

APPLIED



WJEC Level 3 Applied
Certificate and Diploma in

FOOD SCIENCE AND NUTRITION

REGULATED BY OFQUAL
DESIGNATED BY QUALIFICATIONS WALES

SAMPLE ASSESSMENT MATERIALS - INTERNAL

Teaching from 2015
For award from 2017

Version 2 - December 2023





**WJEC LEVEL 3 QUALIFICATIONS IN FOOD
SCIENCE AND NUTRITION:
LEVEL 3 CERTIFICATE FOOD SCIENCE AND
NUTRITION
LEVEL 3 DIPLOMA FOOD SCIENCE AND NUTRITION**

SAMPLE INTERNAL ASSESSMENT

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

For last certification as a 'live' task summer 2019

SUMMARY OF AMENDMENTS

Version	Description	Page number
2	Mark Record Sheet updated	18

LEARNER ASSIGNMENT BRIEF

BRIEF

“The Western Avenue Hotel” is currently being refurbished, ready for reopening in two months’ time. There will be additional, larger bedrooms and a designated function suite for business meetings, conferences, events and group activities.



Part of the refurbishment includes the addition of spa facilities and a new focus on health and wellbeing.

The hotel management will focus on two markets:

- business people for Monday to Friday stays
- families for weekends and school holidays.

To attract families, they will offer a series of services, including:

- cycle hire
- craft sessions such as jewellery making
- sports coaching
- cooking sessions
- adventure activities such as kayaking
- team activities.

The re-launch will include a new menu for the restaurant. A survey found that 70% of customers wanted a wider variety of healthy menu options. The previous menu is in Appendix B. The hotel has worked with a nutritionist to develop a ‘Lifestyle Cuisine’ programme of meals.

‘We at Western Avenue Hotel are designing our own menu to use local produce, cater for regional tastes and take advantage of people’s growing interest in nutrition’ said Tom O’Regan, the Irish trained Head Chef in an interview with the local newspaper.

The hotel is seeking a number of new staff, including a Sous Chef. The Sous Chef will be responsible to the Executive Chef and have some responsibility for menu planning, food ordering and kitchen staff. They will be directly responsible for kitchen hygiene and food quality.

You are one of the shortlisted applicants and have received an email (Appendix A) that sets out the next stage in the recruitment process.

TASKS

1. Select suitable dishes to meet the nutritional needs and requirements of your allocated specific group and showcase your use of;
 - three advanced preparation techniques
 - three advanced cooking techniques
 - complex presentation skills

Plan for the skills test; emailing your requirements to the restaurant, explaining how your plan assures food safety and high quality dishes.

2. Prepare, cook and present your three course meal.
3. Attend an interview with an interview panel **to further** justify why your dishes are suitable. You will have time to prepare for this interview by producing notes that you can refer to.

SUMMARY

Task Number	Evidence	Assessment Criteria	Controls
1	<p>Email</p> <p>Description of dishes.</p> <p>Written Justification of how dishes / menu meets the nutritional needs of the client group selected from the brief</p> <p>Plan for production of dishes and accompaniments</p>	<p>AC5.1 interpret recipes for complex menus</p> <p>AC3.3 analyse nutritional needs of specific groups</p> <p>AC4.2 calculate nutritional requirements for given individuals</p> <p>AC2.1 explain how nutrients are structured</p> <p>AC2.2 classify nutrients in foods</p> <p>AC3.1 describe functions of nutrients in the human body</p> <p>AC3.2 explain characteristics of unsatisfactory nutritional intake</p> <p>AC3.4 assess how different situations affect nutritional needs</p> <p>AC4.1 evaluate fitness for purpose of diets</p> <p>AC2.3 assess the impact of food production methods on nutritional value</p> <p>AC1.1 explain how individuals can take responsibility for food safety</p> <p>AC1.2 explain methods used by food handlers to keep themselves clean and hygienic</p> <p>AC1.3 explain methods used to keep work areas clean and hygienic</p> <p>AC1.4 analyse risks associated with food safety</p> <p>AC5.2 plan production of dishes</p>	<p>Time 4 ½ hours</p> <p>Resources Access to class notes; access to Internet for searching suitable recipes only</p> <p>Supervision You will be supervised throughout</p> <p>Collaboration Individual task</p> <p>Feedback You cannot be given feedback on the work you produce until it has been marked</p>

2	<p>Observation record of practical session</p> <p>Photographs of outcomes</p> <p>Annotated plan of production</p> <p>(Outlining any changes that were made to improve processes/ quality.)</p>	<p>AC6.1 use tools in preparation of commodities</p> <p>AC6.2 use advanced techniques in preparation of commodities</p> <p>AC6.3 assure quality of materials to be used in food preparation</p> <p>AC6.4 use advanced techniques in cooking of commodities</p> <p>AC6.5 present cooked complex dishes using advanced presentation techniques</p> <p>AC6.6 use food safety practices</p> <p>AC6.7 monitor food production</p>	<p>Time 3 ½ hours</p> <p>Resources No access to class notes</p> <p>Supervision You will be supervised throughout</p> <p>Collaboration Individual task</p> <p>Feedback You cannot be given feedback on the work you produce until it has been marked</p>
3	<p>Observation record of the interview to demonstrate further application of knowledge</p> <p>Preparatory notes that further address required criteria (may be used as a prompt when answering questions)</p>	<p>AC1.4 analyse risks associated with food safety</p> <p>AC2.1 explain how nutrients are structured</p> <p>AC2.2 classify nutrients in foods</p> <p>AC2.3 assess the impact of food production methods on nutritional value</p> <p>AC3.1 describe functions of nutrients in the human body</p> <p>AC3.2 explain characteristics of unsatisfactory nutritional intake</p> <p>AC3.3 analyse nutritional needs of specific groups</p> <p>AC3.4 assess how different situations affect nutritional needs</p> <p>AC4.1 evaluate fitness for purpose of diets</p> <p>AC4.2 calculate nutritional requirements for given individuals</p>	<p>Time 1 ½ hours</p> <p>Resources Access to class notes, writing material</p> <p>Supervision You will be supervised throughout</p> <p>Collaboration Individual task</p> <p>Feedback You cannot be given feedback on the work you produce until it has been marked</p>

APPENDIX A

A Learner

From: W J Eccles

To: Sous Chef Applicants

cc: A Candy

Subject: Sous Chef Vacancy at The Western Avenue Hotel

I am pleased to inform you that as a result of your application for the Sous Chef position at The Western Avenue Hotel, you have been shortlisted and you are invited for interview on XX.

As part of the interview process you are required to participate in a **three and a half hour skills test**.

This will be used to assess:

- your understanding of how to meet nutritional needs
- your ability to demonstrate the use of advanced techniques in preparation, cooking and presentation
- precision in techniques
- presentation of dishes
- the quality of final outcomes.

During the skills test, you must produce a three-course meal for two covers. The meal must be suitable for one of our targeted groups, clearly showing how their nutritional needs have been considered. As the hotel is trying to attract families, the group that you have been allocated is 'teenagers'.

Following the skills test, you will be given a short period of time to prepare for an interview. This will focus on your choice of dishes for the menu and how it meets requirements and include your review of the current menu. The interview will last for approximately 30 minutes.

Please confirm your attendance at the next stage before XX.

I look forward to meeting you.

WJ Eccles

W J Eccles
Human Resources Manager
The Western Avenue Hotel

APPENDIX B

PREVIOUS MENU FOR WESTERN AVENUE HOTEL IS ON THE FOLLOWING PAGE

Hot Snacks

Seasonal soup £5.95

Served with Warm Homemade Focaccia

Steak and Ale Pie £10.95

Served with Chips

Sausage and Mash £9.95

Served with Caramelised Onions

'Western' Club Sandwich £10.95

(Bacon, Chicken and Egg) served with Chips

'Western Pride' Rib Eye £21.95

Served with Chips, Fried Mushroom and Plum Tomato

Three egg omelette £8.95

Your Choice of Filling Served with Mixed Salad.

Whole Tail Scampi £9.95

Served with Chips and Tartare Sauce

Pastas and Risottos

Tagliatelle £10.95

With Wild Mushrooms and Sun Blushed Tomatoes

Tagliatelle £10.95

With Chorizo Sausage Bound in a Tomato Sauce

Tagliatelle Carbonara £10.95

Risotto £10.95

With Wild Mushroom, Spinach and Goat's Cheese

Risotto £10.95

With Smoked Salmon and Crème Fraiche

Risotto £10.95

With Chorizo, Tomato and Parmesan Cheese

Lasagne £10.95

Served with Mixed Salad and Garlic Bread

Salads

Warm Goat's Cheese Salad £9.95

Smoked Salmon £11.95

Caesar Salad £8.95

Chicken Caesar Salad £11.95

Greek Salad £8.95

Salad Nicoise £9.95

Antipasto Platter to Share £17.95

(Parma Ham, Salami Milano, Feta Cheese, Olives, Cherry Tomatoes, Served with Homemade Focaccia)

Sweet Things

Selection of Danish Pastries £2.95

Toasted Tea Cake £2.95

With Butter and Jam

Warm Fruit Scone £3.95

With Butter, Fresh Cream and Jam

Selection of Welsh Cheeses £6.95

With Crackers, Grapes and Homemade Chutney

Fresh Fruit Platter £5.95

A Seasonal Selection

Vanilla Ice Cream Pod £4.95

Greek Yoghurt and Berry Compote £4.95

LEVEL 3 FOOD SCIENCE AND NUTRITION

OBSERVATION RECORD

Unit 1: Meeting Nutritional Needs of Specific Groups

Learner's Name

Context

AC6.1 use tools in preparation of commodities

AC6.2 use advanced techniques in preparation of commodities

AC6.3 assure quality of materials to be used in food preparation

AC6.4 use advanced techniques in cooking of commodities

AC6.5 present cooked complex dishes using advanced presentation techniques

AC6.6 use food safety practices

AC6.7 monitor food production

The learner participated in a 'skills test' as part of the application process for a Sous Chef position. Details are provided on the attached assignment.

Commentary of learner performance

Tools used:

in preparation

in cooking

Skills and techniques demonstrated:

in preparation

in cooking

in presentation

Timing

Monitoring

Quality checks

Food safety considerations
in preparation

in cooking

in presentation

Quality of final outcomes/dishes

Assessment summary

Assessor:

Signature:

Date:

LEVEL 3 FOOD SCIENCE AND NUTRITION

OBSERVATION RECORD

Unit 1: Meeting Nutritional Needs of Specific Groups

Learner's Name

Context

- AC1.4** analyse risks associated with food safety
- AC2.1** explain how nutrients are structured
- AC2.2** classify nutrients in foods
- AC2.3** assess the impact of food production methods on nutritional value
- AC3.1** describe functions of nutrients in the human body
- AC3.2** explain characteristics of unsatisfactory nutritional intake
- AC3.3** analyse nutritional needs of specific groups
- AC3.4** assess how different situations affect nutritional needs
- AC4.1** evaluate fitness for purpose of diets

The learner participated in an *interview* following a 'skills test', as part of the application process for a Sous Chef position. Details are provided on the attached assignment.

Commentary of learner performance

Risks associated with food safety

Structure and classification of nutrients

Impact of food production methods on nutritional value

Functions of nutrients in the human body

Characteristics of unsatisfactory nutritional intake

Nutritional needs of specific groups, including how they are affected by different situations and fitness of purpose of diets to meet those needs

Assessment summary

Assessor:

Signature:

Date:

ASSESSOR INFORMATION

WJEC Approach to Assessment

This unit is internally assessed and externally moderated. The following principles apply to the assessment of each unit:

- All units are assessed through summative controlled assessment. Details of controls for this unit are provided in this model assignment
- All assessment criteria must be met under controlled conditions, as specified in this model assignment, for the unit learning outcomes to be achieved
- Performance bands for merit and distinction can only apply once a candidate has achieved all assessment criteria. Evidence must clearly show how the candidate has met the standard for the higher grades.

WJEC Level 3 Qualifications in Food Science and Nutrition (QCF) have adopted the principles of controlled assessment as set out in the Joint Council for Qualifications document '*GCE, ELC and Project Qualifications – Instructions for conducting coursework*'. This document can be accessed through the JCQ website (www.jcq.org.uk). Each centre must ensure that internal assessment is conducted in accordance with these controls.

There are three stages of assessment that will be controlled

- Task setting
- Task taking
- Task marking.

Task setting

WJEC has produced this model assignment for the assessment of this unit. Centres are, however, allowed to modify the assignment, as outlined in the 'Accepted changes to assignments' section of this model assignment. This will allow centres to tailor the assessment to local needs.

This model assignment has been written to ensure the following controls are in place:

- Each unit is assessed through one assignment
- Each assignment must have a brief that sets out an applied purpose. An applied purpose is a reason for completing the tasks that would benefit a business or scientific investigation. Further details are in the rationale in Section 1.2 of the specification
- The assignment can specify a number of tasks but tasks must be coherent, i.e. show how the assessment requirements all contribute to the achievement of the applied purpose of the assignment
- The assignment must provide each candidate with the opportunity to address all assessment criteria and all performance band requirements
- The assignment must indicate the acceptable forms of evidence
- Where a centre has adapted the model assignment, there must be evidence of quality assuring its fitness for purpose. Sample documentation for this activity is provided with each model assignment.

How the learner assignment brief meets these controls

This is a single assignment that addresses all assessment criteria for this unit. There is a clear applied purpose to safely plan and cook complex dishes to meet the nutritional needs of specific groups. Although the context for the task is fictitious, it has been developed through discussions with representatives of a real organisation to ensure the requirements are realistic. The tasks are all coherently related to the applied purpose. The Summary table makes clear the evidence requirements.

Task taking

There are five areas of task taking that are controlled: time, resources, supervision, collaboration and resubmission.

Time

'Time' has limited control. There are **9 hours and 30 minutes** available for assessment of this unit. The learner assignment brief suggests how this time can be allocated.

Resources

'Resources' has limited control. The assignment makes clear the type of resources that learners must have access to. For Task 1, learners must have access to all information in the assignment brief, including appendices. They can have access to class notes, sample recipes and the Internet. The Internet can only be accessed to obtain potential recipes to meet requirements. Learners will also need access to an email account to send an email. Learners may have access to ICT software to produce their plans. For Task 2, learners should be provided with all resources outlined in the plan submitted for Task 1, where requirements are realistic and feasible. The learner should be made aware of any changes to the plan that the centre has to make, due to resource limitations. Where the plan submitted for Task 1 suggests there are risks to hygiene and/or health and safety, the assessor can amend the plan, once it has been assessed. For Task 3, learners may access class notes to prepare for the interview, but cannot use them during the interview. They may, however, produce their own summary during the planning time which can be taken into the interview. This should be no more than once piece of paper.

Supervision

'Supervision' has medium control. Learners must be supervised by an assessor whilst completing all tasks. Centres must have in place systems to ensure learners cannot access evidence they have been developing outside of supervised activities.

Authentication

Supervision is in place to ensure the authenticity of evidence produced for summative assessment. Assessors are not expected to provide input or guidance to learners during the controlled assessment time. This includes providing formative feedback on the evidence being produced. Assessors can provide guidance on the requirements of the task and remind learners of the performance bands and how they can be interpreted. Assessors must intervene where there is a food safety or health and safety hazard observed. Candidates can review and redraft evidence independently within the time controls for the assessment. Candidates cannot redraft based on feedback from an assessor. Learners must sign the declaration in this model assignment to confirm that all evidence submitted for moderation is their own work and that any sources used have been acknowledged.

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

Collaboration

'Collaboration' refers to group work and has limited control. For this model assignment group work is forbidden

Task marking

All marking of evidence must be made against the performance band statements given in each unit specification. Evidence marked must comply with the controlled requirements set out in this model assignment.

Written evidence must be annotated to show how it relates to the assessment criteria and performance band requirements.

Performance evidence for tasks 2 and 3 must be made on the observation record provided in this model assignment. Observation records will include a description of candidate performance as well as a summative statement on the quality of that performance. Where performance is observed by someone other than an assessor, the 'witness' must complete a witness statement. Assessors will need to authenticate the statement either through scrutiny of supporting evidence and/or questioning of the learner and/or witness. If the statement is authenticated, it can be allowed to contribute to the evidence for assessment. Evidence of authentication will also need to be included.

Marking should only be undertaken by a designated assessor. An assessor should have appropriate expertise in the subject and level for a specified unit.

The assessor is responsible for ensuring that

- The assessment is conducted under specified controlled conditions
- They understand the requirements of the learning outcomes, assessment criteria and performance band statements prior to commencing controlled assessment
- Evidence presented for assessment is authentic
- Assessment decisions are accurately recorded
- Evidence is appropriately annotated
- Observation records contain sufficient detail for objective corroboration of decisions
- Judgements are only made against the performance band statements.

ACCEPTED CHANGES TO THIS MODEL ASSIGNMENT

Assignment Brief (Task setting)

Type of evidence

For Task 1, any written/electronic format is acceptable as evidence. The task must be amended if an alternative form of evidence is used. Observation records will be needed as evidence for Task 2, together with any photographic or multimedia evidence of the learner demonstrating skills and presenting final outcomes. Observation records will include a description of candidate performance as well as a summative statement on the quality of that performance. Where performance is observed by someone other than an assessor, the 'witness' must complete a witness statement. Assessors will need to authenticate the statement either through scrutiny of supporting evidence and/or questioning of the learner and/or witness. If the statement is authenticated, it can be allowed to contribute to the evidence for assessment. Evidence of authentication will also need to be included. If the observation record pro-forma included in this model assignment is not used, a standard pro-forma should be developed and used for all learners. Learners must receive a copy of the pro-forma in advance. Task 3 can be completed in any written/electronic format. However, Task 3 must be changed if a different format is used.

Tasks

The centre may amend Task 1 so that an alternative form of evidence is required. It must, however, specify the form of evidence. Task 3 can be amended so that the learners are not required to attend a face to face interview. However, the task must be credible within the context of the assignment and have a purpose. For Task 2, no changes are allowed, except for references to the specific context of the assignment brief, e.g. name of hotel. There can be no change to the allocation of assessment criteria to tasks.

Purpose

This can be amended but must require learners to safely plan and cook complex dishes to meet the nutritional needs of a specific group for a credible and realistic purpose.

Context

The context must be realistic and credible but can be fictitious. The context must make reference to an employer. Any specific group can be identified. The menu to be developed must require the same skills and techniques as set out in this model assignment.

How Assessment is Managed (Task taking)

Time

The time suggested for each task, as set out in the learner assignment brief, takes account of the contribution of the task to the overall assessment requirements. There can be no changes to the total time allocated for the complete assessment.

Resources

Learners must have access to an assessment grid. Details of essential resources are provided in the summary table of the Learner Assignment Brief and the Task taking: resource section of this assessor guidance. There should be no changes to these.

Collaboration

Group work is not allowed for this unit.

Supervision

No changes are allowed.

Feedback

No changes are allowed.



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:

Assessment Criteria	Performance bands			Mark Awarded
	Mark Band 1	Mark Band 2	Mark Band 3	
AC1.1 Explain how individuals can take responsibility for 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				

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				

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				

Assessment Criteria	Performance bands			Mark Awarded
	Mark Band 1	Mark Band 2	Mark Band 3	
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				

Assessment Criteria	Performance bands			Mark Awarded
	Mark Band 1	Mark Band 2	Mark Band 3	
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				

Assessment Criteria	Performance bands			Mark Awarded
	Mark Band 1	Mark Band 2	Mark Band 3	
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				

Assessment Criteria	Performance bands			Mark Awarded
	Mark Band 1	Mark Band 2	Mark Band 3	
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				

Assessment Criteria	Performance bands			Mark Awarded
	Mark Band 1	Mark Band 2	Mark Band 3	
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 Monitor food 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				