

GCSE



WJEC GCSE in  
**FOOD AND NUTRITION**

APPROVED BY QUALIFICATIONS WALES

**SAMPLE ASSESSMENT  
MATERIALS**

Teaching from 2016



This Qualifications Wales regulated qualification is not available to centres in England.





For teaching from 2016  
For award from 2018

GCSE FOOD and NUTRITION

SAMPLE ASSESSMENT  
MATERIALS



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Candidate Name	Centre Number				Candidate Number				
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**GCSE**

**FOOD and NUTRITION**

**UNIT 1**

**PRINCIPLES OF FOOD AND NUTRITION**

**SAMPLE ASSESSMENT MATERIALS**

**1 HOUR 30 MINUTES**

**INSTRUCTIONS TO CANDIDATES**

Answer ALL questions.

Write your name, centre number and candidate number in the spaces at the top of this page.

Write your answers in the spaces provided in this booklet.

Use black ink or black ball-point pen.

Do not use pencil or gel pen.

Do not use correction fluid.

**INFORMATION FOR CANDIDATES**

The number of marks is given in brackets at the end of each question or part-question. You are advised to divide your time accordingly.

The total number of marks available is 80.

No certificate will be awarded to a candidate detected in any unfair practice during the examination.

## SECTION A VISUAL STIMULI

### Cake making



**Section A**

Answer **all** questions

1. (a) Identify the method of cake making shown in the images. [1]

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- (b) State why the eggs should be added a little at a time. [1]

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- (c) Describe how and why the flour is “folded” into the mixture when making a sponge cake. [3]

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**Section B**

Answer **all** questions

2. The recipe below is for a cheese and ham savoury quiche.



<b>Ingredients</b>
100 g plain flour
25 g lard
25g margarine
Pinch of salt
Cold water
3 eggs
100g cheese
50g ham
150 ml milk

(a) Suggest **one** change that could be made to this recipe to make it suitable for each of the following:

(i) A lacto vegetarian [1]

.....

(ii) A coeliac [1]

.....

(b) Explain the function of eggs when making a quiche. [6]

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5. A tagine uses a moist method of cooking. Describe **three** benefits of moist methods of cooking when producing dishes. [6]



(i) .....

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(ii) .....

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(iii) .....

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6. The range of convenience foods available in supermarkets has expanded greatly over the past ten years.



- (a) Identify **three** reasons for this change. [3]

(i).....

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(ii).....

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(iii).....

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- (b) Evaluate the advantages and disadvantages of additives in the production of ready meals. [7]

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7. Food ingredients are chosen for their specific properties and the way in which they react with other ingredients.

### Traditional bara brith

	<p><b>Ingredients</b></p> <p>450 g strong white flour 225 ml lukewarm milk 150 g dried fruit: sultanas, raisins, mixed peel 75 g brown sugar 75 g butter 1 egg 2 tsp dried yeast 1 tsp sugar 1 tsp salt 1 tsp mixed spice Honey for the glaze.</p>
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- (a) State why butter is recommended for this recipe. [1]

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- (b) Identify **two** differences to the bara brith, if artificial sweetener was used instead of brown sugar. [2]

(i) .....

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(ii) .....

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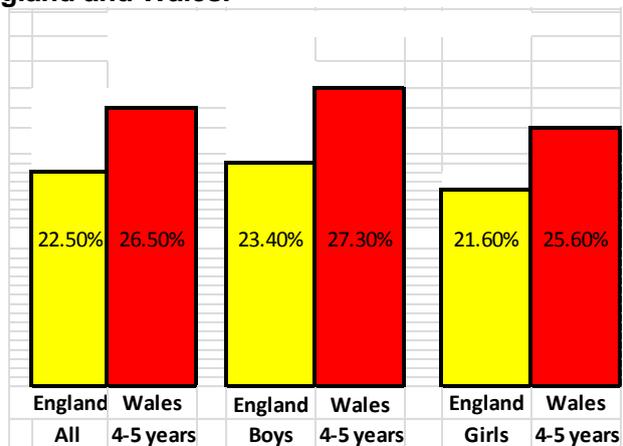
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**8. Rates of childhood obesity in Wales continue to be the highest in the UK.**

The chart below shows the percentage (%) of children aged 4-5 who are overweight or obese in England and Wales.



(a) Identify **two** initiatives that have been introduced to tackle obesity issues in England and Wales. [2]

(i) .....

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(ii) .....

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## UNIT 1

### MARK SCHEME

#### Guidance for examiners

##### Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

For questions that are objective or points-based the mark scheme should be applied precisely. Marks should be awarded as indicated and no further subdivision made.

##### Banded mark schemes

For band marked questions mark schemes are in two parts.

Part 1 is advice on the indicative content that suggests the range of food preparation and nutrition, concepts, facts, issues and arguments which may be included in the learner's answers. These can be used to assess the quality of the learner's response.

Part 2 is an assessment grid advising bands and associated marks that should be given to responses which demonstrate the qualities needed in AO1, AO2 and AO4. Where a response is not creditworthy or not attempted it is indicated on the grid as mark band zero.

Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. 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, examiners should look at the learner's answer and check whether it matches the descriptor for that band. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer 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 learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer 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. Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

## **Stage 2 – Deciding on the mark**

During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

Question	Section A	Mark	AO1	AO2	AO4	Total
1 (a)	<p><b>Award 1 mark</b> for either correct response</p> <ul style="list-style-type: none"> <li>creaming method</li> <li>traditional creaming method</li> </ul>	1	1			1
(b)	<p><b>Award 1 mark</b> for any one from:</p> <ul style="list-style-type: none"> <li>to avoid curdling</li> <li>to stop mixture separating</li> <li>to allow for the consistency to be as required</li> </ul>	1	1			1
(c)	<p><b>Award 1 mark</b> for a point relating to a description of <b>how</b> up to a maximum of 2 mark</p> <ul style="list-style-type: none"> <li>using a metal spoon, plastic spatula, not a wooden spoon, cut through the mixture with the edge of the spoon</li> <li>use a figure of 8 action</li> <li>work quickly</li> <li>use sieved flour to add air</li> </ul> <p><b>Award 1 mark</b> for one reason <b>why</b></p> <ul style="list-style-type: none"> <li>ensures that air is not lost from the mixture</li> <li>air bubbles are maintained</li> <li>helps ensure the cake has a light texture when cooked</li> </ul>	3	3			3
(d)	<p><b>Indicative content</b></p> <p>Answers could include:</p> <ul style="list-style-type: none"> <li>texture of the cake will be gooey in the centre</li> <li>a crisp sugary crust will form, chewy, crunchy top</li> <li>appearance of the cake – will appear sunken in the centre as extra sugar softens the gluten so much it can't hold the risen shape</li> <li>top of cake will caramelise, sugary speckled crust</li> <li>sugar syrup is produced which will cause cake to stick to the tin</li> <li>taste – the cake will taste too sweet</li> </ul>	5		5		5

<b>Band</b>	<b>AO2</b>
<b>3</b>	<p style="text-align: center;"><b>Award 4-5 marks</b></p> <p>An excellent response with specific clear detailed application of knowledge relating to three or more factors within the indicative content, i.e. what would happen if too much sugar is used, when making a sponge cake.</p>
<b>2</b>	<p style="text-align: center;"><b>Award 2-3 marks</b></p> <p>A good response with some application of knowledge and explanation of what would happen if too much sugar was used when making a sponge cake. At least 2 factors within the indicative content have been referred to.</p>
<b>1</b>	<p style="text-align: center;"><b>Award 1 mark</b></p> <p>A limited response which gives a basic description (1factor) of what would happen if too much sugar was used in a sponge mixture.</p>
<b>0</b>	<p style="text-align: center;"><b>Award 0 marks</b></p> <p>Response not credit worthy or not attempted.</p>

Question	Answer	Mark	AO1	AO2	AO4	Total
(e)	<p><b>Award 1 mark</b> per correct suggestion up to a maximum of 2 marks</p> <p>Answers could include</p> <ul style="list-style-type: none"> <li>• food processor/free standing mixer can be used for making breadcrumbs in the rubbing in method</li> <li>• hand or freestanding mixer or food processor can be used to make cakes</li> <li>• fat and flour can be rubbed together to make pastry in a food processor</li> <li>• bread dough can be kneaded with a dough hook in a mixer/food processor</li> </ul> <p>This list is not exhaustive. Credit any other appropriate response.</p>	2		2		2

Question	Section B	Mark	AO1	AO2	AO4	Total
2 (a)	<p><b>Award 1 mark</b> for each correct response up to a maximum of 2 marks</p> <p>(i) Lacto vegetarian: any one from:</p> <ul style="list-style-type: none"> <li>remove ham – use alternatives (quorn/vegetables - give examples)</li> <li>remove lard – use alternative fat</li> <li>remove cheese – use vegetarian alternative</li> </ul> <p>(ii) Coeliac: Any one from</p> <ul style="list-style-type: none"> <li>use gluten free flour</li> <li>make crust less quiche (no pastry)</li> </ul>	2	2			2
(b)	<p><b>Indicative content</b> Answers could include reference to:</p> <p><b>Setting and thickening</b></p> <ul style="list-style-type: none"> <li>forms an egg custard in which any ingredient can be suspended</li> <li>coagulation – egg is used to coagulate (set) the liquid mixture in the quiche</li> <li>protein molecules in the egg start to ‘coagulate’ (become firmer) at about 60°C - 70°C</li> <li>egg white coagulates (sets) at 60°C, the yolk sets at 70°C, so when these temperatures are reached they begin to set and thicken the mixture</li> </ul> <p><b>Ensuring a good texture</b></p> <ul style="list-style-type: none"> <li>egg proteins unwind, then bond to form a mesh that traps the milk in a soft gel, creates a good texture to the filling</li> </ul> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>adds colour</li> </ul> <p><b>Nutritive value</b></p> <ul style="list-style-type: none"> <li>enriching – improves nutritional value of the quiche adds protein</li> </ul> <p><b>Binding</b></p> <ul style="list-style-type: none"> <li>egg yolk in the pastry would help bind ingredients together</li> </ul>	6		6		6

<b>Band</b>	<b>AO2</b>
<b>3</b>	<p style="text-align: center;"><b>Award 5-6 marks</b></p> <p>An excellent response which shows in depth knowledge and understanding of the function of eggs when making a quiche. At least three factors within the indicative content have been explained in full. Response is clearly expressed, and shows accurate use of technical terminology.</p>
<b>2</b>	<p style="text-align: center;"><b>Award 3-4 marks</b></p> <p>A good response which shows clear knowledge and understanding of the function of eggs when making a quiche. At least two factors within the indicative content have been identified and discussed. Response is adequately expressed, and shows appropriate use of technical terminology.</p>
<b>1</b>	<p style="text-align: center;"><b>Award 1-2 marks</b></p> <p>A limited response which shows some knowledge and understanding of the function of eggs when making a quiche. At least one factor within the indicative content has been identified and discussed. Response shows basic use of technical terminology.</p>
<b>0</b>	<p style="text-align: center;"><b>Award 0 marks</b></p> <p>Response not credit worthy or not attempted.</p>

Question	Answer	Mark	AO1	AO2	AO4	Total
2 (c)	<p><b>Award 1 mark</b> per correct response up to a maximum of 2 marks</p> <p>Answers could include:</p> <ul style="list-style-type: none"><li>• to avoid the pastry (base/bottom) being soggy/to ensure a good 'crisp' texture</li><li>• to ensure the pastry is cooked through.</li><li>• to provide a sturdy pastry case that can be filled with a filling that does not require further cooking</li><li>• to improve colour when foil removed for final browning</li></ul>	2	2			2

Question	Answer	Mark	AO1	AO2	AO4	Total
3. (a)	<p><b>Award 1 mark</b> for each correct response</p> <p>Animal protein : any one from ;</p> <ul style="list-style-type: none"> <li>• Meat e.g. beef, pork, steak, lamb, ham</li> <li>• Fish e.g. cod, plaice, prawns, tuna, salmon</li> <li>• Poultry e.g. chicken, duck, turkey</li> <li>• Game e.g. pheasant, guinea fowl</li> </ul>	1	1			1
(b)	<p><b>Award 1 mark</b> for each correct response</p> <p>Vegetable protein : any one from ;</p> <ul style="list-style-type: none"> <li>• beans e.g. baked, red kidney, butter</li> <li>• peas e.g. garden , petit pois</li> <li>• lentils e.g. red, yellow</li> <li>• mycoprotein e.g. tofu, soya</li> </ul>	1	1			1
(c)	<p><b>Indicative content</b></p> <p>Answers could include reference to</p> <ul style="list-style-type: none"> <li>• Teenagers in training need considerably more protein than average teenagers as it is a concentrated source of <b>energy</b></li> <li>• Protein is essential for <b>growth</b> of cells and the body particularly during periods of training and increased energy output.</li> <li>• Runners rely on having a lean muscle mass and protein is essential for growth of lean muscle</li> <li>• Lack of protein causes muscle weakness and runners need to ensure they avoid this by eating high protein diets</li> <li>• Protein is essential for <b>repair</b> of body cells and teenagers in training are more than likely to sustain injuries due to their regimes.</li> <li>• Low amounts of protein will lengthen recovery times and runners cannot afford to be unable to train for long periods of time</li> <li>• Protein ensures body mass and function is <b>maintained</b></li> <li>• Protein increases <b>immunity</b> in the body as it produces antibodies – aids protection, runners do not want their immune systems to be suppressed as need to be at their peak during training and during the run</li> <li>• Protein foods can make individuals feel <b>full for longer</b>, runners may go long periods without meals so they do not want to suffer from hunger pangs</li> <li>• Protein is involved in the creation of some hormones which help <b>control body functions</b> such as liver function, again this is essential when training as to reach optimum targets all body parts need to be fully functioning</li> <li>• Proteins are crucial for <b>transporting nutrients</b>: they carry vitamin A and other vitamins between the organs and the cells. This process is essential to all but imperative when body is working at its optimum.</li> </ul>	5		5		5

<b>Band</b>	<b>AO2</b>
<b>3</b>	<p style="text-align: center;"><b>Award 5 marks</b></p> <p>An excellent response which shows in depth knowledge and understanding of the value of protein in the diet of a teenager in training for a fun run. At least three factors within the indicative content have been explained in full. Response is clearly expressed, and shows accurate use of technical terminology. Writing is very well structured using accurate grammar, punctuation and spelling.</p>
<b>2</b>	<p style="text-align: center;"><b>Award 3-4 marks</b></p> <p>A good response which shows clear knowledge and understanding of the value of protein in the diet of a teenager in training for a fun run. At least two factors within the indicative content have been identified and discussed. Response is adequately expressed, and shows appropriate use of technical terminology. Writing is generally well structured using reasonably accurate grammar, punctuation and spelling.</p>
<b>1</b>	<p style="text-align: center;"><b>Award 1-2 marks</b></p> <p>A limited response which shows some knowledge and understanding of the value of protein in the diet of a teenager in training for a fun run. At least one factor within the indicative content has been identified and discussed. Response shows basic use of technical terminology. Writing shows some evidence of structure but with some errors in grammar, punctuation and spelling.</p>
<b><u>0</u></b>	<p style="text-align: center;"><b>Award 0 marks</b></p> <p>Response not credit worthy or not attempted.</p>

Question	Section B	Mark	AO1	AO2	AO4	Total
3 (d)	<p><b>Indicative content</b> Answers could include:</p> <p><i>Saturated fats</i></p> <ul style="list-style-type: none"> <li>• saturated fats include butter, lard, suet, dripping and generally come from animal sources</li> <li>• too much saturated fat can be bad for us and can help to increase the amount of blood cholesterol in the body</li> <li>• (1) May lead to high blood cholesterol (1) high blood cholesterol (1) is thought to increase the risk of coronary heart disease (exception of avocado and coconut)</li> <li>• the liver produces blood cholesterol using the fat we eat, especially saturated fats</li> <li>• it is important to reduce the amount of saturated fat that we eat to reduce the risk of high blood pressure, diabetes and obesity.</li> <li>• contain essential fatty acids not synthesised by the body</li> </ul> <p><i>Unsaturated fats</i></p> <ul style="list-style-type: none"> <li>• unsaturated fats are split into monounsaturated fats: one double band and polyunsaturated fats: two or more double bands, (depending on their chemical composition)</li> <li>• monounsaturated fats are found in olive oil, vegetable oil, most nuts and in small quantities in fish, lean meat and eggs.</li> <li>• polyunsaturated fats are found in nuts, grains seeds and oily fish</li> <li>• they are soft or oily at room temperature (do not go solid even in the refrigerator with exception of coconut oil)</li> <li>• unsaturated fats (particularly monounsaturated fats) can help to reduce blood cholesterol, reduce the risk of diabetes and are liked with a lower rate of cancer and are therefore classed as a 'healthier' fat</li> </ul>	5	5			5

<b>Band</b>	<b>AO2</b>
<b>3</b>	<p style="text-align: center;"><b>Award 5 marks</b></p> <p>An excellent response which accurately describes in detail the differences between saturated and unsaturated fats. In depth nutritional knowledge is evident and at least three points within the indicative content have been discussed.</p>
<b>2</b>	<p style="text-align: center;"><b>Award 3-4 marks</b></p> <p>A good response which describes the difference between saturated and unsaturated fats. Nutritional knowledge is evident and at least two points within the indicative content have been addressed within the response.</p>
<b>1</b>	<p style="text-align: center;"><b>Award 1-2 marks</b></p> <p>A limited response giving a basic description of the differences between saturated and unsaturated fats. One point within the indicative content will have been addressed.</p>
<b>0</b>	<p style="text-align: center;"><b>Award 0 marks</b></p> <p>Response not credit worthy or not attempted</p>

Question	Answer	Mark	AO1	AO2	AO4	Total
4 (a)	<p><b>Award 1 mark</b> per Food Hygiene rule up to a maximum of 2 marks</p> <ul style="list-style-type: none"> <li>• Wash hands before touching food</li> <li>• Tie hair back when handling food</li> <li>• Use correct colour equipment e.g. knives chopping boards to prevent cross contamination</li> <li>• Keep refrigerators and freezers at the correct temperature</li> <li>• Do not place hot food in a refrigerator</li> <li>• Cook food thoroughly</li> <li>• Do not wash raw chicken</li> <li>• Wash soil off fruit and vegetables</li> </ul> <p>This list is not exhaustive, accept any other acceptable response</p>	2	2			2
(b)	<p><b>Indicative content</b> Answers could include:</p> <ul style="list-style-type: none"> <li>• Reference to the consequences of inadequate food hygiene in the home having the potential of being <b>minor</b> to very <b>major</b>.</li> </ul> <p><b>Food poisoning / food induced ill health</b></p> <ul style="list-style-type: none"> <li>• bacteria, viruses and parasites found in food can cause food induced ill health, so hygienic practices need to ensure these foods are not eaten or handled correctly to avoid ill health.</li> <li>• inadequate food hygiene practices such as not cooking food correctly will lead to pathogenic bacteria not being destroyed which could lead to family members having food poisoning such as e-coli, salmonella, campylobacter</li> <li>• food poisoning can cause fatalities, extra care is needed if there are: babies, young children, older adults, pregnant women or people who are ill (and thus have lower immune systems) in the household.</li> <li>• if food is not stored or handled incorrectly e.g. food not stored in the refrigerator, bacteria will multiply rapidly given the right conditions (warmth, food, and moisture) this will make the food unsafe to eat (bacteria grow between 5°C and 63°C)</li> </ul>	6			6	6

Question	Answer	Mark	AO1	AO2	AO4	Total
	<ul style="list-style-type: none"> <li>• cross contamination will occur if practices to avoid cross contamination are not followed, this could result in food that is safe for the family to eat being contaminated by something that's is not. Result is additional food waste or more risk of food induced ill health</li> <li>• severe food poisoning can cause dehydration, or potentially even more serious health problems such as blood poisoning (septicaemia) and kidney failure, which could cause hospitalisation of vulnerable family members.</li> <li>• If someone in the family was in hospital or off school for a long time it could have a detrimental effect on education, family life and cost NHS</li> </ul> <p><b>Food waste</b></p> <ul style="list-style-type: none"> <li>• inadequate food hygiene practices can lead to wasting food will impact on costs, waste food = waste money</li> <li>• if food has to be wasted time , money and energy will need to be used to make more food</li> <li>• food waste can have a detrimental effect on the environment</li> </ul> <p><b>Spread of vermin / flies and disease</b></p> <ul style="list-style-type: none"> <li>• not emptying rubbish from the home could lead to issues in kitchen or inadequate covering of bins etc. outside could lead to pests in gardens or lanes</li> <li>• pets in the kitchen can cause health issues</li> </ul> <p>Credit any other acceptable response</p>					

<b>Band</b>	<b>AO4</b>
<b>3</b>	<p style="text-align: center;"><b>Award 5-6 marks</b></p> <p>An excellent response showing very good analysis and evaluation of the consequences of inadequate food hygiene in the home. Food poisoning / Food induced ill health, food waste and the spread of vermin and disease have all been identified, and reference made to the level of severity of the consequences. Names of types of food poisoning have been specified and temperatures for food storage in the home have been referred to. Any examples given are accurate and applicable to making food in the home.</p>
<b>2</b>	<p style="text-align: center;"><b>Award 3-4 marks</b></p> <p>A good response showing clear analysis of food hygiene issues, making evaluative comments on the consequences of inadequate food hygiene in relation to any two of the main consequences: food poisoning, food waste and the spread of vermin and disease. Some reference has been made to named types of food poisoning, to temperatures for food storage in the home, and the severity of the consequences of different issues. Some accurate examples given and are mostly applicable to making food in the home.</p>
<b>1</b>	<p style="text-align: center;"><b>Award 1-2 marks</b></p> <p>A limited response showing basic discussion and analysis of the consequences of inadequate food hygiene in relation to either food poisoning, food waste or the spread of vermin/ flies and disease. Minimal reference has been made to named types of food poisoning, temperatures for food storage in the home, or to the severity of the consequences of different issues. One or two applicable and accurate examples given in relation to making food in the home.</p>
<b>0</b>	<p style="text-align: center;"><b>Award 0 marks</b></p> <p>Response not credit worthy or not attempted.</p>

Question	Answer	Mark	AO1	AO2	AO4	Total
5	<p><b>Indicative content</b></p> <p>Answers could include reference to:</p> <ul style="list-style-type: none"> <li>• retention of nutrients – often one pot cooking, all ‘juices’ used</li> <li>• labour saving – less preparation needed</li> <li>• can use cheaper cuts of meat due to slow cooking/moist method of cooking</li> <li>• less waste everything cooked in "one pot casserole" can be eaten</li> <li>• sensory qualities improve, e.g. with less tender cuts of meat that have little fat, cooking via this method will break down the connective tissue to improve texture, less chewy</li> <li>• moist methods cause the muscle fibers to absorb moisture from the cooking liquid and steam. This ensures a juicy piece of meat</li> <li>• low temperature of cooking – enables tougher cuts to be used/breakdown of tissue. Denaturation of protein</li> <li>• vegetables that are in season (and as such will be less expensive than those out of season) can be added easily to enhance flavour and improve nutritional value</li> <li>• herbs and spices can be easily be incorporated</li> <li>• improves palatability of many dishes</li> <li>• as the connective tissues break down, they dissolve and form gelatin, which thickens the cooking liquid, so do not need to add flour and it gives it body and shine</li> <li>• moist methods can be carried out on a hob or in the oven so versatile.</li> <li>• moist methods using the oven surround the pot, causing the food to cook more evenly than if it were only heated from below, as the heat surrounds the whole pot</li> </ul> <p>Credit any other acceptable response</p>	6	2	4		6

Band	AO1	AO2
3		<p><b>Award 4 marks</b></p> <p>A detailed response that shows excellent application and depth of knowledge and understanding in relation to the benefits of moist methods of cooking. Three benefits have been discussed in detail. Specialist vocabulary related to the indicative content is used with ease and accuracy</p>
2	<p><b>Award 2 marks</b></p> <p>An adequate level of knowledge and understanding of the general benefits of moist methods of cooking. Appropriate technical terminology is used in relation to the indicative content.</p>	<p><b>Award 3 marks</b></p> <p>A satisfactory response that shows good application and depth of knowledge and understanding in relation to the benefits of moist methods of cooking. Three benefits have been discussed in varying depth. Specialist vocabulary related to the indicative content is used with ease and accuracy.</p>
1	<p><b>Award 1 mark</b></p> <p>A limited response that demonstrates a basic level of knowledge and understanding of the benefits of moist methods of cooking.</p>	<p><b>Award 1-2 marks</b></p> <p>A limited response which gives a basic description of two or more benefits or names three benefits with no explanation.</p>
0	<p><b>Award 0 marks</b></p> <p>Response not credit worthy or not attempted.</p>	<p><b>Award 0 marks</b></p> <p>Response not credit worthy or not attempted.</p>

Question	Answer	Mark	AO1	AO2	AO4	Total
6 (a)	<p><b>Award 1 mark</b> per reason identified up to a maximum of 3 marks</p> <p>Answers could include;</p> <ul style="list-style-type: none"> <li>• addition of cook chill products to the convenience range of foods</li> <li>• more variety e.g. as a result of foreign holidays want to eat same food 'at home'</li> <li>• busy lifestyles no time for preparation of dishes</li> <li>• decrease in 'cookery' skills and knowledge</li> <li>• advertising campaigns/social media/tv shows</li> <li>• greater variety of ingredients</li> <li>• manufacturers have introduced, healthy and tasty food products</li> <li>• many product launches during a year</li> <li>• special ranges being introduced, e.g. 'Be good to yourself'/Eat Smart.</li> </ul> <p>Credit any other acceptable response</p>	3	3			3
(b)	<p><b>Indicative content</b></p> <p>Answers could include:</p> <p><b>Advantages</b></p> <p>Additives play an essential role in the production of ready meals because they:</p> <ul style="list-style-type: none"> <li>• maintain product consistency : emulsifiers provide a consistent texture and prevent products from separating e.g. sauces</li> <li>• improve texture: stabilisers and thickeners provide a uniform texture.</li> <li>• improve or preserve the nutrient value: fortification and enrichment of foods</li> <li>• maintain the wholesomeness and the palatability of foods</li> </ul> <p>Increase the shelf life: contamination from bacteria can allow food-borne illnesses to occur. Preservatives reduce the spoilage that air, fungi, bacteria, or yeast can cause</p> <p>Preservatives such as antioxidants will preventing the fats and oils in ready meals from becoming rancid</p>	7	3		4	7

Question	Answer	Mark	AO1	AO2	AO4	Total
	<ul style="list-style-type: none"> <li>• control the acidity and alkalinity, and to provide leavening specific additives aid to adjustment of the acidity or alkalinity of foods to gain a wished taste, colour, or flavour.</li> <li>• Provide colour and improve flavour certain colours improve appearance of foods. There are many spices and natural and synthetic flavours that bring out the best in the flavour of food</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>• additives, whilst allowing for an expansion in the range of ready meals, have also increased the availability of food products with a low density of nutrients. These so called junk foods, which include many snack items, can be used as substitutes in the diet for more nutritious foods</li> <li>• there is concern in relation to the potential direct toxicological effects of additives. Few additives are used at levels that will cause a direct toxicological impact, although there have been incidents where this has happened. Of particular concern are the hypersensitivity reactions to some additives that can have a direct and severe impact on sensitive individuals even when the chemicals are used at legally acceptable levels. The reactions to sulfites and other additives are examples of such a problem</li> </ul> <p>Credit any other acceptable response</p>					

	<p>They also keep fresh fruits from turning brown when exposed to the air.</p> <ul style="list-style-type: none"> <li>• <b>control the acidity and alkalinity, and to provide leavening</b> specific additives aid to adjustment of the acidity or alkalinity of foods to gain a wished taste, colour, or flavour. Leavening agents that release acids when they are heated react with baking soda to help biscuits, cakes and other baked goods rise</li> <li>• <b>provide colour and improve flavour</b> certain colours improve appearance of foods. There are many spices and natural and synthetic flavours that bring out the best in the flavour of food</li> </ul> <p>Reference may also be made to the positive value of the role of additives outweighing the negatives such as:</p> <ul style="list-style-type: none"> <li>• additives, whilst allowing for an expansion in the range of ready meals, have also increased the availability of food products with a low density of nutrients. These so called junk foods, which include many snack items, can be used as substitutes in the diet for more nutritious foods</li> <li>• there is concern in relation to the potential direct toxicological effects of additives. Few additives are used at levels that will cause a direct toxicological impact, although there have been incidents where this has happened. Of particular concern are the hypersensitivity reactions to some additives that can have a direct and severe impact on sensitive individuals even when the chemicals are used at legally acceptable levels. The reactions to sulfites and other additives are examples of such a problem</li> </ul> <p>Credit any other acceptable response</p>					
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Band	AO1	AO4
	<p><b>Award 3 marks</b></p> <p>A very good level of knowledge and understanding of the advantages and disadvantages of additives in ready meals is shown. Highly appropriate technical terminology referring to the indicative content, is used</p>	<p><b>Award 4 marks</b></p> <p>An excellent response showing very good application of knowledge, and the ability to analyse, explain and assess the advantages and disadvantages of food additives in ready meals. All comments are in depth, accurate and realistic. A balanced view of the role, i.e. positives and negatives is given.</p>
2	<p><b>Award 2 marks</b></p> <p>An adequate level of knowledge and understanding of the advantages and disadvantages of additives in ready meals is shown. Appropriate technical terminology referring to the indicative content, is used.</p>	<p><b>Award 2-3 marks</b></p> <p>A good response showing clear application of knowledge and the ability to analyse, explain and assess the advantages and disadvantages of additives in ready meals. The majority of comments are realistic and achievable. Only one viewpoint presented.</p>
1	<p><b>Award 1 mark</b></p> <p>A limited response that demonstrates a basic level of knowledge and understanding of the advantages and disadvantages of additives in ready meals</p>	<p><b>Award 1 mark</b></p> <p>The candidate has produced a limited response showing basic application of and the ability to analyse, explain and assess the advantages and disadvantages of food additives in convenience products.</p>
0	<p><b>Award 0 marks</b></p> <p>Response not credit worthy or not attempted.</p>	<p><b>Award 0 marks</b></p> <p>Response not credit worthy or not attempted.</p>

Question	Answer	Mark	AO1	AO2	AO4	Total
7 (a)	<p><b>Award 1 mark</b> for one correct response with or without explanation from</p> <ul style="list-style-type: none"> <li>• Taste e.g. better, improved, rich</li> <li>• Colour e.g. Good, rich , not pale</li> </ul>	1		1		1
(b)	<p><b>Award 1 mark per</b> correct response with or without explanation up to a maximum of 2</p> <ul style="list-style-type: none"> <li>• Colour would be paler</li> <li>• Texture: weight of sweeteners are different to sugar</li> <li>• Calorific value would be lower</li> <li>• Taste: Aftertaste may be different</li> </ul>	2		2		2
(c)	<p><b>Indicative content</b> Answers could include:</p> <ul style="list-style-type: none"> <li>• the yeast has a major role to play when making bara brith because yeast is the raising agent in rich yeast based baked products such as bara brith</li> <li>• the yeast needs to work with the warm milk (which provides warmth and moisture) and the sugar in order to develop</li> <li>• as the yeast develops in the bara brith mixture , its role is to produce carbon dioxide</li> <li>• alcohol is also produced</li> <li>• carbon dioxide is generated by the yeast as a result of the breakdown of fermentable sugars in the dough</li> <li>• this carbon dioxide causes the bara brith to rise as it is trapped within the protein matrix of the dough.</li> <li>• This gives volume and structure and a good light open texture</li> <li>• the yeast will also strengthen the bara brith mixture as it helps develop the gluten found in the strong plain flour</li> <li>• if the yeast does not reproduce/develop correctly within the bara brith, the bara brith will not be of the correct texture, as it will not rise and the quality will be affected</li> </ul> <p>Credit any other acceptable response</p>	7	2	5		7

Band	AO1	AO2
3		<p><b>Award 5 marks</b></p> <p>An excellent response showing very good application of knowledge in relation to the specific functions of yeast within a bara brith. An in depth explanation of how yeast works with other ingredients to ensure a quality product has been given and there is excellent use of technical terminology.</p>
2	<p><b>Award 2 marks</b></p> <p>An adequate level of knowledge and understanding of the general use of yeast in yeast doughs Appropriate technical terminology is used in relation to the indicative content.</p>	<p><b>Award 3-4 marks</b></p> <p>A good response showing clear application of knowledge in relation to the specific functions of yeast within a bara brith. A good explanation of how yeast works with other ingredients to ensure a quality product has been given and there is appropriate use of technical terminology.</p>
1	<p><b>Award 1 mark</b></p> <p>A limited response that demonstrates a basic level of knowledge and understanding of the use of yeast in yeast doughs</p>	<p><b>Award 1-2 marks</b></p> <p>A limited response showing basic application of knowledge in relation to the specific functions of yeast within a bara brith. A limited explanation of how yeast works with other ingredients to ensure a quality product has been given and there is appropriate use of technical terminology.</p>
0	<p><b>Award 0 marks</b></p> <p>Response not credit worthy or not attempted.</p>	<p><b>Award 0 marks</b></p> <p>Response not credit worthy or not attempted</p>

Question	Answer	Mark	AO1	AO2	AO4	Total
8a	<p><b>Award 1 mark</b> per initiative up to a maximum of 2.</p> <ul style="list-style-type: none"> <li>• Change for Life</li> <li>• Eatwell campaign</li> <li>• food bus into certain 'deprived' areas / schools</li> <li>• school meals service</li> <li>• breakfast clubs</li> <li>• SNAG groups</li> <li>• TV campaigns</li> <li>• Education in schools</li> <li>• Cookery workshops in the community inviting parents to cook alongside their children</li> <li>• BHF – Cymru Wear it / Beat it</li> <li>• Ramp up the red</li> <li>• 5 x 60</li> <li>• Cycle to school/walk to school safely</li> <li>• 'County' based campaigns/initiatives could be included</li> </ul> <p>Credit any other accurate initiative as this list is not exhaustive</p>	2	2			2
(b)	<p><b>Indicative content</b> Answers could include reference to</p> <p>(i) the following campaigns/initiatives</p> <p>any of the campaigns/initiatives noted above. However no marks to be awarded for recall, learners must make reference to:</p> <p>(ii) the specific advice given by any named initiatives</p> <ul style="list-style-type: none"> <li>• healthy diets: less fat, less sugar, less junk food, less salt</li> <li>• more fruit and vegetables, more fibre, unprocessed foods</li> <li>• take regular exercise</li> <li>• participate in physical activities</li> <li>• balance calorific intake with energy output</li> </ul>	10			10	10

Question	Answer	Mark	AO1	AO2	AO4	Total
	<p>(ii) the impact of these campaigns/initiatives in Wales</p> <ul style="list-style-type: none"> <li>• whether they have been successful or not e.g., <i>school meals more successful than some of the others as lot of children in Wales have free meals so have to eat them, i.e. forced to eat healthy</i></li> <li>• why they have been successful/ unsuccessful e.g. <i>campaigns to eat less junk food may not have succeeded because "cooking from scratch" is seen as being more expensive than buying ready meals</i></li> <li>• advantages/disadvantages of each named e.g. <i>the advantage of the walking to school initiative is that it is an inexpensive way of having exercise the disadvantage is the data shows its more younger children that are overweight so these may not be able to walk to school due to parents having to drop them off etc. so the impact won't have that much effect overall</i></li> </ul> <p>(iii) proposals for the future: data shows generally that these initiatives are not working hence new advice could be</p> <ul style="list-style-type: none"> <li>• children need to start participating in exercise at an earlier age</li> <li>• local councils could put on more free swim / exercise sessions</li> <li>• schools should encourage healthy lunch boxes</li> <li>• parents should be encouraged to cook from scratch, health visitors, doctors could run sessions, give out information etc.</li> </ul> <p>Credit any other acceptable response</p>					

<b>Band</b>	<b>AO4</b>
<b>3</b>	<p style="text-align: center;"><b>Award 8-10 marks</b></p> <p>A well-balanced excellent answer showing thorough knowledge and the ability to analyse given data, explain and assess the initiatives and advice that have been introduced in Wales to tackle obesity. Proposals of how issue can be further addressed are realistic and achievable. Response demonstrates excellent application of knowledge related to at least three different initiatives and all sections within the indicative content have been addressed in depth. Excellent use of specialist language, with accurate grammar, punctuation and spelling.</p>
<b>2</b>	<p style="text-align: center;"><b>Award 4-7 marks</b></p> <p>A balanced answer showing thorough knowledge and the ability to analyse given data, explain and assess the initiatives and advice that have been introduced in Wales to tackle obesity. The majority of proposals are realistic. Response demonstrates adequate application of knowledge related to at least two different initiatives and all sections within the indicative content have been addressed. Generally good use of specialist language, with mostly accurate grammar, punctuation and spelling.</p>
<b>1</b>	<p style="text-align: center;"><b>Award 1-3 marks</b></p> <p>An answer showing limited knowledge and the ability to analyse data, explain and assess the initiatives and advice that have been introduced in Wales to tackle obesity. Only one suggestion for further improvement has been given. Response demonstrates limited application of knowledge related to one or two different initiatives and not all sections within the indicative content have been addressed. Some technical terms are used with ease and accuracy. Some errors in grammar, punctuation and spelling affecting clarity of communication.</p>
<b>0</b>	<p style="text-align: center;"><b>Award 0 marks</b></p> <p>Response not credit worthy or not attempted.</p>

Assessment grid Unit 1 Sample Assessment Materials					
Question	Mark	AO1	AO2	AO4	Total
1.a b c d e	1 1 3 5 2	1 1 3		5 2	12
2.a b c	2 6 2	2 2	6		10
3.a b c d	1 1 5 5	1 1 5	5		12
4.a b	2 6	2		6	8
5.	6	2	4		6
6.a b	3 7	3 3		4	10
7.a b c	1 2 7		1 2 5		10
8.	12	2		10	12
Totals	80	30	30	20	80
% AO		15%	15%	10%	40%



## **Non-Examination Assessment**

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

WJEC will release this assessment during the summer term.

The tasks can be shared with candidates any time after the release date, at the discretion of the Centre.

WJEC recommends 10 assessment hours to carry out the chosen task.

It is recommended that candidates complete the chosen task by 20<sup>th</sup> December 20xx.

Answer **one** of either Task A or Task B.

**Task A**

“The success of creamed sponge mixtures relies on a suitable raising agent”.  
Investigate the success of different raising agents when making a creamed sponge.

This task must be supported by investigational work – refer to guidance given below.

**Task B**

"Many low calorie desserts rely on the use of artificial sweeteners".  
Investigate the use of alternative sweeteners when making a fruit mousse.

This task must be supported by investigational work – refer to guidance given below

Your supportive work should show evidence of the scientific principles underlying the preparation and cooking of food through research, investigation, trialling, modifying and developing and evaluation. The written evidence is limited to a 2,000-2500 word count.

The written evidence may be submitted electronically or as a paper version and must include evidence of the following tasks:

- Section (a)    Research and investigate the task  
Carry out research and produce a plan of experiments. Predict an outcome.  
Justify your choices for experimental work/ modifications. **[10]**
- Section (b)    Investigate the working characteristics, function and chemical properties of ingredients through practical experimentation and use the investigation findings to achieve a particular result with respect to the preparation and cooking of food. **[20]**
- Section (c)    Analyse and evaluate the task  
Analyse the data and results collected and draw conclusion. Justify all findings and results, evaluate the hypothesis and confirm if predictions were proven. **[10]**



## Non-Examination Assessment

### Assessment 2: The Food Preparation Assessment

WJEC will release this assessment during the summer term.

The tasks can be shared with candidates any time after the release date, at the discretion of the Centre.

WJEC recommends 15 assessment hours to carry out the chosen task. The 15 assessment hours **must** include a single, final practical session of **3 hours** in length.

It is recommended that candidates complete the chosen task by 20<sup>th</sup> April 20xx.

Answer **one** of either Task A or Task B:

### Task A

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

This task must be supported by investigational work – refer to guidance given below.

### Task B

"Celebrity chefs have been promoting the importance of healthy diet. Research, prepare and cook a selection of dishes that could be served to encourage healthy eating in the school canteen when year 6 attend an open day."

This task must be supported by investigational work – refer to guidance given below.

### Supportive Work- Guidelines

Your supportive work should show evidence of research, investigation, selection of dishes, justification, planning and evaluation. It is recommended that your work be limited to no more than 15 pages (30 sides) A4 or equivalent A3, comic sans font size 12. To include all photographs, graphs and charts.

The written evidence may be submitted electronically or as a paper version and must include evidence of the following:

- Section (a) Research and investigate your chosen task. (to include trialling and testing) [10]
- Section (b) Plan the task:  
Select a final menu to be produced to showcase skills. Justify your choice of dishes and produce an order or work for the practical execution of the dishes. [15]
- Section (c) Prepare, cook and present a menu of three dishes and accompaniments within a single session **Photographic evidence of the completed dishes is essential.** [45]
- Section (d) Evaluate the selection, preparation, cooking and presentations of the three dishes and accompaniments. [10]

It is an expectation that you will use the correct tools, safely and competently when carrying out a range of techniques. You will be expected to demonstrate essential hygiene rules and food safety principles, when storing, preparing, cooking and presenting food for this assessment. **No marks** will be allocated to hygienic working as this is a mandatory requirement.

Please ensure all work submitted for moderation can be clearly identified as your own work. (i.e. centre name and number, your name and examination number).

## **Assessment grids for non-exam 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**

When deciding on a band, the work should be viewed holistically. 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 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.

# Non Examination Assessment

## **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 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**

It is essential that where there is more than one teacher in a centre, work from all teaching groups is 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 via the secure web site on results day.

**Assessment 1: The Food Investigation Assessment****Section A****Research and investigate the task: maximum 10 marks****Candidates will be expected to:**

- research the chosen task
- produce a plan of experiments to be carried out
- predict an outcome
- apply knowledge and understanding to justify choices for experimental work/modifications

<b>Band</b>	<b>A02</b>
<b>3</b>	<p style="text-align: center;"><b>10 marks</b></p> <p>Research reflects a mature understanding of the task and the ability to interpret information extremely accurately. Plan is realistic, very detailed and accurate. Excellent justification given for choice of experimental work/modifications.</p> <p>Information is very well organised and presented in a highly appropriate manner. Excellent use of specialist language, with accurate grammar, punctuation and spelling.</p>
	<p style="text-align: center;"><b>8-9 marks</b></p> <p>Research reflects a sound understanding of the task and the ability to interpret information accurately. Plan is realistic, detailed and accurate. Very good justification given for choice of experimental work/modifications.</p> <p>Information is well organised and presented in an appropriate manner. Very good use of specialist language, with accurate grammar, punctuation and spelling.</p>
<b>2</b>	<p style="text-align: center;"><b>6-7 marks</b></p> <p>A good range of relevant research has been evidenced showing a good understanding of the task. Plan is mostly detailed and realistic. Good justification given for choice of experimental work/modifications. Information is generally well organised. Generally good use of specialist language, with mostly accurate grammar, punctuation and spelling.</p>
	<p style="text-align: center;"><b>4-5 marks</b></p> <p>A range of relevant research has been evidenced, showing an understanding of the task. Plan is fairly detailed and realistic. Adequate justification given for choice of experimental work/modifications.</p> <p>Information is mostly organised. Some use of specialist language, with reasonably accurate grammar, punctuation and spelling.</p>
<b>1</b>	<p style="text-align: center;"><b>1-3 marks</b></p> <p>Some basic aims produced leading to basic research from a narrow range of sources. Some understanding shown, with limited application of knowledge. Plan of action is limited. Limited justification given for choice of experimental work/modifications. Information shows some evidence of structure. Limited use of specialist language. Some errors in grammar, punctuation and spelling affecting clarity of communication.</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 and evaluate the working characteristics, functions and chemical properties of ingredients through practical experimentation: maximum 20 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 in detail 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

<b>Band</b>	<b>A02</b>
4	<p style="text-align: center;"><b>16-20 marks</b></p> <p>The candidate 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>10-15 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>6-9 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. Results presented satisfactorily, using a more than one format.</p>
1	<p style="text-align: center;"><b>1-5 marks</b></p> <p>The candidate struggles to follow the plan, limited changes are 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>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>

<b>Section C</b>	
<b>Analyse and evaluate the task: maximum 10 marks</b>	
<b>Candidates will be expected to:</b>	
<ul style="list-style-type: none"> <li>• analyse the data and results collected, draw conclusions</li> <li>• justify findings, the reasons for the success or failure of the ingredients selected to trial</li> <li>• evaluate the hypothesis and confirm if the prediction was proven</li> </ul>	
<b>Band</b>	<b>A04</b>
<b>3</b>	<b>10 marks</b>
	<p>The candidate has analysed the task in great 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 very specific reasons given based on the methods used to gather the results.</p> <p>The prediction is reviewed in depth and conclusions have been based on very accurate analysis of data and information from the research and investigation, demonstrating a clear in depth understanding of the task.</p> <p>Writing is very well structured, using accurate grammar, punctuation and spelling. A broad range of specialist terminology is used with accuracy and ease.</p>
<b>2</b>	<b>8-9 marks</b>
	<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 a very good 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 conclusions have been based on the accurate 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, using accurate grammar, punctuation and spelling. Specialist terminology is used with accuracy and ease.</p>
<b>2</b>	<b>6-7 marks</b>
	<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 findings have been based on the analysis of data and information from the research and investigation. Adequate attempt to link the prediction back to the task.</p> <p>The results have been briefly analysed with reference to the research and investigation carried out.</p> <p>Writing is generally well structured, using reasonably accurate grammar, punctuation and spelling. Some specialist terminology is used appropriately.</p>

	<p style="text-align: center;"><b>4-5 marks</b></p> <p>The candidate shows some understanding of the task evidenced in their ability to justify some of their findings against the range of tests and the results.</p> <p>The prediction is reviewed with some analysis of data and information from the research and investigation, some attempt to link the prediction back to the task.</p> <p>Some specialist vocabulary has been used.</p> <p>Writing is reasonably structured, using mostly accurate grammar, punctuation and spelling. Some specialist terminology is used appropriately.</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 limited understanding in the justification of the results.</p> <p>The prediction has not been evaluated.</p> <p>Writing shows some evidence of structure though limited use of specialist terminology. Some errors in grammar, punctuation and spelling affect clarity of communication.</p>
0	<p style="text-align: center;"><b>0 marks</b></p> <p>Not credit worthy or attempted</p>

**Assessment 2 The Food Preparation Assessment**

<b>Section A</b>	
<b>Research and investigate the task: maximum 10 marks</b>	
<b>Candidates will be expected to:</b>	
<ul style="list-style-type: none"> <li>• research and investigate the assessment using a range of resources.</li> <li>• trial suitable dishes, with accompanying written evaluations and photographic evidence</li> </ul>	
<b>Band</b>	<b>AO3</b>
<b>3</b>	<p style="text-align: center;"><b>7-10 marks</b></p> <p>Thorough research has been undertaken from at least two/three sources which has been analysed fully and evaluated leading to a clear understanding of the assessment brief.</p> <p>At least three dishes have been trialled demonstrating mostly high and medium level skills. Accompanying evaluation work of the trials is detailed and with reference to nutrition, skills, cooking methods and sensory qualities.</p>
<b>2</b>	<p style="text-align: center;"><b>4-6 marks</b></p> <p>Detailed research and investigation from at least two sources such as the internet, magazines, books etc. which has been briefly analysed and evaluated.</p> <p>Two suitable dishes have been trialled. Mostly medium level skilled dishes with maybe one high level skilled dish trialled.</p>
<b>1</b>	<p style="text-align: center;"><b>1-3 marks</b></p> <p>Evidence of limited research and investigation.</p> <p>A least one dish has been trialled with accompanying written evaluation and photographic evidence. Limited skill levels evident.</p>
<b>0</b>	<p style="text-align: center;"><b>0 mark</b></p> <p>Not credit worthy or not attempted.</p>

**Section B****Planning the task: maximum 15 marks**

- (i) **Candidates will be expected to select their menu and justify their choice of dishes (6 marks).**

Reference should be made to:

- how the candidates' research has helped them decide on their dishes
- suitability of dishes chosen to the brief
- skills and cooking methods to be used
- ingredients to be used with awareness of food cost/waste, air miles, food provenance and seasonality

<b>Band</b>	<b>AO3</b>
<b>3</b>	<p><b>6 marks</b></p> <p>A thorough and comprehensive justification of choice of dishes mentioning all of the above points with excellent detail and understanding demonstrated. A minimum of three dishes chosen all demonstrating high level skills.</p>
	<p><b>5 marks</b></p> <p>All of the above points mentioned with a good level of detail and justification included. At least three suitable dishes chosen all demonstrating mostly high level skills.</p>
<b>2</b>	<p><b>4 marks</b></p> <p>At least four of the above points mentioned with detail and accuracy in the reasons for choice. At least three suitable dishes chosen all demonstrating medium and high level skills.</p>
	<p><b>3 marks</b></p> <p>At least three of the above points mentioned with some degree of detail and accuracy and at least three suitable dishes chosen demonstrating a range of skill levels.</p>
<b>1</b>	<p><b>2 marks</b></p> <p>At least two suitable dishes chosen and one or two reasons for choice given with some detail attempted.</p>
	<p><b>1 mark</b></p> <p>A few simplistic sentences giving one reasons for choice and less than 3 dishes chosen.</p>
<b>0</b>	<p><b>0 marks</b></p> <p>Not credit worthy or not attempted.</p>

**(ii) Candidates will be expected to produce a detailed, dovetailed order of work (9 marks):**

Reference should be made to :

- timings and relevant health and safety points
- correct ingredients
- quantities and weights
- three clear sections should be included: mise-en-place, cooking and serving/finishing.

Band	AO3
3	<p style="text-align: center;"><b>9 marks</b></p> <p>Faultless order of work. Three clear sections are evident with detailed timings included. All necessary hygiene and safety points are included and ingredients listed are accurate.</p> <p style="text-align: center;"><b>8 marks</b></p> <p>Detailed, dovetailed and sequential order of work with accurate timings. Three clear sections evident. Hygiene and safety points included and ingredients given with correct quantities.</p>
2	<p style="text-align: center;"><b>7 marks</b></p> <p>Dovetailed and accurate order of work including timings with some hygiene and safety points incorporated. Ingredients given with quantities which are accurate on the whole.</p> <p style="text-align: center;"><b>5-6 marks</b></p> <p>Order of work correct on the whole with timings and some hygiene and safety points included, but a lack of detail may be evident and there may be some errors in the sequence.</p> <p style="text-align: center;"><b>3-4 marks</b></p> <p>An attempt to dovetail methods, but with errors. Some hygiene and safety points mentioned.</p>
1	<p style="text-align: center;"><b>2 marks</b></p> <p>Evidence of methods for how to make dishes, but no evidence of dovetailing or hygiene and safety points.</p> <p style="text-align: center;"><b>1 mark</b></p> <p>Incomplete or partial order of work.</p>
0	<p style="text-align: center;"><b>0 marks</b></p> <p>Not credit worthy or not attempted.</p>

<b>Section C</b>		
<b>Prepare, cook and present a menu of three dishes and accompaniments: maximum 45 marks</b>		
<b>Candidates will be expected to demonstrate a range of skills related to:</b>		
<ul style="list-style-type: none"> <li>• selection and safe and competent use of a range of kitchen equipment (4)</li> <li>• knife skills (4)</li> <li>• accurate weighing and measuring (3)</li> <li>• suitable preparation of fruits/vegetables/meat/poultry/fish as needed (8)</li> <li>• production of the meal (15)</li> <li>• tasting and seasoning (3)</li> <li>• presentation of final dishes (8)</li> </ul>		
<b>Band</b>	<b>Selection of equipment (4)</b>	<b>AO3</b>
		<b>4 marks</b>
3	Selection of equipment demonstrating excellent knowledge showing competency in the use of all selected equipment.	
		<b>2-3 marks</b>
2	Clear evidence of correct selection of equipment and competent use of a range of equipment.	
		<b>1 mark</b>
1	Some equipment selected correctly, limited competency of use of equipment demonstrated.	
		<b>0 marks</b>
0	Incorrect selection and use of equipment.	
<b>Band</b>	<b>Knife skills (4)</b>	<b>AO3</b>
		<b>4 marks</b>
4	Evidence of a range of knife techniques executed with skill and competence, including fruit/vegetables and meat/poultry/fish.	
		<b>3 marks</b>
3	Evidence of at least two knife techniques well executed.	
		<b>2 marks</b>
2	At least one knife technique evident, well executed.	
		<b>1 mark</b>
1	Knife skills attempted but poorly executed.	
		<b>0 marks</b>
0	Incorrect use of knives	
<b>Band</b>	<b>Weighing and measuring (3)</b>	<b>AO3</b>
		<b>3 marks</b>
3	Excellent demonstration of accurate weighing and measuring of all ingredients.	
		<b>2 marks</b>
2	Most ingredients accurately weighed and measured accurately.	
		<b>1 mark</b>
1	Limited accuracy when weighing and measuring ingredients.	
		<b>0 marks</b>
0	No evidence of competency when weighing and measuring.	

<b>Band</b>	<b>Preparation skills (8)</b>	<b>AO3</b>
		<b>7-8 marks</b>
4	Four or more skills evident from the skills table in Annexe A, with an excellent level of competence displayed.	
		<b>5-6 marks</b>
3	Three or more skills evident from the skills table in Annexe A, carried out with a good degree of accuracy.	
		<b>3-4 marks</b>
2	Two-three skills evident from skills table in Annexe A, carried out with a satisfactory level of accuracy.	
		<b>1-2 mark</b>
1	One-two skills evident from the skills table in Annexe A, carried out with limited accuracy.	
		<b>0 marks</b>
0	Not credit worthy or not attempted.	
<b>Band</b>	<b>Production of the meal (15)</b>	<b>AO3</b>
		<b>11-15 marks</b>
3	Candidate has worked independently in an extremely competent and confident manner. The order of work has been followed correctly and all the tasks have been completed in the time available. Excellent use made of at least two different cooking methods, including the use of the hob and oven. Excellent demonstration of knowledge in relation to cooking times and being able to make adjustments in practice as required.  Organisational skills are excellent.	
		<b>6-10 marks</b>
2	Candidate has worked in a safe and organised manner throughout. Little or no assistance required to complete tasks. Good use of different cooking methods. The order of work has been followed, but there may have been changes to the order of tasks or the candidate has finished over time, or made some incorrect judgements.	
		<b>1-5 marks</b>
1	The work has been carried out with limited organisational skills. Order of work has not been followed. Frequent assistance may have been required. Use of different cooking methods evident, but with a limited degree of competency. Some reliance on pre-prepared or pre-made ingredients.	
		<b>0 marks</b>
0	Not credit worthy or not attempted.	

<b>Band</b>	<b>Seasoning and garnishing (3)</b>	<b>A03</b>
		<b>3 marks</b>
3	Excellent knowledge demonstrated in relation to seasoning. All dishes tasted and accurately seasoned as required.	
		<b>2 marks</b>
2	Good knowledge demonstrated in relation to seasoning. All dishes tasted and generally seasoned as required.	
		<b>1 mark</b>
1	Limited attempt to season dishes. Some dishes tasted and seasoned throughout the practical session.	
		<b>0 marks</b>
0	No evidence of tasting or seasoning of dishes.	
<b>Band</b>	<b>Presentation of final dishes (8)</b>	<b>AO3</b>
		<b>6-8 marks</b>
3	Excellent attention to detail is evident in the presentation of the final dishes. Excellent use of skilful garnishes. A range of colours are evident which enhance the overall appearance of the dishes. The candidate will have allowed themselves plenty of time in the time plan to present the dishes to an excellent standard. Accurate portion control demonstrated in all dishes.	
		<b>3-5 marks</b>
2	A good standard of presentation is evident. A variety of colours may be present in the final dishes. Good use made of adequate garnishes. Care and attention to the presentation of the final dishes is evident and the candidate has allowed themselves time in the time plan to present the dishes attractively. Some attempt to portion control meals.	
		<b>1-2 marks</b>
1	Presentation of the dishes/meal is limited. The colours of the dishes may be similar with a lack of variety. A lack of care and attention may be evident when presenting the dishes. Limited evidence of portion control or use of garnishes.	
0	No attempt to present the dishes appropriately.	

<b>Section D</b>	
<b>Evaluate the selection, preparation, cooking and presentation of three dishes and accompaniments: maximum 10 marks</b>	
<b>Candidates will be expected to evaluate their work under the following headings:</b>	
<ul style="list-style-type: none"> <li>• time management of the practical session (2)</li> <li>• technical skills demonstrated in the practical (2)</li> <li>• taste, texture, appearance and aroma of final dishes (4)</li> <li>• modifications and improvements (2)</li> </ul>	
<b>Band</b>	<b>Time management (2) AO4</b>
	<b>2 marks</b>
2	Very detailed comments made in relation to the time management of the practical session, with reference to mise-en-place, cooking and serving.
	<b>1 mark</b>
1	Adequate evaluative comments on time management, but lacking depth.
	<b>0 marks</b>
0	Not credit worthy or attempted.
<b>Band</b>	<b>Technical skills (2) AO4</b>
	<b>2 marks</b>
2	Very good detailed and thorough evaluation on the suitability and execution of the skills undertaken.
	<b>1 mark</b>
1	Adequate analysis and evaluative comments on skills demonstrated in the practical session.
	<b>0 marks</b>
0	Not credit worthy or attempted.
<b>Band</b>	<b>Sensory qualities of final dishes (4) AO4</b>
	<b>4 marks</b>
3	Excellent, detailed analysis on sensory qualities for each dish along with the correct use of specialist terminology.
	<b>2-3 marks</b>
2	Good comments on sensory qualities of the final dishes, but some missed opportunities.
	<b>1 mark</b>
1	Limited comments on sensory qualities, may be superficial and lacking detail.
	<b>0 marks</b>
0	Not credit worthy or attempted.
<b>Band</b>	<b>Modifications and improvements (2) AO4</b>
	<b>2 marks</b>
2	Detailed comments and realistic ideas on how to improve and possibly modify the work.
	<b>1 marks</b>
1	Limited comments on how to improve and/or modify the work.
	<b>0 marks</b>
0	Not credit worthy or attempted.

<b>Assessment grid Unit 2</b>						
<b>Section</b>	<b>Mark</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>		<b>Total</b>
				<b>1a</b>	<b>1b</b>	
<b>Assessment 1</b>						
a	10	10				10
b	20	20				20
c	10				10	10
<b>Assessment 2</b>						
a	10		10			10
b	15		15			15
c	45		45			45
d	10				10	10
<b>Totals</b>	<b>120</b>	<b>30</b>	<b>70</b>	<b>20</b>		<b>120</b>