**A picture containing plate, food, drawing

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**Eduqas GCSE Food Preparation and Nutrition**

Updated Assessment grids for non-examination assessment **summer 2021 only**.

**The Food Preparation Assessment is the only assessment to be completed by learners completing summer 2021.**

**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.

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| **Assessment: The Food Preparation Assessment** | |
| **Section A**  **Investigate and plan the task (to include trialling and testing): maximum 15 marks**  **Candidates will be expected to:**   * use a range of research skills to investigate the task * demonstrate knowledge and understanding in the choice of dishes when selecting a final menu * plan the task and produce a clear dovetailed sequence of work to include health and safety points and quality points | |
| **Band** | **A03** |
| 4 | **12-15 marks**  The evidence presented demonstrates an excellent understanding of the assessment.  The assessment task is analysed to allow the candidate to choose a range of appropriate research techniques. 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. Research results are thoroughly analysed with conclusions drawn on which to make informed decisions on suitable choice of dishes. The candidate has used trialling and testing as part of selection process.  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 specific demands of the assessment task.  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.  Evidence includes excellent use of correct technical terminology of the techniques and skills to be demonstrated during the practical session. |
| 3 | **8-11 marks**  The candidate shows a good understanding of the assessment.  Reference is made to the demands of the assessment task which leads to the choice of appropriate research techniques. The research in order to inform choices has been collected from at least two different sources. Research results are used to make informed decisions on suitable choice of dishes.  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 demands of the assessment task.  The plan of action is clear and dovetailed with good reference to safety and quality points.  The candidate demonstrates good knowledge of technical terminology of the techniques and skills to be used. |

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

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| **Section B**  **Prepare, cook and present a menu of two dishes (with appropriate accompaniments) 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 **two** **dishes** with appropriate accompaniments * select, demonstrate and apply a variety of technical skills in the preparation, cooking and presentation, of **two dishe**s with appropriate accompaniments 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 | **37-45 marks**  The candidate followed the plan of action and worked completely independently and extremely competently throughout the preparation cooking and presenting of their dishes.  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.  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 **two** **dishes plus accompaniments** by the candidate were executed competently and to an excellent standard.  The candidate demonstrated excellent time management and all **two** **dishes** and **any accompaniments** were produced with success within the time available.  The candidate was able to accurately judge and manipulate the sensory properties during the cooking processes at every stage for all **two** **dishes**.  Temperature control was faultless during the storing/cooking/testing for readiness and serving of the dishes. All **two** **dishes** were served at the correct temperature (for each course where applicable).  All **two** **dishes** and accompaniments were presented to an extremely high standard showcasing high level technical skills and sophisticated outcomes. 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. |

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| 4 | **28-36 marks**  The candidate followed the plan of action and worked independently and competently throughout the preparation cooking and presenting of the dishes.  Very good use has been made of the 3 hours allowed for preparation, cooking and serving; the candidate has embraced showcasing their technical skills.  Correct equipment was selected, prepared and used with confidence for all **two** **dishes** plus accompaniments  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 **two** **dishes** plus accompaniments were completed competently and to a very good standard.  The candidate demonstrated very good time management and all **two** **dishes** plus accompaniments were produced with success within the time available.  The candidate was able to accurately judge and manipulate the sensory properties during the cooking processes at almost every stage.  Temperature control was very good during the storing/cooking/testing for readiness and serving of the dishes. All **two** **dishes** plus accompaniments were served at the correct temperature (for each course where applicable).  All **two** **dishes and accompaniments** 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. |

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| 3 | **19-27 marks**  The candidate worked in a confident, and organised manner following the plan of action when preparing cooking and presenting their dishes.  The candidate was able to select, prepare and use equipment appropriately when making at least **one** **of the two** **dishes and accompaniments**  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 **two** **dishes**.  At least **one** **of** the **two dishes** and **accompaniments** showed good execution of skills.  The candidate was able to work within the required time frame and demonstrate good understanding of the need to dovetail and demonstrate good pace.  The candidate was able to accurately judge and manipulate the majority of the sensory properties during the cooking processes.  Temperature control was mostly adhered to during the storing/cooking/testing for readiness and at least **one** **dish** and **accompaniments** were served at the correct temperature. (for each course where applicable).  All **two** **dishes** and **accompaniments** 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. |
| 2 | **10-18 marks**  The candidate made a fairly good attempt to follow the plan of action when preparing cooking and presenting the dishes.  On the majority of occasions correct equipment was selected and used correctly.  Technical skills demonstrated were executed mostly independently and to a satisfactory standard.  The **two** **dishes** and **accompaniments** varied in level of skill.  The candidate was able to judge and manipulate most of the sensory properties during the cooking processes.  A fairly good attempt was made to ensure temperature control was adhered to during the storing/cooking/testing for readiness and at least **one dish** **or accompaniment** was served at the correct temperature. (for each course where applicable).  All **two** **dishes** produced were successful but with varying degrees of quality.  Presentation of at least one dish and accompaniments was good.  At least **one** dish 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. |

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

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| **Section C**  Evaluate the selection, preparation, cooking and presentation of the **two** dishes: **maximum 10 marks**  **Candidates will be expected to:**   * evaluate the technical skills selected and demonstrated in relation to the chosen dishes * evaluate using sensory properties; consider the taste, texture, aroma and appearance: presentation and food styling of the completed dishes | |
| **Band** | **A04** |
| 4 | **8-10 marks**  The candidate has evaluated in detail the technical skills selected and demonstrated and identified fully how the dishes produced relate to the chosen assessment.  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.  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. |
| 3 | **5-7 marks**  A clear reference to the suitability of the dishes in relation to the chosen assessment has been conveyed.  The candidate clearly evaluated the technical skills selected and demonstrated in relation to the chosen dishes.  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.  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. |

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| 2 | **3-4 marks**  The candidate has made some reference to the suitability of the dishes in relation to the chosen assessment.  The candidate has briefly evaluated the technical skills selected and demonstrated in relation to the chosen dishes.  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.  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. |
| 1 | **1-2 marks**  The candidate has made a limited attempt to evaluate the suitability of the dishes in relation to the chosen assessment.  Some attempt has been made to evaluate the technical skills selected and demonstrated in relation to the chosen dishes.  A limited number of sensory tests have been carried out, all items have not been evaluated based on the required criteria.  Limited attempt to analyse and evaluate the food made by themselves during the practical session in relation to food made by others. |
| 0 | **0 marks**  Not credit worthy or not attempted. |