**Assessment For Learning sheet to complete for written Food Preparation Coursework – NEA 2 – 35%**

Assessment: Students will produce a concise portfolio. Students will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours, planning in advance how this will be achieved. On completion of the making of the final dishes, students will analyse and evaluate the outcomes through sensory testing, nutritional analysis, costing and identify improvements to their dishes. The portfolio is not to exceed 20 sides of A4 or A3 equivalent. A menu is a selection of three dishes that are produced to meet the demands of the chosen task. Time: Not to exceed 20 hours (including up to 3-hour final assessment within a single block period). Students create practical outcomes and demonstrate the technical skills listed in Food preparation skills. Excellent performance is characterised by demonstrating a complex skill to an excellent standard.

**Section A: Research (6 marks)**

Students will research and analyse the: life stage/dietary group or culinary tradition related to the task. Students should: ● Analyse the task by explaining the research requirements ● Carry out relevant research and analysis related to the: life stage, dietary group or culinary tradition ● Identify a range of dishes e.g. by mind-mapping, or using annotated images ● Select and justify a range of technical skills to be used in the making of different dishes.

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| **Mark** | **Description** | **AFL – tick when achieved and date writing evidence where found** |
| 5-6 | ● Relevant, concise and accurate research that shows discrimination when selecting and acquiring information to answer the task.  ● Detailed understanding and analysis of the dietary group, life stage or culinary tradition.  ● Selected a varied range of relevant dishes closely reflecting the research and chosen task. |  |
| 3–4 | ● Relevant research carried out related to the task.  ● Includes analysis of the dietary group, life stage or culinary tradition.  ● Selected a range of relevant dishes reflecting the research and chosen task. |  |
| 1–2 | ● Limited research carried out.  ● Limited analysis of the dietary group, life stage or culinary tradition.  ● Selected some trial dishes reflecting the research and chosen task. |  |

**Section B: Demonstrating technical skills (18 marks)**

Students will make 3–4 dishes to showcase their technical skills. Students should: ● Demonstrate technical skills in the preparation and cooking of three to four dishes. Refer to the Food preparation skills section of the specification ● Select and use equipment for different technical skills in the preparation and cooking of selected dishes. Food safety principles should be demonstrated when storing, preparing and cooking ● Identify the technical skills within each dish. Photographic evidence will be needed to authenticate the technical skills. Students will select three dishes to make which allow them to showcase their technical skills to make for their final menu. The final dishes will relate to the task and research and be dishes that have not been made previously. For example, a student could make the following initial dishes to demonstrate technical skills: 1. Fish pie (technical skills shown: filleting fish, making a sauce, vegetable preparation, piping potato). 2. Beef lasagne (technical skills shown: pasta making, sauce making, vegetable preparation). 3. Traditional quiche (technical skills shown: shortcrust pastry, lining a flan ring). 4. Flavoured bread rolls (technical skills shown: bread making: kneading, shaping). For the final menu, they could choose to produce: 1. Fish cakes with parsley sauce. 2. Cannelloni with homemade pasta and tomato ragu sauce. 3. Roasted vegetable flan with reduced fat ingredients to improve the nutritional properties. Students will be rewarded for the use of a range of technical skills and the quality of outcomes achieved. The complexity and challenge of the dishes produced is linked to the complexity of the skills involved in producing the dish. To achieve the top bands, students must attempt complex skills.

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| **Mark** | **Description** | **AFL – tick when achieved and date writing evidence where found** |
| 15-18 | ● Competently executes a wide range of complex technical skills/processes (e.g. filleting fish or cutting vegetables with precision and accuracy e.g. julienne) to produce excellent quality dishes.  ● Selects and uses appropriate equipment confidently and accurately.  ● Extensive review of technical skills that leads to appropriate and justified final dishes. |  |
| 10-14 | ● Executes technical skills/processes with accuracy, including some complex technical skills (e.g. filleting fish or cutting vegetables with precision and accuracy e.g. julienne) to produce very good quality dishes.  ● Selects and uses appropriate equipment accurately.  Very good review of technical skills leads to appropriate final dishes. |  |
| 5-9 | ● Demonstrates technical skills/processes with some accuracy to produce good quality dishes.  ● Selects and uses equipment with some accuracy.  ● Good review of technical skills leads to appropriate final dishes. |  |
| 1-4 | ● Basic technical skills/processes (e.g. slicing raw meat, peeling fruits and vegetables) used to produce adequate quality dishes.  ● Difficulty in using some equipment.  ● Some review of the technical skills leads to the final dishes. |  |

**Section C: Planning for the final menu (8 marks)**

As a result of demonstrating technical skills, students will provide explanation for the final three dishes related to e.g. ingredients, processes, technical skills, nutrition, food provenance, cooking methods and portion size. A time plan will be produced for the final three dishes demonstrating dovetailing of different processes. Students should: ● Justify the appropriateness of the final dishes in terms of e.g. technical skills, nutrition, ingredients, cooking methods, food provenance, sensory properties and portion size ● Produce a detailed time plan for the production of the final three dishes including appropriate techniques. Within the plan, food safety principles will be demonstrated when storing, preparing, cooking and presenting the final dishes ● Demonstrate appropriate use of the three hours to dovetail tasks to prepare, cook and present the final three dishes ● Not repeat any dishes from the 'demonstrating technical skills' stage when making their final menu.

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| **Mark** | **Description** | **AFL – tick when achieved and date writing evidence where found** |
| 7-8 | ● Detailed review and full justification of the choice and appropriateness of the final three dishes related to the task and research e.g. nutrition, ingredients, cooking methods.  ● Detailed, realistic, logical and accurate plan including selecting appropriate techniques for the making of the final dishes.  ● The time plan will include accurate timings, reference to food safety, relevant and accurate dovetailing. |  |
| 5-6 | ● Reviews and explains the choice and appropriateness of the final dishes related to the task and research e.g. nutrition, ingredients, cooking methods.  ● Produced a clear, logical and accurate plan including selecting appropriate techniques for the making of the final dishes with some dovetailing.  ● The time plan will include appropriate timings, reference to food safety, with appropriate dovetailing. |  |
| 3-4 | ● Limited reasons for choice of the final dishes e.g. nutrition, ingredients, cooking methods.  ● Produced a plan for the making of the final dishes.  ● The time plan will include some appropriate timings, reference to food safety and limited dovetailing. |  |
| 1-2 | ● The justification for the choice of the final dishes is not clear.  ● Simplistic plan for making the final dishes, reference to food safety with several inaccuracies. |  |

**Section D: Making the final dishes (30 marks)**

Students will prepare, cook and present a menu of three dishes within a single period of no more than three hours. Students should prepare, cook and present the final dishes, demonstrating:

● Selection and use of equipment for different technical skills in the preparation and cooking of the final three dishes ● Knowledge and application of food safety principles (including temperature control) when storing, preparing, cooking and presenting the final three dishes ● Selection, knowledge and use of ingredients when producing different dishes ● Appropriate use of the three hours to demonstrate: technical skills, processes and the use of equipment ● Execution of a range of technical skills with accuracy ● Good judgement with regard to cooking times and methods and the sensory properties of each dish ● Organisation and good planning using the time plan and linking tasks within the 3 hours ● A range of finishing techniques to produce a high standard of presentation of the final dishes. ● Students must include photographic evidence of the final dishes. Students will be rewarded for the use of a range of technical skills and the quality of outcomes achieved. The complexity and challenge of the dishes produced is linked to the complexity of the skills involved in producing the dish. To achieve the top bands students must attempt complex skills.

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| **Mark** | **Description** | **AFL – tick when achieved and date writing evidence where found** |
| 25-30 | ● Competently executes a wide range of complex technical skills and processes to an excellent standard (such as filleting fish or cutting vegetables with precision and accuracy e.g. julienne) in the making of the three final dishes.  ● Selects and uses appropriate equipment with precision and accuracy.  ● The three final dishes show a high level of demand, complexity and challenge.  ● Final three dishes include a wide range of finishing techniques such as garnishing and decoration e.g. piping. All dishes are accurately presented with attention to detail and finished to an excellent standard.  ● Excellent evidence of time management. All three dishes produced very successfully within the three-hour period. ● The student followed the time plan closely using the correct sequence with excellent linking and application of food safety principles. |  |
| 19-24 | ● Competently executes a range of technical skills, including some complex skills (such as filleting fish or cutting vegetables with precision and accuracy e.g. julienne) to a very good standard in the making of the three final dishes.  ● Selects and uses appropriate equipment accurately.  ● The three final dishes show complexity and challenge.  ● The three final dishes show a range of appropriate finishing techniques and are presented to a very good standard.  ● Very good evidence of time management. All three dishes were produced successfully within the 3-hour period.  ● The student followed the time plan using the correct sequence with very good linking and application of food safety principles. |  |
| 13-18 | ● Executes technical skills and processes to a good standard (such as cutting vegetables accurately e.g. baton) in the making of at least two final dishes.  ● Selects and uses appropriate equipment with some accuracy.  ● At least two of the final dishes show some demand and challenge.  ● The final three dishes show some appropriate finishing techniques such as garnishing and decoration and are presented to a good standard.  ● Good evidence of time management. All three dishes were produced within the 3-hour period.  ● The student followed the time plan in a logical sequence with good linking and application of food safety principles. |  |
| 7-12 | ● Executes technical skills and processes with some inaccuracies in the making of the final dishes.  ● For the majority of the processes appropriate equipment selected and used with some accuracy.  ● Final dishes show some demand but limited level of skill.  ● Final three dishes include some finishing techniques but lack of consideration related to some of the presentation.  ● Satisfactory attempt to follow the time plan with adequate application of food safety principles. |  |
| 1-6 | ● Limited/basic technical skills (e.g. slicing raw meat, peeling fruits and vegetables) and processes used with inaccurate outcomes in the making of the final dishes.  ● Some attempt to select appropriate equipment.  ● Final dishes lack demand and include mainly basic skills.  ● Final three dishes are of a basic standard with a lack of appropriate finish and presentation.  ● Time plan not used for most or all of the making of the final dishes. |  |

**Section E: Analyse and evaluate (8 marks)**

Students will carry out sensory evaluation and record the results for all of their practical dishes. For the final dishes, students will carry out and record nutritional analysis, costing and identify improvements to their dishes. Students should: ● Record and analyse the sensory properties (taste, texture, aroma and appearance) of the three final practical dishes ● Carry out nutritional analysis of the three final dishes ● Analyse the cost of the three final dishes. Clear links should be evident from analysing the data and information when reviewing the completed work. This leads to qualified suggestions for improvements/further modifications to the final dishes. This could include: nutrition, skills, sensory characteristics, presentation of the dishes.

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| **Mark** | **Description** | **AFL – tick when achieved and date writing evidence where found** |
| 7-8 | ● Accurate nutritional analysis data for the three final dishes which is fully explained with conclusions and recommendations.  ● Accurate and excellent knowledge of nutrition is demonstrated.  ● Detailed and appropriate sensory testing with detailed analysis and evaluation.  ● Final dishes are costed with the results of this costing analysed and explained.  ● Detailed, relevant and creative improvements suggested for the final dishes. |  |
| 5-6 | ● Nutritional analysis for the three final dishes is explained with conclusions and some recommendations suggested. ● Very good knowledge of nutrition is demonstrated.  ● Sensory testing with very good analysis and evaluation.  ● Final dishes are costed with some analysis.  ● Relevant improvements suggested for the final dishes. |  |
| 3-4 | ● Nutritional analysis for the three final dishes includes some conclusions.  ● Good knowledge of nutrition is demonstrated.  ● Sensory testing with some analysis.  ● Some costing of the final dishes with limited analysis.  ● Some suggested improvements of the final dishes. |  |
| 1-2 | ● Limited or no nutritional analysis is carried out for the final dishes.  ● Evidence of sensory testing with little or no analysis.  ● Little or no evidence of costing of the final dishes.  ● Limited or no improvements are suggested for the final dishes. |  |