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| A logo with a book and text  Description automatically generated with medium confidence | **WJEC LEVEL 3 QUALIFICATIONS IN FOOD SCIENCE AND NUTRITION MARK RECORD SHEET** |

**UNIT 1: MEETING NUTRITIONAL NEEDS OF SPECIFIC GROUPS**

**Centre Name: Centre Number:**

**Learner’s Name:**

I confirm that the evidence submitted for assessment has been produced by me without any assistance beyond that allowed.

I have clearly referenced any sources and any Artificial Intelligence tools used in the work. I understand that false declaration is a form of malpractice.

**Signature: Date:**

**Assessor’s Name:**

I confirm that the candidate's work was conducted under the conditions laid out by the specification. I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate. Signed candidate declarations for the entire cohort will be kept on file.

The candidate has clearly referenced any sources and any Artificial Intelligence tools used in the work. I understand that false declaration is a form of malpractice.

The overall grade awarded for this unit is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Signature: Date:**

**Lead Assessor’s Name:**

I confirm that the evidence submitted by this learner for summative assessment has been quality assured and the grade awarded is confirmed as accurate.

**Signature: Date:**

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| **Assessment Criteria** | **Performance bands** | | | | **Mark Awarded** |
| **Mark Band 1** | **Mark Band 2** | | **Mark Band 3** |
| **AC1.1** Explain how individuals can take responsibilityfor food safety | Explains with some reasoning how individuals can take responsibility for food safety in relation to the case study.  1 | Explains with some clear reasoning how a range of individuals can take responsibility for food safety in relation to the case study.  2 | | Explains with clear and detailed reasoning how a range of individuals can take responsibility for food safety in relation to the case study.  3 |  |
| **Assessor’s comments** |  | | | |
| **AC1.2** Explain methods used by food handlers to keep themselves clean and hygienic | Explains with some reasoning methods used by food handlers to keep themselves clean and hygienic. Methods have some relevance to the case study.  1 | | Explains with some clear reasoning a range of methods that food handlers use to keep themselves clean and hygienic that are mainly appropriate to the case study.  2 | Explains with clear and detailed reason a range of methods that food handlers use to keep themselves clean and hygienic that are appropriate to the case study.  3 |  |
| **Assessor’s comments** |  | | | |

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| **Assessment Criteria** | **Performance bands** | | | **Mark Awarded** |
| **Mark Band 1** | **Mark Band 2** | **Mark Band 3** |
| **AC1.3** Explain methods used keep work areas clean and hygienic | Explains with some reasoning methods used to keep work areas clean and hygienic. Methods have some relevance to the case study.  1 | Explains with some clear reasoning a range of methods used to keep work areas clean and hygienic that are mainly appropriate to the case study.  2 | Explains with clear and detailed reasoning a range of methods used to keep work areas clean and hygienic appropriate to the case study.  3 |  |
| **Assessor’s comments** |  | | |
| **AC1.4** Analyse risks associated with food safety | Analyses some information to determine a limited range of appropriate risks associated with food safety in relation to the case study.  1 | Analyses information to determine a range of risks to food safety which are mainly appropriate to the case study.  2 | Analyses a range of information to determine a range of risks to food safety which are appropriate to the case study.  3 |  |
| **Assessor’s comments** |  | | |

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| **Assessment Criteria** | **Performance bands** | | | **Mark Awarded** |
| **Mark Band 1** | **Mark Band 2** | **Mark Band 3** |
| **AC2.1** Explain how nutrients are structured | Explains with some reasoning how a limited range of nutrients are structured. Relevance of nutrients to case study is implicit.  1 | Explains with some clear reasoning how a range of nutrients are structured. There is some explicit link between the nutrients and the case study.  2 | Explains with clear and detailed reasoning how a range of appropriate nutrients are structured. There are explicit links between the nutrients and the case study.  3 |  |
| **Assessor’s comments** |  | | |
| **AC2.2** Classify nutrients in foods | Classifies nutrients accurately using one method. Appropriateness of method is not clear. Classification includes main and secondary sources. Relevance of nutrients to case study is implicit.  1 | Classifies nutrients accurately using different methods. There is some reference to the selection of classification method. Classification includes main and secondary sources. There is some explicit link between the nutrients and the case study.  2 | Classifies nutrients accurately using different methods. Reason for selection of classification methods is clear. Classification includes main and secondary sources. There are explicit links between the nutrients and the case study.  3 |  |
| **Assessor’s comments** |  | | |
| **Assessment Criteria** | **Performance bands** | | | **Mark Awarded** |
| **Mark Band 1** | **Mark Band 2** | **Mark Band 3** |
| **AC2.3** Assess the impact of food production methods on nutritional value | Assesses how a range of food production methods impact on nutritional value. Assessments have some reasoning in relation to the case study.  1 | Assesses how an appropriate range of food production methods impact on nutritional value. Assessments are mainly reasoned in relation to the case study.  2 | Assesses how an appropriate range of food production methods impact on nutritional value. Assessments are clear and well-reasoned in relation to the case study.  3 |  |
| **Assessor’s comments** |  | | |
| **AC3.1** Describe functions of nutrients in the human body | Describes the functions of a range of nutrients in the human body. Description has some relevance to the specific groups in the case study.  1 | Describes the functions of a mainly appropriate range of nutrients in the human body. Description is mainly relevant to the specific groups in the case study.  2 | Describes in detail the functions of an appropriate range of nutrients in the human body. Description is relevant to the specific groups in the case study.  3 |  |
| **Assessor’s comments** |  | | |

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| **Assessment Criteria** | **Performance bands** | | | **Mark Awarded** |
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| **AC3.2** Explain characteristics of unsatisfactory nutritional intake | Explains with some reasoning the characteristics of unsatisfactory nutritional intake. There is some relevance to specific groups and information in the case study.  1 | Explains with some clear reasoning the characteristics of unsatisfactory nutritional intake. Evidence is mainly appropriate to the specific groups and information in the case study.  2 | Explains with clear and detailed reasoning the characteristics of unsatisfactory nutritional intake. Evidence is appropriate to the specific groups and information in the case study.  3 |  |
| **Assessor’s comments** |  | | |
| **AC3.3** Analyse nutritional needs of specific groups | Analyses some information to determine a limited range of nutritional needs of specific groups in the case study.  1 | Analyses information to determine a range of nutritional needs of specific groups which are mainly appropriate to the case study.  2 | Analyses a range of information to determine a nutritional needs of specific groups which are appropriate to the case study.  3 |  |
| **Assessor’s comments** |  | | |

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| **Assessment Criteria** | **Performance bands** | | | **Mark Awarded** |
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| **AC3.4** Assess how different situations affect nutritional needs | Assesses how different situations affect nutritional needs of specific groups in the case study. Assessments have some reasoning with limited evidence in support of conclusions.  1 | Assesses how different situations affect nutritional needs of specific groups in the case study. Assessments are mainly reasoned with some evidence in support of conclusions.  2 | Assesses how different situations affect nutritional needs of specific groups in the case study. Assessments are clear and well-reasoned with evidence in support of conclusions.  3 |  |
| **Assessor’s comments** |  | | |
| **AC4.1** Evaluate fitness for purpose of diets | A limited range of information is evaluated to determine fitness for purpose of diets. Conclusions have some reasoning with limited evidence in support of conclusions.  1 | Information is evaluated to determine fitness for purpose of diets. Conclusions are mainly reasoned with some evidence in support of conclusions.  2 | Information is evaluated to determine fitness for purpose of diets. Conclusions are clear and well-reasoned with evidence in support of conclusions.  3 |  |
| **Assessor’s comments** |  | | |
| **Assessment Criteria** | **Performance bands** | | | **Mark Awarded** |
| **Mark Band 1** | **Mark Band 2** | **Mark Band 3** |
| **AC4.2** Calculate nutritional requirements for given individuals | Nutritional requirements of specific groups in the case study are calculated. Calculations have some minor errors and omissions.  1 | Nutritional requirements of specific groups in the case study are calculated. Calculations are mainly accurate, may have some omissions and are drawn from valid sources.  2 | Nutritional requirements of specific groups in the case study are calculated. Calculations are accurate, clearly presented and drawn from valid sources.  3 |  |
| **Assessor’s comments** |  | | |
| **AC5.1** Interpret recipes for complex menus | Recipes are interpreted to identify requirements. There may be some minor errors.  1 | Recipes are interpreted to accurately identify requirements.  2 |  |  |
| **Assessor’s comments** |  | | |

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| **Assessment Criteria** | **Performance bands** | | | **Mark Awarded** |
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| **AC5.2** Plan production of menus | Plan has some detail and is mainly appropriate but may have some omissions and errors that require amendment. There is some consideration of contingency planning.  1 | Plan has detail with some minor omissions. Plan does not require changes to achieve planned outcome, but would benefit from minor amendments. There are well considered contingencies.  2 | Plan is comprehensive and detailed, incorporating well considered contingencies for most situations.  3 |  |
| **Assessor’s comments** |  | | |
| **AC6.1** Use tools in preparation of commodities | A range of tools are used in the preparation of commodities. Skills demonstrated may show limited precision. Consideration to food safety given throughout.  1 | A range of appropriate tools are used with precision in the preparation of commodities. Consideration to food safety given throughout.  2 |  |  |
| **Assessor’s comments** |  | | |

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| **Assessment Criteria** | **Performance bands** | | | **Mark Awarded** |
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| **AC6.2** Use advanced techniques in preparation of commodities | A range of advanced techniques are used. Skills demonstrated may show limited precision and require additional time to meet minimum requirements. Consideration to food safety given throughout.  1 | A range of appropriate advanced techniques are used. Skills demonstrated may show limited precision or require additional time to meet minimum requirements. Consideration to food safety given throughout.  2 | A range of appropriate advanced techniques are used with speed and precision. Consideration to food safety given throughout.  3 |  |
| **Assessor’s comments** |  | | |
| **AC6.3** Assure quality of materials to be used in food preparation | A range of materials are checked for quality throughout preparation and issues identified and resolved.  1 |  |  |  |
| **Assessor’s comments** |  | | |

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| **Assessment Criteria** | **Performance bands** | | | **Mark Awarded** |
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| **AC6.4** Use advanced techniques in cooking of commodities | A range of advanced techniques are used. Skills demonstrated may show limited precision and require additional time to meet minimum requirements. Consideration to food safety given throughout.  1 | A range of appropriate advanced techniques are used with limited guidance. Skills demonstrated may show limited precision or require additional time to meet minimum requirements. Consideration to food safety given throughout.  2 | A range of appropriate advanced techniques are used with speed and precision. Consideration to food safety given throughout.  3 |  |
| **Assessor’s comments** |  | | |
| **AC6.5** Present cooked complex dishes using advanced presentation techniques | Dishes are presented using some advanced techniques. Quality of dishes meets minimum standards for appearance, smell and taste. Consideration to food safety given throughout.  1 | Dishes are presented using a range of appropriate advanced techniques with some precision. Quality of dishes exceeds some minimum standards for appearance, smell and taste. Consideration to food safety given throughout.  2 | Dishes are presented using a range of appropriate advanced techniques with precision. Quality of dishes exceeds most minimum standards for appearance, smell and taste. Consideration to food safety given throughout.  3 |  |
| **Assessor’s comments** |  | | |
| **Assessment Criteria** | **Performance bands** | | | **Mark Awarded** |
| **Mark Band 1** | **Mark Band 2** | **Mark Band 3** |
| **AC6.6** Use food safety practices | Use appropriate food safety practices.  1 |  |  |  |
| **Assessor’s comments** |  | | |
| **AC6.7** Monitorfood production | Food production plans are monitored and adapted as required at key stages throughout the process.  1 | Food production plans are monitored and adapted throughout the process.  2 |  |  |
| **Assessor’s comments** |  | | |