidence, whilst not mandatory are very useful to show where and why the marks have been awarded. Examples of non-examination assessments will be issued annually by WJEC to help centres identify the quality of the work associated with various mark bands.

## Submission of marks and administration

Centres need to submit marks for non-examination assessed work online **in May** of the year when the work is to be submitted for moderation. When the marks have been submitted to WJEC, the online system will identify the sample of learners whose work is selected for moderation.

- only the evidence from the candidates **selected for the sample** should be sent to the moderator
- the coversheet must be signed by both the candidate and the teacher
- the pages of the written evidence must be held together securely
- the study should **not** be placed in any form of plastic folder or ring binder

**N.B. Please remember that all candidates' work, not just the sample, must be authenticated internally by signing a coversheet.**

Further details on the submission of samples will be available on the Food preparation and nutrition homepage on the open website.

## Centre feedback

- all centres will receive detailed feedback from the moderation process in the form of electronic reports to centres

**Internal standardisation and moderation**

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. Standardising material will be issued by WJEC to assist with this process.

For moderation to take place and to be standardised fairly, each centre is assigned an external moderator by WJEC. It is essential that the moderator understands the nature of the evidence submitted and the way that criteria have been used to make a final assessment. The required details on the non-examination assessment coversheet and the annotations made on the body of the text are therefore very important.

Please refer to details on the JCQ website for further arrangements.

## 4 TECHNICAL INFORMATION

### 4.1 Making entries

This is a linear qualification in which all assessments must be taken at the end of the course. Assessment opportunities will be available in May/June each year, until the end of the life of this specification. Summer 2018 will be the first assessment opportunity.

A qualification may be taken more than once. Candidates must resit all examination components in the same series.

Marks for NEA may be carried forward for the life of the specification. If a candidate resits an NEA component (rather than carrying forward the previous NEA mark), it is the new mark that will count towards the overall grade, even if it is lower than a previous attempt.

Where a candidate has certificated on two or more previous occasions, the most recent NEA mark is carried forward, regardless of whether that mark is higher or lower (unless that mark is absent).

The entry codes appear below.

WJEC Eduqas GCSE Food Preparation and Nutrition (written assessment): C560P1  
WJEC Eduqas GCSE Food Preparation and Nutrition (on-screen assessment): C560P2

The current edition of our *Entry Procedures and Coding Information* gives up-to-date entry procedures.

### 4.2 Grading, awarding and reporting

GCSE qualifications are reported on a nine point scale from 1 to 9, where 9 is the highest grade. Results not attaining the minimum standard for the award will be reported as U (unclassified).



## APPENDIX A

Skills Group and Techniques Table (as outlined within DfE subject content, February 2015)

No	Skill Group	Techniques
1	Knife skills	<p>Be able to demonstrate the following techniques for fruits and vegetables and, where appropriate, also those that relate to meat and fish or their alternatives:</p> <ul style="list-style-type: none"> <li>meat, fish and alternatives - fillet a chicken breast, portion a chicken, remove fat and rind, fillet fish, slice raw and cooked meat and fish or alternatives (such as tofu and halloumi) evenly and accurately</li> <li>fruits and vegetables - bridge hold, claw grip, peel, slice, dice and cut into even size pieces (i.e. batons, julienne)</li> </ul>
2	Prepare fruits and vegetables	<p>Be able to demonstrate the following techniques:</p> <ul style="list-style-type: none"> <li>mash, shred, scissor snip, scoop, crush, grate, peel, segment, de-skin, de-seed, blanch, shape, pipe, blend, juice and prepare garnishes whilst demonstrating the technical skills of controlling enzymic browning and spoilage and preventing food poisoning (wash and dry where appropriate)</li> </ul>
3	Prepare combine and shape	<p>Be able to demonstrate the following techniques:</p> <ul style="list-style-type: none"> <li>roll, wrap, skewer, mix, coat, layer meat, fish and alternatives, and shape and bind wet mixtures (such as falafels, fish cakes or meatballs) whilst demonstrating the technical skill of preventing cross contamination and handle high risk foods correctly</li> </ul>
4	Tenderise and marinate	<p>Be able to demonstrate how acids denature protein and marinades add flavour and moisture when preparing vegetables, meat, fish, and alternatives</p>
5	Select and adjust a cooking process	<p>Be able to demonstrate the following techniques:</p> <ul style="list-style-type: none"> <li>select and adjust the cooking process and length of time to suit the ingredient, for example to match the cut of meat, fish and alternatives</li> </ul>
6	Weigh and measure	<p>Be able to demonstrate accurate measurement of liquids and solids</p>
7	Preparation of ingredients and equipment	<p>Be able to demonstrate the following techniques:</p> <ul style="list-style-type: none"> <li>grease/oil, line, flour, evenly and with attention to finished product</li> </ul>

8	Use of equipment	Be able to demonstrate the following techniques: <ul style="list-style-type: none"> <li>• use a blender, food processor, mixer, and microwave</li> </ul>
9	Water based methods using the hob	Be able to demonstrate the following techniques: <ul style="list-style-type: none"> <li>• steaming</li> <li>• boiling and simmering</li> <li>• blanching</li> <li>• poaching</li> </ul>
10	Dry heat and fat based methods using the hob	Be able to demonstrate the following techniques: <ul style="list-style-type: none"> <li>• dry frying</li> <li>• pan (shallow frying)</li> <li>• stir frying</li> </ul>
11	Using the grill	Be able to demonstrate the following techniques with a range of foods, such as vegetables, meat, fish or alternatives such as halloumi, seeds and nuts: <ul style="list-style-type: none"> <li>• char</li> <li>• grill or toast</li> </ul>
12	Using the oven	Be able to demonstrate the following techniques: <ul style="list-style-type: none"> <li>• baking</li> <li>• roasting</li> <li>• casseroles and/or tagines</li> <li>• braising</li> </ul>
13	Make sauces	Be able to demonstrate the following techniques: <ul style="list-style-type: none"> <li>• make a blended white sauce (starch gelatinisation) such as a roux and all in one blended sauce, infused sauce, veloute, bechamel, to demonstrate understanding of how liquid/starch ratios affect the viscosity and how conduction and convection work to cook the sauce and the need for agitation</li> <li>• make a reduction sauce such as pasta sauce, curry sauce, gravy, meat sauce (including meat alternatives such as myco-protein and textured vegetable protein) to demonstrate how evaporation concentrates flavour and changes the viscosity of the sauce</li> <li>• make an emulsion sauce such as a salad dressing, mayonnaise, hollandaise to demonstrate the technical skill of how to make a stabilised emulsion</li> </ul>
14	Set a mixture - removal of heat (gelation)	Be able to demonstrate the following techniques: <ul style="list-style-type: none"> <li>• use starch to set a mixture on chilling for layered desserts such as custard or cheesecake</li> </ul>

15	Set a mixture - heating (coagulation)	<p>Be able to demonstrate the following techniques:</p> <ul style="list-style-type: none"> <li>• use protein to set a mixture on heating such as denatured protein in eggs for quiche, choux pastry</li> </ul>
16	Use of raising agents	<p>Be able to demonstrate the following techniques:</p> <ul style="list-style-type: none"> <li>• use egg (colloid foam) as a raising agent - create a gas-in-air foam - whisking egg whites, whisked sponge</li> <li>• use chemical raising agents - self raising flour, baking powder, bicarbonate of soda</li> <li>• use steam in a mixture (choux pastry, batter)</li> </ul>
17	Make a dough	<p>Be able to demonstrate the following techniques:</p> <ul style="list-style-type: none"> <li>• use the technical skills of shortening, gluten formation, fermentation (proving) for bread, pastry, pasta</li> </ul>
18	Shaping and finishing a dough	<p>Be able to demonstrate the following techniques:</p> <ul style="list-style-type: none"> <li>• roll out pastry, use a pasta machine, line a flan ring, create layers (palmiers), proving/resting</li> <li>• glazing and finishing such as pipe choux pastry, bread rolls, pasta, flat breads, pinwheels, pizza, calzone</li> </ul>
19	Test for readiness	<p>Be able to demonstrate the following techniques:</p> <ul style="list-style-type: none"> <li>• use a temperature probe, knife/skewer, finger or 'poke' test, 'bite', visual colour check or sound to establish whether an ingredient or recipe is ready</li> </ul>
20	Judge and manipulate sensory properties	<p>Be able to demonstrate the following techniques:</p> <ul style="list-style-type: none"> <li>• how to taste and season during the cooking process</li> <li>• change the taste and aroma through the use of infusions, herbs and spices, paste, jus, reduction</li> <li>• how to change texture and flavour, use browning (dextrinisation) and glazing, add crust, crisp and crumbs</li> <li>• presentation and food styling – use garnishes and decorative techniques to improve the aesthetic qualities, demonstrate portioning and presenting</li> </ul>

## APPENDIX B

Non-examination Assessment Grids

### **Mark scheme**

Assessment 1: The Food Investigation Assessment

Assessment 2: The Food Preparation Assessment

## **Assessment grids for non-examination 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**

<b>Section A</b>	
<b>Research and plan the task: maximum 5 marks</b>	
<b>Candidates will be expected to:</b>	
<ul style="list-style-type: none"> <li>• use a range of relevant sources to research the task</li> <li>• create a plan of action</li> <li>• predict an outcome</li> </ul>	
<b>Band</b>	<b>A02</b>
<b>3</b>	<p style="text-align: center;"><b>5 marks</b></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>
<b>2</b>	<p style="text-align: center;"><b>3-4 marks</b></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>
<b>1</b>	<p style="text-align: center;"><b>1-2 marks</b></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>
<b>0</b>	<p style="text-align: center;"><b>0 marks</b></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 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;"><b>12-15 marks</b></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;"><b>8-11 marks</b></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;"><b>4-7 marks</b></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 more than one format.</p>
1	<p style="text-align: center;"><b>1-3 marks</b></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;"><b>0 marks</b></p> <p>Not credit worthy or not attempted.</p>



### Section C

**Analyse and evaluate the task: maximum 10 marks**

**Candidates will be expected to:**

- 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

Band	A04
3	<p style="text-align: center;"><b>8-10 marks</b></p> <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>
2	<p style="text-align: center;"><b>4-7 marks</b></p> <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	<p style="text-align: center;"><b>1-3 marks</b></p> <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	<p><b>0 marks</b></p> <p>Not credit worthy or attempted.</p>

**Assessment 2: The Food Preparation Assessment**

<b>Section A</b>	
<b>Investigate and plan the task (to include trialling and testing): maximum 15 marks</b>	
<b>Candidates will be expected to:</b>	
<ul style="list-style-type: none"> <li>• use a range of research skills to investigate the task</li> <li>• demonstrate knowledge and understanding in the choice of dishes when selecting a final menu</li> <li>• plan the task and produce a clear dovetailed sequence of work to include health and safety points and quality points</li> </ul>	
<b>Band</b>	<b>A03</b>
<b>4</b>	<p style="text-align: center;"><b>12-15 marks</b></p> <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>
<b>3</b>	<p style="text-align: center;"><b>8-11 marks</b></p> <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;"><b>4-7 marks</b></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;"><b>1-3 marks</b></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;"><b>0 marks</b></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;"><b>37-45 marks</b></p> <p>The candidate followed the plan of action and worked completely independently and extremely 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 extreme 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 <b>three dishes</b> by the candidate were executed competently and to an excellent standard.</p> <p>The candidate demonstrated excellent time management and all <b>three dishes</b> and <b>any accompaniments</b> 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 <b>three dishes</b>.</p> <p>Temperature control was faultless during the storing/cooking/testing for readiness and serving of the dishes. All <b>three dishes</b> were served at the correct temperature (for each course where applicable).</p> <p>All <b>three dishes</b> 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;"><b>28-36 marks</b></p> <p>The candidate followed the plan of action and worked 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 embraced showcasing their technical skills.</p> <p>Correct equipment was selected, prepared and used with confidence for all <b>three dishes</b>.</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 <b>three dishes</b> were completed competently and to a very good standard.</p> <p>The candidate demonstrated very good time management and all <b>three dishes</b> 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. All <b>three dishes</b> were served at the correct temperature (for each course where applicable).</p> <p>All <b>three dishes</b> 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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3	<p style="text-align: center;"><b>19-27 marks</b></p> <p>The candidate worked in a confident, 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 <b>two of the three dishes</b>.</p> <p>A range of appropriate skills and cooking methods were demonstrated competently by the candidate and they made accurate judgements relating to the techniques being used for all <b>three dishes</b>.</p> <p>At least <b>two</b> of the <b>three dishes</b> 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 <b>two dishes</b> were served at the correct temperature. (for each course where applicable).</p> <p>All <b>three dishes</b> 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>
2	<p style="text-align: center;"><b>10-18 marks</b></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 <b>three dishes</b> 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 <b>one dish</b> was served at the correct temperature. (for each course where applicable).</p> <p>All <b>three dishes</b> produced were successful but with varying degrees of quality. Presentation of at least two dishes was good.</p> <p>At least <b>two dishes</b> 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;"><b>1-9 marks</b></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 <b>two dishes</b>.</p> <p>Some attempt made to demonstrate an acceptable standard of technical skills for each dish made.</p> <p>Skill levels of all <b>dishes</b> chosen only allow candidate to demonstrate basic technical skills.</p> <p>The candidate has produced at least <b>two dishes</b> 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 <b>two dishes</b> in an appropriate manner but some concerns related to portion control and quality of finish/garnishing relating to <b>one or more dishes</b>.</p>
0	<p style="text-align: center;"><b>0 marks</b></p> <p>Not credit worthy or not attempted.</p>

<b>Section C</b>	
<p>Evaluate the selection, preparation, cooking and presentation of the <b>three</b> dishes: <b>maximum 10 marks</b></p> <p><b>Candidates will be expected to:</b></p> <ul style="list-style-type: none"> <li>• evaluate the technical skills selected and demonstrated in relation to the chosen dishes</li> <li>• evaluate using sensory properties; consider the taste, texture, aroma and appearance: presentation and food styling of the completed dishes</li> </ul>	
<b>Band</b>	<b>A04</b>
<b>4</b>	<p style="text-align: center;"><b>8-10 marks</b></p> <p>The candidate has evaluated in detail the technical skills selected and demonstrated and identified fully how the dishes produced relate to the chosen assessment.</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>The candidate has analysed and evaluated to a very high standard, the food made by themselves during the practical session and considered improvements to its success 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>
<b>3</b>	<p style="text-align: center;"><b>5-7 marks</b></p> <p>A clear reference to the suitability of the dishes in relation to the chosen assessment 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;"><b>3-4 marks</b></p> <p>The candidate has made some reference to the suitability of the dishes in relation to the chosen assessment.</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;"><b>1-2 marks</b></p> <p>The candidate has made a limited attempt to evaluate the suitability of the 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;"><b>0 marks</b></p> <p>Not credit worthy or not attempted.</p>