

# **Level 2 Cookery and Service for the Hospitality Industry (6106-001)**

**Version 1.1**

**Assessment Pack**

**Sample Synoptic Assignment**

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
1.1 Dec 2016	Small typographical errors	Throughout
	Added to assessor guidance	Task instructions for centres

## General guidance for candidates

### **General guidance**

This is a formal assessment that you will be marked and graded on. You will be marked on the quality and accuracy of your practical performance and any written work you produce. It is therefore important that you carry your work out to the highest standard you can. You should show how well you know and understand the subject and how you are able to use your knowledge and skills together to complete the tasks.

### **Plagiarism**

This is an assessment of your abilities, so the work must be all your own work and carried out under the conditions stated. You will be asked to sign a declaration that you have not had any outside help with the assessment.

Your tutor is allowed to give you some help understanding the assignment instructions if necessary, but they will record any other guidance you need and this will be taken into account during marking.

Plagiarism is the failure to acknowledge sources properly and/or the submission of another person's work as if it were your own. Plagiarism is not allowed in this assignment.

Where research is allowed, your tutor must be able to identify which work you have done yourself, and what you have found from other sources. It is therefore important to make sure you acknowledge all sources and clearly reference any information taken from them.

### **Timings and planning**

Where you have to plan your time, you should take care to make sure you have divided the time available between tasks appropriately. In some assignments, there are specified timings which cannot be changed and which need to be taken into account. You should check your plan is appropriate with your tutor.

If you have a good reason for needing more time, you will need to explain the reasons to your tutor and agree a new deadline date. Changes to dates will be at the discretion of the tutor, and they may not mark work that is handed in after the agreed deadlines.

### **Health and Safety**

You must always work safely and hygienically, in particular while you are carrying out practical tasks.

You must always follow any relevant Health and Safety regulations and codes of practice.

If your tutor sees you working in a way that is unsafe for yourself or others, they will ask you to stop immediately, and tell you why. Your tutor will not be able to reassess you until they are sure you are ready for assessment and can work safely.

### **Presentation of work**

Presentation of work must be neat and appropriate to the task.

You should make sure that each piece of evidence including any proformas, eg record/job cards are clearly labelled with your name and the assignment reference.

All electronic files must be given a clear file name that allows your tutor to identify it as your work.

Written work, eg reports, may be word processed but this is not a requirement.

## Assignment brief

You are working in a three star hotel that attracts a wide range of guests. You have been asked to devise a breakfast menu that you will then cook and serve in the hotel's restaurant.

You are required to evaluate your performance in order to develop your cookery and service skills.

## Tasks

### Task 1

- a) Plan a menu suitable for the occasion, which must include a range of dishes and beverages, taking into account a variety of customer requirements and justifying your choices.
- b) Select a dish from your menu and plan how you will prepare, cook and serve it for a minimum of three covers.
- c) Plan how you will review and reflect on your work.

#### Conditions of assessment:

- Your planning documents must be completed working alone under supervised conditions.

#### What must be presented for marking:

- menu with justification of choices
- delivery plan and relevant documentation
- documentation to be used for review/ reflection.

### Task 2

Prepare, cook and present your chosen dish for three people.

#### Conditions of assessment:

- Your food preparation and cooking must be completed working alone under supervised conditions.

#### What must be presented for marking:

- one portion of your chosen dish.

#### Additional evidence of your performance that must be captured for marking:

- Photographs of your working practices and chosen dish.
- Your tutor's notes and evaluation of your standard of working practices and the quality of the dish.

### Task 3

- a) Prepare for the service, liaising with the kitchen as required.
- b) Prepare and serve a beverage to accompany the meal.
- c) Serve and clear, taking into account the customers' overall meal experience.

#### **Conditions of assessment:**

- The food and beverage service must be prepared for and carried out working alone under supervised conditions.

#### **What must be presented for marking:**

- Photographs of your service procedures and your table set up.
- Your tutor's notes and evaluation of your standard of working practices and the quality of the service.

### Task 4

Carry out a review and reflection of the food preparation, cooking and service, evaluating your own performance and taking into account feedback from other sources.

#### **Conditions of assessment:**

- Your review and reflection must be completed working alone under supervised conditions.
- You may refer back to your own planning documents from Task 1.

#### **What must be presented for marking:**

- Completed evaluation of food preparation, cooking and service.

## Task instructions for centres

### **Time**

The recommended time allocated for the completion of the tasks and production of evidence for this assessment is between **six** and **seven** hours. It is the centre's responsibility to arrange how this time is managed to fit with timetables during the assessment period. It is recommended that Task 1 should take 2 hours, Task 2 a maximum of 2 hours, and Task 4 should take 1½ hours. It is recommended that Task 3 take 1½ hours to include 30 minutes for preparation of the service area.

The tasks can be assessed consecutively however it is not a requirement, and due to the nature of the practical assessment, they may be completed at different times. It is recommended that candidates complete Task 2 and Task 3 on separate occasions.

It is also recommended that candidates complete Task 1 no more than one week before the practical assessment. Additionally, it is recommended that there are no more than two days between the practical and evaluation tasks.

### **Resources**

Candidates must have access to a suitable range of resources to carry out the tasks and to have the opportunity to choose materials demonstrating the ability to select from a range of appropriate materials.

### **Tasks**

#### *Task 1*

All resources identified in the candidate's plans must be available for the practical activities. Therefore, **candidates must discuss their plans with the tutor, and the tutor must confirm that the plans and dish selection are appropriate prior to the practical assessment.** The selected dish **must** incorporate cooking skills.

The candidate's plans must include:

- menu with justification of choices
- recipe and method sheets for chosen dish
- allergen sheet
- time plan
- equipment list (kitchen and service)
- service plan
- documentation to be used for review/reflection.

#### *Task 2*

The assessment **must** take place in a working environment (which could be the RWE within a school/ college environment).

Candidates will produce three covers, two of which will be served to customers and one that the tutor will assess.

It is recommended that a maximum of six candidates are assessed at any one time for this task.

Tutors are encouraged to take photographs of completed dishes and candidate's working practices to support assessment decisions.

### *Task 3*

The assessment **must** take place in a working environment (which could be the RWE within a school/ college environment).

Candidates will set up, serve and clear a table of two covers including beverage(s). Candidates will need to liaise with the kitchen to identify the correct service requirements for the dish.

It is recommended that a maximum of six candidates are assessed at any one time for this task.

Tutors are encouraged to take photographs of candidate's service procedures and their table set up to support assessment decisions.

### *Task 4*

Candidates will evaluate all stages of the assignment and their performance through a written document, highlighting strengths and weaknesses and suggesting areas for improvement. To support this document, candidates should collect evidence from all stages of the assignment.

**Evidence collected for use in the evaluation should be submitted to the tutor for approval before candidates can begin their written evaluation.** This is to ensure that candidates are not writing their report in unsupervised conditions or before the assessment begins. The centre has the freedom to decide when this checking activity will take place, as long as it occurs before writing begins. Evidence should be returned to the candidates before they begin writing.

## Centre guidance

This synoptic assessment is designed to require the candidate to make use their knowledge, understanding and skills they have built up over the course of their learning to tackle problems/tasks/challenges.

This approach to assessment emphasises to candidates the importance and applicability of the full range of their learning to practice in their industry area, and supports them in learning to take responsibility for transferring their knowledge, understanding and skills to the practical situation, fostering independence, autonomy and confidence.

Candidates are provided with an assignment brief. They then have to draw on their knowledge and skills and independently select the correct processes, skills, materials, and approaches to take to provide the evidence specified by the brief.

During the learning programme, it is expected that tutors will have taken the opportunity to set shorter, formative tasks that allow candidates to be supported to independently use the learning they have so far covered, drawing this together in a similar way, so they are familiar with the format, conditions and expectations of the synoptic assessment.

You should explain to candidates what the Assessment Objectives are and how they are implemented in marking the assignment, so they will understand the level of performance that will achieve them high marks.

The candidate should not be entered for the assessment until the end of the course of learning for the qualification so they are in a position to complete the assignment successfully.

### **Health and safety**

Candidates should not be entered for assessment without being clear of the importance of working safely, and practice of doing so. The tutor must immediately stop an assessment if a candidate works unsafely. At the discretion of the tutor, depending on the severity of the incident, the candidate may be given a warning. If they continue to work unsafely however, their assessment must be ended and they must retake the assessment at a later date.

### **Observation**

Where the tutor is required to carry out observation of performance, detailed notes must be taken using the Practical observation (PO) form provided. This may be a generic form or tailored to the specific assignment. The centre has the flexibility to adapt the form, or produce their own to suit local requirements as long as this does not change or restrict the type of evidence collected (eg to use tablet, hand-written formats, or to ease local administration).

Observation notes form part of the candidate's evidence and must describe **how well** the activity has been carried out, rather than stating the steps/ actions the candidate has taken. The notes must be very descriptive and focus on the **quality** of the performance in such a way that comparisons between performances can be made and which provide the evidence on which the award of marks can be made by the marker and, if sampled, the moderator.

Identifying **what it is** about the performances that is **different** between candidates can clarify the qualities that are important to record. Each candidate may carry out the same steps, so a checklist of this information would not add information to help differentiate between them, but qualitative comments on **how well** they do it, and quantitative records of accuracy and tolerances would.

The tutor should refer to the marking grid to ensure appropriate aspects of performance are recorded. These notes will be used for marking and moderation purposes and so must be detailed, accurate and differentiating.

Tutors should ensure that any required additional supporting evidence including eg photographs or video can be easily matched to the correct candidate, are clear, sufficiently well-lit and showing

the areas of particular interest for assessment (ie taken at appropriate points in production, showing accuracy of measurements where appropriate).

If candidates are required to work as a team, each candidate's contribution must be noted separately. The tutor may intervene if any individual candidate's contribution is unclear or to ensure fair access (see below).

See the **Technical qualifications – marking and moderation** centre guidance document for further information on gathering evidence suitable for marking and moderation.

### Minimum evidence requirements

The sections:

- **What you must produce for marking**, and
- **Additional evidence of your performance that must be captured for marking**

in the assignment list the minimum requirements of evidence to be submitted for marking and moderation.

Evidence above and beyond this may be submitted, but should provide useful information for marking and moderation.

Where candidates have carried out some work as a group, the contribution of each candidate must be clear. It is not appropriate to upload identical information for each candidate without some way for the moderator to mark the candidates individually.

Where the minimum requirements have **not** been met, the moderation remark and any subsequent adjustment will be based on the evidence that has been submitted. **Where this is insufficient to provide a mark on moderation, a mark of zero may be given.**

### Preparation

Candidates should be aware of which aspects of their performance (across the AOs) will give them good marks in assessment. This is best carried out through routinely pointing out good or poor performance during the learning period, and through formative assessment. Candidates should be encouraged to do the best they can and be made aware of the difference between these summative assessments and any formative assessments they have been subject to. Candidates may not have access to the full marking grids, as these may be misinterpreted as pass, merit distinction descriptors. See the **Technical qualifications – teaching, learning and assessment** centre guidance document for further information on preparing candidates for Technical qualification assessment.

### **Guidance on assessment conditions**

The assessment conditions that are in place for this synoptic assignment are to:

- ensure the rigour of the assessment process
- provide fairness for candidates
- give confidence in the outcome.

They can be thought of as the rules that ensure that all candidates who take an assessment are being treated fairly, equally and in a manner that ensures their result reflects their true ability.

The conditions outlined below relate to this summative synoptic assignment. These do not affect any formative assessment work that takes place. Formative assessment will necessarily take a significant role throughout the learning programme where support, guidance and feedback (with the opportunity to show how feedback has been used to improve outcomes and learning) are critical. This approach is not, however, valid for summative assessment. The purpose of summative assessment is to confirm the standard the candidate has achieved as a result of participating in the learning process.

### **Authentication of candidate work**

Candidates are required to sign declarations of authenticity, as is the tutor. The relevant form is included in this assignment pack.

The final evidence for the tasks that make up this synoptic assignment must be completed under the specified conditions. This is to ensure authenticity and prevent malpractice as well as to assess and record candidate performance for assessment in the practical tasks. Any aspect that may be undertaken in unsupervised conditions is specified. It is the centre's responsibility to ensure that local administration and oversight gives the tutor sufficient confidence to be able to confirm the authenticity of the candidate's work.

Candidate evidence must be kept secure to prevent unsupervised access by the candidate or others. Where evidence is produced over a number of sessions, the tutor must ensure learners and others cannot access the evidence without supervision. This might include storing written work or artefacts in locked cupboards and collecting memory sticks of evidence produced electronically at the end of each session.

**Where the candidate or tutor is unable to, or does not confirm authenticity through signing the declaration form, the work will not be accepted at moderation and a mark of zero will be given. If any question of authenticity arises eg at moderation, the centre may be contacted for justification of authentication.**

### **Accessibility and fairness**

Where a candidate has special requirements, tutors should refer to the *Access arrangements and reasonable adjustments* section of the City& Guilds website.

Tutors can support access where necessary by providing clarification to **any** candidate on the requirements or timings of any aspect of this synoptic assignment. Tutors should **not** provide more guidance than the candidate needs as this may impact on the candidate's grade, see the guidance and feedback section below.

All candidates must be provided with an environment and resources that allows them access to the full range of marks available.

Where candidates have worked in groups to complete one or more tasks for this synoptic assessment, the tutor must ensure that no candidate is disadvantaged as a result of the performance of any other team member. If a team member is distracting or preventing another team member from fully demonstrating their skills or knowledge, the tutor must intervene.

### **Guidance and feedback**

Guidance must only support access to the assignment and must not provide feedback for improvement. The level and frequency of clarification & guidance should be recorded fully on the candidate record form (CRF), must be taken into account along with the candidate's final evidence during marking and must be made available for moderation. Tutors must **not** provide feedback on the quality of the performance or how the quality of evidence can be improved. This would be classed as malpractice. Tutors should however provide general reminders to candidates throughout the assessment period that they must check their work thoroughly before submitting it to be sure that they are happy with their final evidence as it may not be worked on further after submission.

Candidates can rework any evidence that has been produced for this synoptic assignment during the time allowed. However, this must be as a result of their own review and identification of weaknesses and not as a result of tutor feedback. Once the evidence has been submitted for assessment, no further amendments to evidence can be made.

Tutors should ensure that candidates' plans or completion of the tasks distribute the time available appropriately and may guide candidates on where they should be up to at any point in a general way. Any excessive time taken for any task should be recorded and should be taken into account during marking if appropriate

It is up to the marker to decide if the guidance required suggests the candidate is lacking in any AO, the severity of the issue, and how to award marks on the basis of this full range of evidence. The tutor must record where and how guidance has had an impact on the marks given, so this is available should queries arise at moderation or appeal.

### **What is, and is not, an appropriate level of guidance**

- A tutor **should** intervene with caution if a candidate has taken a course of action that will result in them not being able to submit the full range of evidence for assessment. However this should **only** take place once the tutor has prompted the candidate to check that they have covered all the requirements. Where the tutor has to be explicit as to what the issue is, this is likely to demonstrate a lack of understanding on the part of the candidate rather than a simple error, and full details should be recorded on the CRF.
- The tutor **should not** provide guidance if the candidate is thought to be able to correct the issue without it, and a prompt would suffice. In other words only the minimum support the candidate actually needs should be given, since the more guidance provided, the larger the impact on the marks awarded.
- A tutor may **not** provide guidance that the candidate's work is not at the required standard or how to improve their work. In this way, candidates are given the chance to identify and correct any errors on their own, providing valid evidence of knowledge and skills that will be credited during marking.

Both prompts and details of the nature of any further guidance must be recorded and reviewed during marking and moderation.

### **Guidance on marking**

Please see the **Technical qualifications – marking and moderation** centre guidance document for further information on gathering evidence suitable for marking and moderation, and on using the following marking grid.

The Candidate Record Form (CRF) is used to record:

- Details of any guidance or the level of prompting the candidate has received during the assessment period
- Rough notes made while reviewing the evidence – alternatively these may be captured on the marking and moderation platform.
- Summary justifications when holistically coming to an overall judgement of the mark.

## Marking grid

For any category, 0 marks may be awarded where there is no evidence of achievement

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
15	<b>AO1 Recall of knowledge relating to the qualification LOs</b> <ul style="list-style-type: none"> <li>Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand?</li> <li>How accurate is their knowledge? Are there any gaps or misunderstandings evident?</li> <li>How confident and secure does their knowledge seem?</li> </ul>	<p align="center"><b>(1-3 marks)</b></p> <p><b>Recall shows some weaknesses in breadth and/or accuracy.</b> Hesitant, gaps, inaccuracy</p>	<p align="center"><b>(4-6 marks)</b></p> <p><b>Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor.</b> Sound, minimal gaps</p>	<p align="center"><b>(7-9 marks)</b></p> <p><b>Consistently strong evidence of accurate and confident recall from the breadth of knowledge.</b> Accurate, confident, complete, fluent</p>
<p><b>Examples of types of knowledge expected:</b> Industry structure, roles and responsibilities, legislation, hot and cold beverages, allergens, service plan considerations, trends and development, commodities, cooking methods, equipment.</p>				
		<p>Menu produced identifies a limited range of suitable dishes and hot and cold beverages.</p> <p>Menu produced fails to identify majority of allergens.</p> <p>Service plan takes into account a limited number of considerations and shows basic knowledge of each consideration.</p>	<p>Menu produced identifies a wide range of suitable dishes and hot and cold beverages.</p> <p>Menu produced identifies majority of allergens within the menu.</p> <p>Service plan takes into account the key considerations and shows some knowledge of each consideration.</p>	<p>Menu produced identifies a wide range of suitable hot and cold beverages, complementing the dishes and reflecting contemporary trends.</p> <p>Menu produced identifies all possible allergens within the menu.</p> <p>Service plan takes into account a full range of considerations and shows depth of knowledge of each consideration.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	<p><b>AO2 Understanding of concepts theories and processes relating to the LOs</b></p> <ul style="list-style-type: none"> <li>Does the candidate make connections and show causal links and explain why?</li> <li>How well theories and concepts are applied to new situations/the assignment?</li> <li>How well chosen are exemplars – how well do they illustrate the concept?</li> </ul>	<p><b>(1-4 marks)</b></p> <p><b>Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete.</b></p> <p>Misunderstanding, illogical connections, guessing,</p>	<p><b>(5-8 marks)</b></p> <p><b>Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored.</b></p> <p>Logical, slightly disjointed, plausible,</p>	<p><b>(9-12 marks)</b></p> <p><b>Consistently strong evidence of clear causal links in explanations generated by the candidate. Candidate uses concepts and theories confidently in explaining decisions taken and application to new situations.</b></p> <p>Logical reasoning, thoughtful decisions, causal links, justified</p>
<p><b>Examples of understanding expected:</b> Understanding the use of technical skills, methods and equipment required for dish, food and beverage service skills, communication, technologies, environmental and sustainable practices, health and nutrition.</p>				
		<p>Demonstrates a limited understanding of the technical skills, methods and equipment needed to meet the requirements of the finished dish.</p>	<p>Demonstrates a moderate understanding of the main technical skills, methods and equipment needed to meet the requirements of the finished dish.</p>	<p>Demonstrates a clear and precise understanding of a variety of technical skills, methods and equipment needed to meet the requirements of the finished dish.</p>
		<p>Demonstrates a limited understanding of food and beverage service skills and the need to use social skills during the service sequence.</p>	<p>Demonstrates a moderate understanding of food and beverage service skills, and the need to use social skills at key points during the service sequence.</p>	<p>Consistently demonstrates a clear understanding of food and beverage service skills and the need for a high level of social skills throughout the service sequence.</p>
		<p>Shows a limited understanding of the need to communicate relevant information with other team members.</p>	<p>Shows a moderate understanding of the need to communicate relevant information with other team members.</p>	<p>Shows a clear and precise understanding of the need to communicate relevant information with other team members on an ongoing basis.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	<b>AO3 Application of practical/ technical skills</b> <ul style="list-style-type: none"> <li>• How practiced/fluid does hand eye coordination and dexterity seem?</li> <li>• How confidently does the candidate use the breadth of practical skills open to them?</li> <li>• How accurately/ successfully has the candidate been able to use skills/achieve practical outcomes?</li> </ul>	<p align="center"><b>(1-4 marks)</b></p> <p><b>Some evidence of familiarity with practical skills. Some awkwardness in implementation, may show frustration out of inability rather than lack of care.</b></p> <p>Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy.</p>	<p align="center"><b>(5-8 marks)</b></p> <p><b>Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature.</b></p> <p>Somewhat successful, some inconsistencies, fairly adept/ capable.</p>	<p align="center"><b>(9-12 marks)</b></p> <p><b>Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity.</b></p> <p>Dextrous, fluid, comes naturally, skilled, practiced</p>
		<p><b>Examples of types of skills expected:</b> Compliance with health and safety, food safety throughout food production and service, customer interaction, food and beverage service skills, food preparation and production skills, team work.</p>		

		<p><b>Bottom of band</b> Demonstrates a lack of technical skills and methods to produce the end product. Fails to adhere to applicable legislation during food production.</p> <p>Demonstrates a lack of planning, preparation, service skills and customer interaction. Fails to adhere to applicable legislation during the food and beverage service.</p> <p><b>Top of band</b> Demonstrates a limited standard of some technical skills and methods. Adheres to applicable legislation intermittently during food production, missing out some key requirements.</p> <p>Demonstrates a limited standard of planning, preparation, service skills and customer interaction. Adheres to applicable legislation intermittently during the food and beverage service, missing out some key requirements.</p>	<p><b>Bottom of band</b> Demonstrates a basic standard of the required technical skills and methods and adheres to applicable legislation at most times during food production.</p> <p>Demonstrates a basic standard of planning, preparation, service skills and customer interaction and adheres to applicable legislation at most times during the food and beverage service.</p> <p><b>Top of band</b> Demonstrates an acceptable standard of the required technical skills and methods, showing confidence in their work at most times and adheres to applicable legislation at every stage of food production.</p> <p>Demonstrates an acceptable standard of planning, preparation, service skills and customer interaction, shows confidence in their work at most times and adheres to applicable legislation at every stage of the food and beverage service.</p>	<p><b>Bottom of band</b> Consistently demonstrates a good standard of the required technical skills and methods, maintains confidence in their work and adheres to applicable legislation at every stage of food production.</p> <p>Consistently demonstrates a good standard of planning, preparation, service skills and customer interaction, maintains confidence in their work and adheres to applicable legislation at every stage of the food and beverage service.</p> <p><b>Top of band</b> Consistently demonstrates an excellent standard of the required technical skills and methods, maintains a high level of confidence in their work and adheres to applicable legislation at every stage of food production.</p> <p>Consistently demonstrates an excellent standard of planning, preparation, service skills and customer interaction, maintains a high level of confidence in their work and adheres to applicable legislation at every stage of the food and beverage service.</p>
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%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	<p><b>AO4 Bringing it all together - coherence of the whole subject</b></p> <ul style="list-style-type: none"> <li>• Does the candidate draw from the breadth of their knowledge and skills?</li> <li>• Does the candidate remember to reflect on theory when solving practical problems?</li> <li>• How well can the candidate work out solutions to new contexts/ problems on their own?</li> </ul>	<p><b>(1-4 marks)</b></p> <p><b>Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information.</b></p> <p>Some random trial and error, new situations are challenging, expects guidance, narrow. Many need prompting.</p>	<p><b>(5-8 marks)</b></p> <p><b>Shows good application of theory to practice and new context, some inconsistencies.</b></p> <p>Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice</p>	<p><b>(9-12 marks)</b></p> <p><b>Strong evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose.</b></p> <p>Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills.</p>
		<p><b>Examples of bringing it all together:</b> Applying and linking knowledge and understanding to the given scenario by putting theory into practice, learning by experience and experimenting.</p>		
		<p>Produced a limited plan, demonstrating insufficient understanding of theory and how to apply it practically. Demonstrates a weak application of their understanding and practical skills which may prevent the end product and meal experience from being achieved.</p>	<p>Created a valid and relevant plan, showing a good level of understanding of theory and how it can be applied practically. Demonstrates an application of their understanding and practical skills to largely achieve the end product and meal experience.</p>	<p>Created a comprehensive and in depth plan, showing a high level of understanding of theory and how it can be applied practically. Demonstrates a seamless application of their understanding and practical skills to successfully achieve the end product and meal experience.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	<b>A05 Attending to detail/perfecting</b> <ul style="list-style-type: none"> <li>Does the candidate routinely check on quality, finish etc and attend to imperfections/ omissions</li> <li>How much is accuracy a result of persistent care and attention (eg measure twice cut once)?</li> <li>Would you describe the candidate as a perfectionist and wholly engaged in the subject?</li> </ul>	<p align="center"><b>(1-2 marks)</b></p> <p><b>Easily distracted or lack of checking. Insufficiently concerned by poor result; little attempt to improve. Gives up too early; focus may be on completion rather than quality of outcome.</b></p> <p>Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated.</p>	<p align="center"><b>(3-4 marks)</b></p> <p><b>Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently.</b></p> <p>Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable.</p>	<p align="center"><b>(5-6 marks)</b></p> <p><b>Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction.</b></p> <p>Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous.</p>
		<p><b>Examples of attention to detail:</b> Meeting specific requirements of the task and following standard operating procedures, attention to detail, regular checks on quality of work, correcting errors as they arise; taking advice and acting upon it, responding to formative feedback.</p>		
		<p>Shows little consideration for detail or the intention to achieve a good standard.</p> <p>Makes little effort to monitor their own work or achieve satisfactory results.</p> <p>Does not accept feedback easily and makes little attempt to use this constructively.</p>	<p>Demonstrates some attention to detail and the intention to achieve a good standard.</p> <p>Monitors their own work and seeks ways to achieve satisfactory results in their production and service.</p> <p>Accepts feedback from a range of sources and attempts to use this constructively.</p>	<p>Demonstrates a clear eye for detail and strives for the highest standards of perfection from themselves and others.</p> <p>Consistently monitors their own work and seeks ways to improve the overall quality and efficiency of their production and service.</p> <p>Interprets feedback from a range of sources and uses this in a constructive manner to identify how to improve future performance.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
5	<b>AO6 Identify and use knowledge from other sources – research</b> <ul style="list-style-type: none"> <li>Does the candidate identify and use a wide range of appropriate sources effectively?</li> <li>How critically is information appraised, for plausibility, suitability and relevance?</li> <li>How purposefully is information used?</li> </ul>	<p style="text-align: center;"><b>(1 mark)</b></p> <p><b>Uncritical use of a few basic sources. Referencing lacking or inappropriate. Lack of interpretation/ consideration in use, referencing minimal.</b></p> <p>Limited, uncritical, unfocussed, no clear purpose, cut and paste.</p>	<p style="text-align: center;"><b>(2 marks)</b></p> <p><b>Use of sources is generally good, possibly inconsistent or critical appraisal is somewhat under-developed. Evidence of generally consistent referencing.</b></p> <p>Fitful, unexceptional, partially considered, reasonably reliable, sometimes straying from the aim.</p>	<p style="text-align: center;"><b>(3 marks)</b></p> <p><b>Broad and appropriate use of sources. Clear referencing and acknowledgement where appropriate. Information gathered is appropriate and used effectively.</b></p> <p>Broad/deep, relevant, considered, well chosen, purposeful, interpreted.</p>
		<p><b>Examples of research:</b> Using a range of sources eg internet, books, journals, industry visits and speakers, reference list, standard referencing framework, selection of relevant research material and sources, presentation of information in original format.</p>		
		<p>Little or no evidence of research being carried out to support their planning.</p>	<p>Selects a limited range of sources, identifying information to support their planning.</p>	<p>Utilises a wide range of sources, identifying relevant and purposeful information to support their planning.</p>

5	<b>AO7 Originality and creativity</b> <ul style="list-style-type: none"> <li>Does the candidate respond to the brief in an original way?</li> <li>Are ideas/ materials etc used in a creative novel, experimental way?</li> <li>Are creative, unconventional approaches taken in applying skills/ processes to meet a challenge?</li> </ul>	<b>(1 mark)</b> <b>Designs and solutions to problems follow conventional routes. Some evidence of experimentation or novel thought.</b> Unimaginative, uses existing/ conventional ideas, safe.	<b>(2 marks)</b> <b>Evidence of creativity/ originality/ experimentation, but may be incompletely developed or lacking in clear intention.</b> Somewhat original, beginnings of an idea, partially developed, lacking in confidence; avoiding risk, falling back on convention.	<b>(3 marks)</b> <b>Opportunities for creativity are identified and tackled with originality and imagination. Takes risks/ experimental</b> Original, creative, unique, unconventional, risky, fully developed, inspired.
		<b>Examples of creativity:</b> Dish originality and creativity, planning for events and service operations to meet a given brief, implementing contingencies.		
		Made little or no effort to introduce originality or creativity to their chosen dish or the dining experience.	Identified opportunities to show originality and creativity in their chosen dish and the dining experience, without being able to fully implement their ideas successfully.	Identified and implemented opportunities to show originality and creativity that enhances their chosen dish and the dining experience.

5	<b>AO8 Communication/ Presentation/ Documentation</b> <ul style="list-style-type: none"> <li>How well are formally produced pieces of work (writing, drawings, posters etc) structured, laid out, presented, communicated?</li> <li>Does the candidate use logical and well structured writing that is coherent and easy to follow?</li> <li>How appropriate and well presented are the chosen communication methods and formats?</li> </ul>	<p align="center"><b>(1 mark)</b></p> <p><b>Format choices are limited to a basic 'tool kit' and sometimes inappropriate. Some evidence of attempts to use structure and layout to aid communication.</b></p> <p>Somewhat disorganised/ unstructured, informal, basic.</p>	<p align="center"><b>(2 marks)</b></p> <p><b>Some successful use of conventional formats, but some content may be lacking, eg in logical/coherent approach.</b></p> <p>Reasonably successful, conveys message quite well.</p>	<p align="center"><b>(3 marks)</b></p> <p><b>Appropriate choice of methods, layout, styles and conventions maximise communication. Written style and structure/composition is coherent and logical.</b></p> <p>Professional, organised, well structured, easy to follow, even complex ideas.</p>
		<p><b>Examples of communication:</b> Use of accurate presentation, assignment writing skills, layout and presentation aid effective communication of information, coherence of arguments, well expressed sentence structure (syntax) and grammar, use of referenced data and images to support descriptions and explanations.</p>		
		<p>Candidates provide basic responses to assessment tasks. Work contains grammatical and spelling errors.</p>	<p>Candidates provide generally consistent responses to assessment tasks. Some grammatical and spelling errors. Written and verbal explanation generally enables the candidate to address discussion topics.</p>	<p>Candidates provide clear and consistent responses to assessment tasks. Few grammatical and spelling errors. Written and verbal explanation enables the candidate to show depth and breadth of discussion topics.</p> <p>Responses to assessment tasks have clear and cohesive structure. Communication methods, language and terminology are always appropriate to assessment task.</p>

# Declaration of Authenticity

Candidate name

Candidate number

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Centre name

---

Centre number

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## Candidate:

**I confirm that all work submitted is my own, and that I have acknowledged all sources I have used.**

Candidate signature

Date

## Tutor:

**I confirm that all work was conducted under conditions designed to assure the authenticity of the candidate's work, and am satisfied that, to the best of my knowledge, the work produced is solely that of the candidate.**

---

Tutor signature

Date

## Note:

**Where the candidate and/or tutor is unable to, or does not confirm authenticity through signing this declaration form, the work will not be accepted at moderation and a mark of zero will be given. If any question of authenticity arises, the tutor may be contacted for justification of authentication.**

# Candidate Record Form (CRF)

Candidate Name:  
Candidate Number:

Assessment ID:  
Centre Number:  
**Total Mark:**

	Summary justification	AO Mark
<b>A01</b> Recall		
<b>A02</b> Understanding		
<b>A03</b> Practical/ technical skills		
<b>A04</b> Bringing it all together		
<b>A05</b> Attention to detail		
<b>A06</b> Research		
<b>A07</b> Creativity		
<b>A08</b> Communication		

Tutor/assessor signature:

Date:

## Candidate Record Form (CRF)

### Marker Notes

<b>A01 - Recall</b> Breadth, depth, accuracy	<b>Examples of types of knowledge expected:</b> Industry structure, roles and responsibilities, legislation, hot and cold beverages, allergens, service plan considerations, trends and development, commodities, cooking methods, equipment.		
15%	Band1 # – # marks	Band 2 # – # marks	Band 3 # – # marks
Mark:	Notes/Comments		
<b>A02 - Understanding</b> Security of concepts, causal links	<b>Examples of understanding expected:</b> Understanding the use of technical skills, methods and equipment required for dish, food and beverage service skills, communication, technologies, environmental and sustainable practices, health and nutrition.		
20%	Band1 # – # marks	Band 2 # – # marks	Band 3 # – # marks
Mark:	Notes/Comments		
<b>A03 - Practical skill</b> Dexterity, fluidity, confidence, ease of application	<b>Examples of skills expected:</b> Compliance with health and safety, food safety throughout food production and service, customer interaction, food and beverage service skills, food preparation and production skills, team work.		
20%	Band1 # – # marks	Band 2 # – # marks	Band 3 # – # marks
Mark:	Notes/Comments		
<b>A04 – Bringing it together</b> use of knowledge to apply skills in new context	<b>Examples of bringing it all together:</b> Applying and linking knowledge and understanding to the given scenario by putting theory into practice, learning by experience and experimenting.		
20%	Band1 # – # marks	Band 2 # – # marks	Band 3 # – # marks
Mark:	Notes/Comments		

<b>A05 - Attending to detail / perfecting</b> Repeated checking, perfecting, noticing	<b>Examples of attending to detail:</b> Meeting specific requirements of the task and following standard operating procedures, attention to detail, regular checks on quality of work, correcting errors as they arise; taking advice and acting upon it, responding to formative feedback.		
10%	Band1 # – # marks	Band 2 # – # marks	Band 3 # – # marks
Mark:	Notes/Comments		
<b>A06 - Research</b> Appropriateness, good use, referencing	<b>Examples of research:</b> Using a range of sources eg internet, books, journals, industry visits and speakers, reference list, standard referencing framework, selection of relevant research material and sources, presentation of information in original format.		
5%	Band1 # – # marks	Band 2 # – # marks	Band 3 # – # marks
Mark:	Notes/Comments		
<b>A07 - Creativity</b> Original, developed, challenging convention	<b>Examples of creativity:</b> Dish originality and creativity, planning for events and service operations to meet a given brief, implementing contingencies.		
5%	Band1 # – # marks	Band 2 # – # marks	Band 3 # – # marks
Mark:	Notes/Comments		
<b>A08 - Communication</b> Fitness for purpose, clarity	<b>Examples of communication:</b> Use of accurate presentation, assignment writing skills, layout and presentation aid effective communication of information, coherence of arguments, well expressed sentence structure (syntax) and grammar, use of referenced data and images to support descriptions and explanations.		
5%	Band 1 – # – # marks	Band 2 – # – # marks	Band 3 – # – # marks
Mark:	Notes/Comments		

**Please refer to the full marking grid for the qualification for full details of marking requirements.**

**Where marker notes and justifications are captured on the marking and moderation platform, this form is not required**

# Practical Observation Form (PO)

**Candidate Name:**  
**Candidate Number:**

**Assessment ID:**  
**Centre Number:**

## Notes

### **A01 - Recall**

Breadth, depth,  
accuracy

### **A02 - Understanding**

Security of concepts,  
causal links

### **A03 - Practical skill**

Dexterity, fluidity,  
confidence, ease of  
application

### **A04 – Bringing it all together**

use of knowledge to  
apply skills in new  
context

### **A05 - Attending to detail / perfecting**

Repeated checking,  
perfecting, noticing

### **A06 - Research**

Appropriateness, good  
use, referencing

### **A07 - Creativity**

Original, developed,  
challenging convention

### **A08 - Communication**

Fitness for purpose,  
clarity

**Tutor/Assessor signature:**

**Date:**