

all you need to know.

Sample Portfolio

NCFE Level 2 Certificate in Food and Cookery (601/4533/X)

Unit 02 Understanding food (H/506/5037)

Issue 2 October 2016

Contents

Introduction	3
Learner evidence and External Quality Assurer commentary	4
Evidence and Grading Tracker	50
Summative feedback	52

Introduction

The material within this portfolio relates to:

Unit 02 – Understanding food (H/506/5037)

This portfolio is designed to demonstrate the types of evidence that could be produced for Unit 02 of the NCFE Level 2 Certificate in Food and Cookery. It's designed to provide guidance on how a portfolio could look, rather than being prescriptive.

Evidence may be submitted in a variety of forms. In this example there are written accounts and visual evidence, but some evidence could also be presented in an audio format if appropriate. Where the learner has provided visual evidence (for example screen grabs, copies of research), this has been clearly annotated to give context as to why it has been included. Each piece of evidence has been presented with the assessment criterion number shown at the top of the page.

This portfolio contains manufactured evidence produced by NCFE. External Quality Assurer guidance has been provided for each piece of evidence relating to an assessment criterion. The guidance comments on how the evidence meets the assessment criterion and what could be improved to obtain a higher grade.

The suggestions and assessment methods are not exhaustive and Teachers are encouraged to explore other methods which will support the learner to produce the best evidence that they're capable of for the unit. For further advice on the suitability of a particular assessment method, you can refer to the relevant qualification specification or contact your NCFE External Quality Assurer.

It's strongly recommended that each unit is presented and assessed individually to allow accurate judgements about the learner's competence. This will also make it easier to award a grade for the unit. The work must then be internally quality assured and made available for the External Quality Assurer. It's accepted that a piece of evidence may be presented for more than one unit. Where this is the case, the evidence must be clearly mapped to all units and assessment criteria it applies to when presented to the External Quality Assurer. This will enable them to make an accurate judgement about the learner's competence and overall unit grade. We would encourage the use of our Evidence and Grading Tracker document which is available on our website www.ncfe.org.uk, although any method which clearly records the evidence against the assessment criteria may be used.

Learner evidence and External Quality Assurer commentary

Unit 02 Understanding food (H/506/5037)

Learner evidence:

Name: XXXX	Unit 02 Understanding food (H/506/5037)
Date: 10/10/2016	Task 1: AC 1.1-1.3
Task 1 – I was asked to carry out some research to find out about the main food groups, their sources and the effects of the seasons on food availability. I have used my research to produce:	
AC 1.1 – an annotated diagram of the Eatwell Guide and notes	
AC 1.2 – a chart to explain the different sources of foods	
AC 1.3 – a report to explain how seasons affect food availability	
I will show these to the Youth Leaders to help them plan the food to serve during our youth club residential trip in June.	

External Quality Assurer commentary:

This work does not contribute to grading but demonstrates that the learner understands the task and how this relates to the assessment criteria; it also identifies the evidence for the assessment criteria. It is good practice that the learner makes reference to the scenario that has been set.

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion 1.1 Describe the main food groups

Learner evidence:

The Eatwell Guide: This replaced the Eatwell Plate in 2016. It shows us the 5 Food Groups we should eat every day and the proportion of each we should eat for a healthy balanced diet.

The guide gives a maximum intake per day of
2,000 Kcal for women and
2,500 Kcal for men
across all food and DRINKS.

Name: Learner Name
Task 1 A.C.1.1

FRUIT and VEGETABLES
e.g. apples, oranges, grapes, plums, Kiwi, fruit
• tinned fruit (in juice)
• frozen fruit • dried fruit
• carrots, tomatoes, onions, lettuce, cauliflower
• tinned vegetables (watch the salt/sugar levels)
• frozen vegetables.

POTATOES, BREAD, RICE, PASTA and other STARCHY CARBOHYDRATES:
e.g. boiled / jacket / mashed potatoes
• wholemeal bread, pitta bread etc.
• wholegrain rice
• wholewheat pasta
• porridge, couscous, buckwheat
• wholegrain breakfast cereals (watch the sugar levels / salt levels).

BEANS, PULSES, FISH, EGGS, MEAT and other PROTEINS
e.g. fresh, frozen, tinned fish and meat
• dried / tinned beans
• dried lentils / chick peas

DAIRY and ALTERNATIVES
e.g. milk, yoghurt, cheese, soya, almond "milk".

OTHER FOODS:
e.g. biscuits, cakes, crisps, sweets, chocolate, sauces.
DON'T EAT TOO MUCH OR TOO OFTEN.

WATER:
e.g. water, lower fat milk, sugar free diet tea (no sugar), coffee (no sugar), fruit juice and smoothies – unsweetened varieties max 150 ml.

OILS and SPREADS:
e.g. polyunsaturated spread such as Flora
• olive oil
• 'OneCal' oil spray

WATCH THE SALT/SUGAR LEVELS in tinned products.
CHOOSE THE LOWER FAT VARIETIES.

This resource has been created by the British Nutrition Foundation, on behalf of Public Health England (PHE). © British Nutrition Foundation 2016

Name: XXXX

Unit 02 Understanding food (H/506/5037)

Date: 10.10.2016

Assessment criterion: 1.1

Notes on food groups:

1. Potatoes, bread, rice, pasta and other starchy carbohydrates:

This group should make up a large percentage of our daily food intake and will give us:

- ENERGY to keep our bodies functioning and for activity.
- VITAMINS eg vitamin B1 (Thiamine) from fortified or wholemeal flour for energy release and vitamin B2 (Riboflavin) from potatoes and oatmeal for growth in children, and healthy skin and digestive systems.

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion 1.1 Describe the main food groups (cont'd)

Learner evidence (cont'd):

We should always choose the wholegrain types of these foods as they are higher in dietary fibre eg wholemeal bread, wholegrain (brown) rice and should choose products with less saturated fat, salt and sugar where possible. Potatoes should be eaten with their skins where possible eg new potatoes can be scrubbed and cooked with their skins and the “jacket” on a baked potato should be eaten. If eaten in excess so that energy intake exceeds energy use this group can contribute to obesity.

2. Fruit and vegetables:

This group should make up a large percentage of our daily food intake. We should eat a minimum of 5 portions of fruit and vegetables every day. This will give us:

- VITAMINS eg Vitamin A from carrots to help us to see clearly in dim light and Vitamin C from oranges to help us to fight infection.
- MINERALS eg calcium from broccoli for the development of strong bones and teeth and iron from dried apricots and green cabbage for our red blood cells.
- NON-STARCHY POLYSACCHARIDES - dietary fibre, which is not digested but helps the digestive processes and prevents constipation, which can have serious long-term effects.

Fruit and vegetables can be fresh, frozen, canned or dried and we should try to eat a good variety. Care should be taken when eating processed fruit and vegetables, eg canned, to check that the sugar and/or salt levels are not too high – this is generally shown on product labels using the traffic light system as a percentage of the Reference Intake (based on the maximum recommended for an adult woman).

3. Beans, pulses, fish, eggs, meat and other proteins:

A medium amount of foods from this group should be eaten every day and we are being encouraged to eat:

- more beans and pulses (eg peas, lentils) for our protein as this contains no fat – and also gives us plenty of dietary fibre
- less red meat eg beef and lamb, because this can increase our saturated fat intake
- less processed meat eg ham, bacon, sausages and burgers as this tends to contain a lot of salt and saturated fat
- fish twice a week – one portion should be oily fish eg mackerel or salmon (from sustainable stocks) as this is a good source of omega-3 fatty acids for eg healthy brain and heart.

We need some protein everyday as this gives us amino acids for growth and repair of body cells. It can also provide us with energy if we do not have enough carbohydrates and fats but it is generally an expensive way to supply our energy needs.

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion 1.1: Describe the main food groups (cont'd)

Learner evidence (cont'd):

4. Dairy and alternatives:

A small amount of foods from this group should be eaten every day to give:

- MINERALS especially calcium for strong bones and teeth.
- VITAMINS ie Vitamin A from milk and cheese for the growth of children, especially needed for their bones and teeth and the manufacture of “visual purple” for vision in dim light.
- PROTEIN – along with the Beans, pulses, fish, eggs, meat and other proteins group. Dairy and alternatives are not included in this group due to their high fat content.

Excess should be avoided due to the saturated fat content. Always choose the lower fat varieties such as skimmed or semi-skimmed milk rather than full fat milk and lower fat cheeses eg you could choose feta instead of cheddar (however be aware that all cheese is high in salt so should be eaten in small amounts).

5. Oils and spreads:

On the new Eatwell Guide these have been identified as being needed by the body on a daily basis but in very small amounts. We should choose oils that contain unsaturated fatty acids (generally from plant sources such as seeds, fruit and nuts) eg olive oil, sunflower and rapeseed oil and spreads made from these oils. We should choose these rather than those containing a high level of saturated fat (ie generally from animal sources) eg butter, lard, suet and ghee. This is because the saturated fatty acids help to lower cholesterol levels in the blood, which can contribute to coronary heart disease by thickening the arteries and making the heart have to pump more strongly. We also need a small amount of these unsaturated oils for omega-3 fatty acids for healthy brain and heart function; they will also provide the body with a concentrated energy source but if eaten in excess can contribute to obesity.

How will this information help you to plan the meals for our youth club residential trip in June?

- Plan meals that are high in starchy carbohydrates and fruit and vegetables, contain some protein and dairy foods and very little oils and spreads.
- Choose unsaturated oils and spreads.
- Choose wholemeal bread and wholegrain foods like brown rice and wholewheat pasta.
- Choose low fat, low salt and low sugar varieties where you can.
- Check processed foods for hidden added sugar and salt eg breakfast cereals.
- Take care with packed lunches – include fruit rather than crisps and biscuits.

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion 1.1: Describe the main food groups (cont'd)

External Quality Assurer commentary:

To achieve a Pass the learner would have to name and describe the main food groups using the names for the groups on the Eatwell Guide (2016 replacement for the Eatwell Plate) or as given in the range. A learner-designed chart would be useful evidence for this assessment criterion to give structure to the evidence. For each food group the learner would give specific foods which should be included and/or avoided in the diet and some basic information on the contribution that the group makes to the diet eg the nutrients provided.

To achieve a Merit the learner would have to describe clearly, and in greater detail, the specific contribution(s) that foods from each food group can make to the diet. The learner would make reference to the functions of specific nutrients that each group provides and an indication of why foods from certain groups should be limited.

The learner's evidence has achieved a Distinction. The learner has described comprehensively the specific nutritional contribution(s) that foods from each food group can make to the diet and reasons why intake of some should be limited. They have included an annotated diagram of the Eatwell Guide showing the proportion of each of the food groups that should make up a balanced/healthy diet with specific examples of foods in each group from a variety of sources. They have also made reference to salt intake, the importance of hydration and maximum daily kilocalorie intake for men and women. The learner demonstrates understanding by applying the information they give to the scenario set, which is good practice.

Grade awarded for this assessment criterion – Distinction.

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion 1.2: Describe sources of foods from each main food group

Learner evidence:

Name: XXXX		Unit 02 Understanding food (H/506/5037)
Date: 17/10/2016		Assessment criterion: 1.2
SOURCE	EXPLANATION	EXAMPLES FROM MAIN FOOD GROUPS
FARM GROWN	<p>This means that the food is cultivated on a farm (or similar - eg in an orchard) and then harvested and sold to a food supplier or manufacturer. Food can be grown on plants below the ground eg carrots, or above the ground eg peas, or they can be grown on bushes eg raspberries, or on trees eg apples. Some farm grown foods need to be processed and/or used in food manufacture before they can be eaten.</p> <p>NB some people also grow their own fruit, vegetables and salads eg in a garden or allotment.</p>	<p>1. Potatoes, bread, rice, pasta and other starchy carbohydrates: eg wheat, rye, rice, barley, spelt.</p> <p>2. Fruit and vegetables: fruit eg apples, cherries, strawberries, blackcurrants; vegetables eg peas, cauliflowers, turnips, beetroot, cucumber.</p> <p>3. Beans, pulses, fish, eggs, meat and other proteins: eg beans, peas and lentils are farm grown.</p> <p>4. Dairy and alternatives: these are not farm grown.</p> <p>5. Oils and spreads: eg rapeseed, olives, peanuts and sunflowers.</p>
REARED	<p>This means that the food is from an animal source; the animal needs to be reared on a farm. Foods which are reared may be processed and/or used in food manufacture before they can be eaten.</p> <p>NB some people also rear their own animals for food eg chickens, goats, rabbits in a garden or allotment.</p>	<p>1. Potatoes, bread, rice, pasta and other starchy carbohydrates: these are not reared.</p> <p>2. Fruit and vegetables: these are not reared.</p> <p>3. Beans, pulses, fish, eggs, meat and other proteins: chickens and other poultry eg turkey, goose and duck can be reared for meat or eggs; cattle, sheep and pigs are reared for meat. Fish can be farmed for sustainable stocks eg cod, salmon and prawns.</p>

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion 1.2: Describe sources of foods from each main food group (cont'd)

Learner evidence (cont'd):

		<p>4. Dairy and alternatives: cattle are reared for milk; this can be processed into cream, butter, cheese, and yoghurt. Sheep and goats can also be reared for milk.</p> <p>5. Oils and spreads: these are not produced from reared ingredients.</p>
<p>PROCESSED</p>	<p>This means that the food has been treated in some way. This is in order to:</p> <ul style="list-style-type: none"> • make it last longer by preserving it eg freezing, canning and drying • make sure it is safe to eat eg cleaning and pasteurisation • change the structure of it. 	<p>1. Potatoes, bread, rice, pasta and other starchy carbohydrates: eg wheat is processed to give flour to be used as a raw ingredient at home or in food manufacture.</p> <p>2. Fruit and vegetables: these may be cleaned and frozen, canned or dried eg frozen peas, canned pineapples, dried apricots.</p> <p>3. Beans, pulses, fish, eggs, meat and other proteins: beans and pulses may be cleaned and dried, fish may be frozen eg prawns; dried eg salt, cod; or canned eg tuna.</p> <p>4. Dairy and alternatives: eg milk can be processed to give cheese, yoghurt, cream or butter.</p> <p>5. Oils and spreads: eg olives are pressed to give olive oil.</p>

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion 1.2: Describe sources of foods from each main food group (cont'd)

Learner evidence (cont'd):

<p>MANUFACTURED</p>	<p>This means that the food has been made from a number of different ingredients on a large scale in a food factory (mass produced) or on a smaller scale in workshops.</p>	<ol style="list-style-type: none"> 1. Potatoes, bread, rice, pasta and other starchy carbohydrates: eg bread is manufactured on a large scale in factories and on a smaller scale in bakeries. Pasta can be used to manufacture chilled ready meals such as lasagne. 2. Fruit and vegetables: eg fruit can be used to manufacture jams and marmalade; vegetables can be used to manufacture curries and other ready meals. 3. Beans, pulses, fish, eggs, meat and other proteins: eg chickpeas can be used to manufacture hummus; beef can be used in the manufacture of meat pies. 4. Dairy and alternatives: milk can be used in the manufacture of tinned custard; cheese can be used in the manufacture of chilled sandwiches. 5. Oils and spreads: e.g. olive oil can be used in the manufacture of salad dressings; butter can be used in the manufacture of croissants.
<p>Country of origin: This means where a food has come from. Food labelling law says that labels for the following foods if imported from outside the EU must show the country of origin:</p> <ul style="list-style-type: none"> • beef and veal • poultry • fish and shellfish • honey • olive oil • wine • most fruit and vegetables. <p>The law also says that the label must also show the country of origin if customers might be misled without this information, eg if the label for a frozen curry has an image of the Taj Mahal in India but the curry is made in the UK.</p>		

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion 1.2: Describe sources of foods from each main food group (cont'd)

External Quality Assurer commentary:

To achieve a Pass the learner would have to name and describe sources of food and give basic examples of foods from some sources and include foods from each of the main food groups.

To achieve a Merit the learner would have to describe clearly, and in greater detail, various sources of food and would probably also include the meaning of 'country of origin'. The learner would give specific examples of food for each source and clearly link it to each main food group.

The learner's evidence meets the assessment criterion at a Distinction. The learner has used a detailed chart to describe comprehensively various sources of food and has given specific examples of foods for each source. The learner has related the sources to foods from each main food group, as applicable. They have also explained the meaning of 'country of origin', with specific examples relating labelling law to imported food.

Grade awarded for this assessment criterion – Distinction.

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion 1.3: Explain how seasons affect food availability (cont'd)

Learner evidence (cont'd):

It is much better to choose foods that are in season and therefore more plentiful because they will have travelled less distance to the shops and therefore be fresher, have a much better taste and contain more nutrients, especially vitamins. Foods in season will also cost less so are a more economical choice. The fact they are sourced locally also means that less energy is used in transporting them; this also reduces carbon dioxide emissions which are thought to damage the environment.

Of course foods which are not in season in the UK are likely to be in season elsewhere in the world and these days are available all of the year round in our supermarkets eg beans in winter from Kenya and strawberries in spring from Spain. Due to the distance these have travelled they are more expensive, have less flavour and less nutrients than the ones we buy in season.

Some foods do not grow in the U.K as they need such hot conditions e.g. bananas therefore we always have to import them. Imported fruit and vegetables will be cheapest and at their best in the UK when they are in season in the country they come from e.g. oranges and lemons in our winter.

People who grow their own fruit and vegetables in a garden or allotment can benefit from the foods that are in season all year round. They can also preserve what they grow to eat it out of season e.g. by freezing, pickling or bottling.

Some other foods are affected by seasonality e.g. meat, game and seafood. This is due to the life cycle of some animals and also links with climate.

How will this information help you to plan the meals for our Youth Club residential trip in June?

By choosing foods that are in season in June:

- you can provide tastier meals e.g. salads using runner beans, and courgettes, main courses using fish such as salmon and mackerel, vegetables like new potatoes and carrots, desserts using gooseberries and strawberries,
- you can provide more nutritious meals with plenty of vitamins, especially vitamin A and C for good health
- you can save money as we are on a limited budget
- you can support the local economy of where we are staying
- you can help to protect the environment, which lots of the youth club members are concerned about.

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion 1.3 Explain how seasons affect food availability (cont'd)

External Quality Assurer commentary:

To achieve a Pass the learner would have to give a basic explanation of how seasons affect food availability eg making reference to autumn and winter vegetables and summer fruits. Their evidence would include some specific food examples and indicate that foods are imported when they are out of season in the UK.

The learner's evidence meets the assessment criterion at a Merit. The learner has produced notes including a chart and has explained thoroughly and in detail why foods have seasons, paying particular attention to specific weather and climate conditions in the UK. The learner makes reference to seasons for foods varying in other countries eg beans in winter from Kenya. The learner includes how fruit and vegetables in season can differ from imported ones, taking into consideration costs, nutritional value, and taste. The learner mentions seasonality of other foods such as meat, game and seafood. The learner demonstrates understanding by applying the information they give to the scenario set, which is good practice.

There is no Distinction grade available for this assessment criterion.

Grade awarded for this assessment criterion – Merit.

Unit 02 Understanding food (H/506/5037) (cont'd)

Learner evidence:

Name: XXXX Unit 2 Understanding Food (H/506/5037)

Date: 23.10.2016 **Task 2:** AC: 2.1, 2.2, 2.3, 2.4

Task 2 – I was asked to carry out some research to find out about the factors that determine and affect the food choices we make. I was asked to present this in a way that would help the youth club members and the youth leaders understand these factors. I have used my research to produce a PowerPoint presentation which I could show to them at a meeting before the menus are for the trip are planned. There are 4 sections in the PowerPoint:

1. AC 2.1 – Social Factors
2. AC 2.2 – Environmental Factors
3. AC 2.3 – Cost Factors
4. AC 2.4 – Sensory Factors

I could also printout the PowerPoint slides as a handout for them to take away after the meeting.

External Quality Assurer commentary:

This summary of the task does not contribute to grading but demonstrates that the learner understands the Task and how this relates to the assessment criterion; it also identifies the evidence for the assessment criteria. It is good practice that the learner makes reference to the scenario that has been set.

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion 2.1 Describe how social factors affect food choices

Learner evidence:

Youth Club Residential Trip June
2017

Factors affecting Food Choices

Learner Name

Section 1 - Social Factors

1. **Cultural** factors such as religion e.g. Jewish people do not eat pork because of their religious dietary laws.
2. **Locality** e.g. how near the shops people live and what variety of foods are available.
3. **Accessibility** e.g. whether they have a car or have to get a bus to the shops.
4. **Fair-trade** e.g. people may prefer to buy tea or coffee that is labelled Fair-trade because the workers have been paid a fair wage e.g. coffee pickers in Brazil.
5. **Personal** choices e.g. people may chose to follow a vegetarian diet because they do not agree with animals being killed to provide food.

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion 2.1 Describe how social factors affect food choices (cont'd)

External Quality Assurer commentary:

The learner's evidence for 2.1 meets the assessment criterion at a Pass. Their evidence is one slide from a PowerPoint presentation which names and describes a number of social factors that can affect food choices. The learner gives a basic example for each eg food choices can be affected by cultural factors such as religion, personal factors such as choosing to be a vegetarian and some people prefer to buy Fairtrade coffee because the coffee workers are paid a fair wage. A PowerPoint presentation is an acceptable type of evidence but may limit the learner in terms of detail needed for the higher grades due to lack of space.

To achieve a Merit the learner would have to describe clearly and in detail how various social factors affect food choices. For each factor the learner would give one or more appropriate and clear example.

To achieve a Distinction the learner would have to describe comprehensively how various social factors can affect food choices and would give appropriate, detailed and clearly explained examples for each.

Grade awarded for this assessment criterion – Pass.

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion 2.2 Describe how environmental factors affect food choices

Learner evidence:

Section 2 - Environmental Factors

1. **Use of pesticides**, which are chemicals used on foods to kill insects and other pests, which people think may be harmful to our health and therefore prefer to eat organic products i.e. those grown with out the use of chemicals.
2. **Weather** - this is important to food choices as in hotter weather the appetite tends to be reduced so lighter meals and cold dishes may be preferred where as in colder weather people may prefer more filling, hot dishes.

Section 2 - Environmental Factors

3. **Food miles** – this means the distance that food has to travel from where it is produced to our homes e.g. foods from local farms e.g. local potatoes will have very few food miles but foods imported from other countries will have a lot e.g. pineapples from Costa Rica. Fuel is used and gas is emitted during transportation (e.g. by lorry or plane) and this can damage the environment through pollution. The more food miles the more damage therefore we should try to buy locally produced food if possible.
4. **Carbon footprint** – this is linked to food miles and to production methods, including the production and transport of packaging materials. Carbon footprint measures how the environment can be damaged by an activity or organisation's operation. It is measured in units of carbon dioxide. Carbon dioxide is responsible for damage to our environment in relation to the ozone layer. Food products which have a high carbon footprint will cause more damage to our environment.

How this might affect our trip

- Try to use local produce where possible.
- Try to buy foods with limited packaging and recycle where ever we can.
- Find out if any of the youth club members prefer to eat organic foods or have any allergies to chemicals used in food production.
- As our trip is in June the weather may be warmer so lighter meals may be more suitable.

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion 2.2 Describe how environmental factors affect food choices (cont'd)

External Quality Assurer commentary:

To achieve a Pass the learner would name and describe a number of environmental factors that can affect food choices. They would give a basic example for each eg how far the food has travelled to the customer (food miles), the use of pesticides (chemicals sprayed on crops and thought to be harmful to health) and the weather eg choosing lighter meals like salads when it is warm and hot filling dishes like stews when it is cold.

The learner's evidence meets the assessment criterion at a Merit. Their evidence is given on 3 slides of a PowerPoint presentation which describes thoroughly and in detail how various environmental factors eg pesticides, weather and food miles affect food choices. For each factor the learner has clearly explained one or more appropriate example. The learner demonstrates understanding by applying the information they give to the scenario set, which is good practice.

To achieve a Distinction the learner would comprehensively describe how various environmental factors can affect food choices and would give appropriate, detailed and clearly explained examples for each.

Grade awarded for this assessment criterion – Merit.

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion 2.3 Describe how cost factors affect food choices

Learner evidence:

Section 3 - Cost Factors

1. **Availability** - how close a person lives to the shops, market etc will affect the cost of food e.g. if they can only get to a local shop they will pay more than if they can get to a big supermarket or market; also how much of a food is available affects the price e.g. if the shop has a lot of raspberries to sell they will be much cheaper than if they only have a few.
2. **Quality** - usually the higher the quality of foods the more you will pay therefore people on a tight budget may have to choose lower quality foods e.g. fatter and tougher cuts of meat will be cheaper than lean types.
3. **Varieties** - the more unusual foods are usually more expensive because they are more costly to grow or produce e.g. asparagus compared to carrots and therefore cost more which may limit choice.

Section 3 - Cost Factors

4. **Brands** - usually shop's own brand products are cheaper than the well known brands e.g. tinned baked beans or chilled soups. This may be linked to quality but sometimes is just due to the higher cost of the brand name.
5. **Composition** - for manufactured food products the types and amounts of ingredients in them may vary e.g. foods with a lot of preservatives and salt are often cheaper than those with more natural ingredients and may be less healthy for people to eat.

How this might affect our trip

- Will we be near any shops?
- If so what kind of shops are they e.g. big supermarket, market, small shops?
- Our budget might affect the quality of the food we can buy.
- We should consider buying shop own brands to reduce costs.
- We should avoid foods which are high in salt and additives if possible even if these are cheaper.

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion 2.3 Describe how cost factors affect food choices (cont'd)

External Quality Assurer commentary:

To achieve a Pass the learner would name and describe a number of cost factors that can affect food choices. They would give a basic example for each eg food choices can be affected by cost factors such as availability eg how far the person lives from the shops; quality eg better quality foods are usually more expensive; and varieties eg more unusual or rare foods are usually more expensive than common ones.

The learner's evidence meets the assessment criterion at a Merit. Their evidence is given on 3 slides of a PowerPoint presentation which describe thoroughly and in detail how various cost factors affect food choices eg availability, quality and varieties. For each factor the learner has clearly explained one or more appropriate examples. The learner demonstrates understanding by applying the information they give to the scenario set, which is good practice.

To achieve a Distinction the learner would describe comprehensively how various cost factors can affect food choices and would give appropriate, detailed and clearly explained examples for each.

Grade awarded for this assessment criterion – Merit.

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion 2.4 Describe how sensory factors affect food choices

Learner evidence:

Section 4 - Sensory Factors

1. **Taste** - this is a personal factor - people will choose foods that they like the taste of and avoid those they don't e.g. some people really like curries whereas others don't. Food preferences can be influenced by experience as a child - e.g. children who have been brought up to eat a variety of different vegetables are more likely to choose these as they get older.
2. **Texture** - this is another personal factor - this is the feel of the food which can affect eating or digestion and may be linked with health conditions e.g. - some people prefer crunchy crisp foods whilst others like softer foods because they find them easier to eat. People with poor digestion may avoid chewy meat, those with dental problems may avoid hard apples.

Section 4 - Sensory Factors cont.

3. **Appearance** - colour e.g. people may choose a red pepper rather than a green pepper to give more variety of colour to a meal, shape - e.g. a square pie might appeal more than a round one, size - e.g. cherry tomatoes compared to beef tomatoes and a fresh appearance e.g. red colour to raw beef will affect choice.
4. **Smell** - foods which smell good either in their raw state e.g. strawberries or whilst cooking e.g. fish and chips from a takeaway are more likely to attract people than those that have no smell or an unpleasant smell. Smell is an important factor in stimulating the appetite as it makes the saliva flow and gives a feeling of hunger. This is used in supermarkets where bread and chickens are cooked on the premises.

How this might affect our trip

- We will find it difficult to suit everyone with every meal but could offer some choice where possible (we will have to do this anyway if anyone has food allergies or is a vegetarian).
- We could find out if there are any common foods that anyone never eats.
- We could collect some information about food preferences before choosing the menus.

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion 2.4 Describe how sensory factors affect food choices (cont'd)

External Quality Assurer commentary:

To achieve a Pass the learner would name and describe a number of sensory factors that can affect food choices. They would give a basic example for each eg taste – people will choose foods they like the taste of and not those they don't like; texture – some people like softer foods whereas others like crispy or chewy foods; appearance – how fresh foods look will affect which ones people choose in the shops.

To achieve a Merit the learner would describe thoroughly and in detail how various sensory factors eg taste, texture, appearance and smell affect food choices. For each factor the learner would clearly explain one or more appropriate example.

The learner's evidence meets the assessment criterion at a Distinction. Their evidence is given on 3 slides of a PowerPoint presentation which describe comprehensively how various and appropriate sensory factors (taste, texture, appearance and smell) can affect food choices and give appropriate, specific, detailed and clearly explained examples for each. The learner explains what personal factors are and how these can impact on food choice. The learner demonstrates understanding by applying the information they give to the scenario set, which is good practice.

Grade awarded for this assessment criterion – Distinction.

Unit 02 Understanding food (H/506/5037) (cont'd)

Learner evidence:

Name: Learner Name

Unit 2 Understanding Food (H/506/5037)

Date: 30.10.2016

Assessment Criterion: 3.1, 3.2, 3.3

Task 3 – I was given six types of dishes that would be included in the menu by the Youth Leaders and asked to compare the ingredients which could be used and decide on a suitable recipe for each one.

AC 3.1 – I produced a sheet for three of the dish types with examples of ingredients that could be chosen and advantages and disadvantages in relation to this residential trip and my research. I have also given a suitable recipe with some notes explaining where I found it, why it is suitable and any changes I would make to it.

AC 3.2 – I have made each of the six recipes in my practical lessons to test them out and have given a list of the dates and the dishes I made. My evidence of this is a photograph of my completed dish with some notes, an Evaluation Sheet for three of the dishes and for the other three dishes the Observation Sheet filled in by my Teacher.

AC 3.3 – I evaluated all of my dishes and give some brief notes on each one. I carried out a detailed evaluation of three of the dishes using an Evaluation Sheet.

External Quality Assurer commentary:

This summary of the task does not contribute to grading but demonstrates that the learner understands the Task and how this relates to the assessment criterion; it also identifies the evidence for the assessment criteria. It is good practice that the learner makes reference to the scenario that has been set.

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion 3.1 Compare ingredients to inform choice of recipes for given dishes

Learner evidence:

Name: XXXX

Unit 2 Understanding Food (H/506/5037)

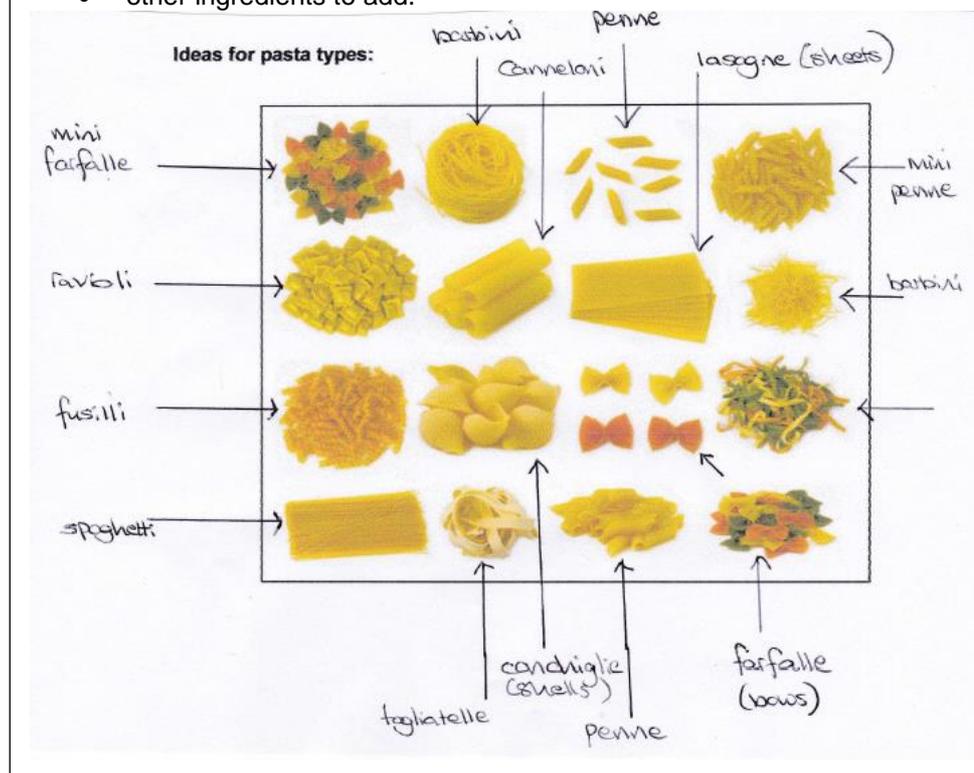
Date: 28.09.16

Assessment Criterion: 3.1

Type of Dish: **Pasta Dish**

Points to think about when choosing the ingredients for a pasta dish:

- type of pasta – different shapes have different uses, can be homemade, fresh or dried, can be whole wheat for more dietary fibre.
- type of sauce
- method of cooking
- costs
- nutritional value
- healthy eating
- target group
- seasonal ingredients
- weather
- any accompaniments
- costs
- cooking facilities may be basic
- other ingredients to add.



Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion 3.1 Compare ingredients to inform choice of recipes for given dishes (cont'd)

Learner evidence (cont'd):

Ideas for pasta dishes:

- with cheese sauce eg macaroni cheese
- with tomato sauce eg tagliatelle pomodoro
- with meat sauce eg spaghetti bolognese
- with carbonara (cream and ham) sauce eg fusilli carbonara
- al forno (baked in the oven eg lasagne)
- in salad eg tuna and sweetcorn pasta salad
- in soup eg minestrone.

Other ingredients to add:

- herbs eg oregano, basil, parsley, Italian mixed herbs
- mushrooms
- green/red/yellow peppers
- tomatoes
- flavourings e.g. onions, garlic, chilli
- cheese e.g. parmesan, pecorino, cheddar
- meat e.g. ham, minced beef, minced turkey.

Dish	Advantages	Disadvantages
Macaroni cheese	Macaroni cooks quickly as it is small. The recipe is quick and easy. Could adapt basic recipe to make it more interesting e.g. add mushrooms or crispy bacon. Could use lower fat cheese e.g. Feta.	Cheese is often high in saturated fat and salt.
Tagliatelle pomodoro	Not everyone likes the strong tomato taste.	Tagliatelle can be difficult to eat.
Spaghetti bolognese	A popular dish, which young people often like. Can easily make a vegetarian version. Fresh spaghetti is easily available. Cooks quickly and easily with minimum equipment.	Spaghetti can be difficult to eat.
Fusilli Carbonara	The twisted pasta can hold water unless you drain it very well.	Carbonara sauce is high in saturated fat as it contains cream and butter, also ham.

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion 3.1 Compare ingredients to inform choice of recipes for given dishes (cont'd)

Learner evidence (cont'd):

Dish	Advantages	Disadvantages
Lasagne al forno	Popular and filling. Can make a vegetarian version.	Lasagne takes longer to make and to cook as it has two sauces and it is baked in the oven.
Tuna and sweetcorn pasta salad	June may be warm weather so a cold dish would be suitable.	May not be filling enough for a main meal.
Minestrone soup	Could use a wide range of seasonal vegetables which would be healthy, tasty and good value.	May not be filling enough for a main meal. June may be warm weather so a hot dish might not be suitable.

I have decided to make Spaghetti Bolognese because I think it will be popular with the youth club members and the Youth Leaders. If we have any vegetarians it is easy to make a separate vegetarian sauce e.g. the Pomodoro Sauce, using ingredients we will have available. We can use dried whole wheat pasta which is easy to buy and cooks quickly; it also gives extra dietary fibre. The dish uses a minimum of minced meat (usually minced beef) which keeps the costs down, but I would choose lower fat minced steak to reduce the fat content. The pasta gives starchy carbohydrate which we will need for energy following a busy day of activities on our trip. We can also make it easily using the basic cooking facilities we are likely to have available in the residential trip.

Here is the recipe I have chosen. I have made some changes to the recipe.

Source of recipe:

Cooking is Fun Good Housekeeping Institute Page 226 (from my School Library).

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion 3.1 Compare ingredients to inform choice of recipes for given dishes (cont'd)

Learner evidence (cont'd):

This will serve 4.
Serve with crusty bread
(filling / for energy) and
side salad (vitamins).

INTERNATIONAL

SPAGHETTI BOLOGNESE

<p>Use 400g tin tomatoes + juice - better colour and flavour</p> <p>Use 1 tbsp olive oil - healthier</p> <p>Use 1 beef stock cube with 250ml boiling water</p>	<p>Ingredients</p> <p>1 small onion</p> <p>1 small carrot</p> <p>2 sticks of celery</p> <p>4 tomatoes</p> <p>40 g butter</p> <p>225 g minced raw beef</p> <p>250 ml bouillon cube stock</p> <p>Salt and pepper</p> <p>200 g spaghetti</p> <p>1 tsp chopped oregano</p>	<p>Utensils</p> <p>Vegetable knife, cook's knife, wooden spoon, teaspoon</p> <p>Chopping board</p> <p>Saucepan and lid, large saucepan</p> <p>Large shallow serving dish</p> <p>Measuring jug</p> <p>Sieve</p>
--	---	---

- 1 Peel the onion and carrot; scrub the celery; ~~skin~~ the tomatoes. Chop the onion, carrot and celery finely with a cook's knife; chop the tomatoes.
- 2 Melt ^{Heat oil} 25 g of the butter in a saucepan, add the onion, carrot and celery and fry gently for 5 minutes, stirring so that the mixture does not stick or burn.
- 3 Stir in the meat and fry for another 5 minutes. - until brown.
- 4 Add the stock to pan, with tomatoes, salt and pepper. Cover with a lid and leave to simmer for 30 minutes.
- 5 Meanwhile half-fill a large saucepan with water, bring to the boil and add 1 level tsp. salt. Put the serving dish to warm.
- 6 Dip one end of the spaghetti into the water, wait until it softens, then wind it round and round in the water until it is completely covered (picture A). 12 min (on packet)
- 7 Boil quickly for ~~20 minutes~~, or until just tender. Pour into a sieve to drain off the water (picture B). ~~Return it to the pan and stir in the remaining butter so that it coats the spaghetti.~~ not necessary - unhealthy
- 8 Place the spaghetti on the hot serving dish and pour the meat sauce over.

↑ sprinkle with Parmesan cheese.
↑ flavour and traditional

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion 3.1 Compare ingredients to inform choice of recipes for given dishes (cont'd)

Learner evidence (cont'd):

Name:	XXXX	Unit 2 Understanding Food (H/506/5037)
Date:	03.10.16	Assessment Criterion: 3.1
Type of Dish:	Fruit Dish	
Points I need to think about when choosing the ingredients for a fruit dish for the residential trip:	<ul style="list-style-type: none">• type of fruit – there are many different types of fruit with different tastes and textures. Some fresh fruit e.g. plums and apples cook well whereas others are better eaten raw e.g. grapes and melons.• method of cooking e.g. stewing, baking, frying, grilling.• costs• nutritional value• healthy eating• target group – any allergies?• fruits in season in June• weather• any accompaniments• cooking facilities may be basic• time may be limited• other ingredients to add.	
Ideas for fruit types:	<p>A fruit can be defined as “<i>product of plant or tree that contains seed and frequently is used as food</i>” (Source: Oxford Handy Dictionary 6th edition) and would therefore include such foods as tomatoes, cucumbers, olives and avocados, which we usually call vegetables also such as items as almonds and walnuts which we usually call nuts. When we talk about fruits we usually mean sweet and moist foods generally but not always eaten as a dessert and often served as juices and smoothies. Some foods we call fruits are not fruit at all e.g. rhubarb (stem). There are lots of types of fruits:</p> <p>Berries eg strawberries, raspberries, blueberries, blackberries, gooseberries, blackcurrants</p> <p>Citrus eg oranges, satsumas, clementines, limes, lemons, grapefruits</p> <p>Seeds and Pits eg apples, pears, cherries, peaches, nectarines, plums, apricots</p> <p>Melons eg watermelon, cantaloupe, honeydew, ogen</p> <p>Tropical (or Exotic) eg banana, guava, sharon fruit, mango, kiwi, lychee</p> <p>Also – fruit can be fresh eg apples, dried eg apricots, canned eg pineapples or frozen eg mixed berries (fruits of the forest).</p>	

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion 3.1 Compare ingredients to inform choice of recipes for given dishes (cont'd)

Learner evidence (cont'd):

Ideas for fruit dishes:

- fresh fruit salads
- compote
- flans and tarts
- pies
- pavlovas and other meringue dishes
- fruits as starters e.g. grapefruit, melon
- fruits served with savoury food e.g. gammon and pineapple, pork with apple sauce, fish with gooseberry sauce.
- stewed fruits
- cheesecakes
- ice creams and sorbets
- crumbles
- fruit juices and smoothies

Recipes I found:

Dish	Advantages	Disadvantages
Fresh fruit salad	Quick and easy to make. Can use different types of fruit which are in season. Popular. Very healthy – vitamins especially Vitamin C and lots of dietary fibre.	Not very skillful. Not very filling.
Summer Pudding	Quick and easy to make. Very healthy – vitamins especially Vit C and lots of dietary fibre. Filling due to the bread.	Needs to stand overnight with a weight on – might not be possible. Not very skillful.
Lemon Meringue Pie	Popular. Shows range of skills. Can serve hot or cold. Good for Vitamin C. Filling.	Takes time as three stages. A lot of preparation dishes. Depends on accurate cooking temperatures. Not very healthy as lots of sugar and fat.
Apple and Raspberry Crumble	Popular. Warming if weather is cold. Filling. Good for Vitamin C – also dietary fibre especially, if whole meal flour used. Quick to make. Demonstrates stewing, rubbing-in and baking. Can vary temperature if oven is unreliable. Raspberries in season in June.	Can contain a lot of sugar and fat (but can replace with sweetener and polyunsaturated fat)

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion 3.1 Compare ingredients to inform choice of recipes for given dishes (cont'd)

Learner evidence (cont'd):

I have decided to make Apple and Raspberry Crumble because I think it will be popular with the youth club members and the Youth Leaders. We can use a sweetener such as Canderel powder and polyunsaturated fat in order to make it healthier. The recipe I have chosen uses whole meal flour and also rolled oats for the topping – this will increase the dietary fibre. The dish uses apples which are relatively inexpensive and raspberries which will be in season, which keeps the costs down. The crumble topping will give starchy carbohydrate from the flour and oats which we will need for energy following a busy day of activities on our trip. We can also make it easily using the basic cooking facilities we are likely to have available on the residential trip.

Here is the recipe I have chosen. I have made some changes to the recipe.

Source of recipe:

www.foodnetwork.co.uk

APPLE AND RASPBERRY CRUMBLE (SERVES 4)

www.foodnetwork.co.uk



Ingredients

- 415g cooking apples, peeled, cored and quartered
- 50g sugar ← I will replace this with sweetener
- 1 vanilla pod, split ← could use vanilla essence - easier and cheaper.
- 1 tbsp water
- Handful of raspberries
- 150g wholemeal flour
- 100g rolled oats
- 100g margarine ← use polyunsaturated eg Flora
- 60g golden caster sugar ← use sweetener.

Method

Pre-heat the oven to 190°C. Peel and core the apples, quarter and cut into chunks. Put the apples into a pan with the sugar, split vanilla pod and water. Cook over a low heat for 5 minutes and place in a small oven-proof dish with the raspberries. ↑ stewing

Place the flour and oats in a bowl and mix well. Cut the margarine or butter into small cubes and add this to the oats and flour. Mix with your fingertips until it resembles an even crumb texture. Add the sugar and mix through. ↑ rubbing in method

Cover the fruit with the crumble mixture. Bake for approximately 20 minutes.

Serve with custard - I will make this (amounts for 4):
1 tbsp custard powder - saves time
1 tbsp sweetener
250 ml semi-skimmed milk.
I will use the blending method.

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion 3.1 Compare ingredients to inform choice of recipes for given dishes

Learner evidence (cont'd):

Name: XXXX	Unit 2 Understanding Food (H/506/5037)	
Date: 24.10.16	Assessment Criterion: 3.1	
Type of Dish: Dish with rice		
Points to think about when choosing the ingredients for a dish to serve with rice:		
<ul style="list-style-type: none"> • type of rice – different types have different uses • ways of cooking foods to serve with rice eg sauces, stir fries, baked, roasted • costs • nutritional value • healthy eating • target group • seasonal ingredients • weather • any accompaniments • costs • cooking facilities may be basic • most dishes served with rice are savoury but it can be used in sweet dishes too • foods around the world. 		
Ideas for rice types:		
Common Rice Types	Description	Uses
Long grain	Various types e.g. American long grain white, which has a dry, fluffy texture when cooked. Also brown (whole grain), which is more chewy and has a nutty flavour.	Any savoury dish.
Medium grain	Various types – absorbs more water than long-grain. Some types give a slightly sticky rice when cooked.	e.g. Japanese style for sushi, bomba for Spanish paella
Short grain	Short grain white and brown are much stickier than long grain when cooked due to the high starch content.	Rice pudding.
Arborio	Italian short-grain rice which gives a sticky creamy texture when cooked.	Risotto, rice balls

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion 3.1 Compare ingredients to inform choice of recipes for given dishes

Learner evidence (cont'd):

Common Rice Types	Description	Uses
Basmati	Indian long, slender-grained aromatic rice	Served with curries
Jasmine	Long-grain variety of rice with a sweet smell	Used in Thai cooking, Makes a good rice pudding

Ideas for dishes served with rice:

- curry
- stroganoff
- goulash and other stews
- fried chicken
- kebabs
- burritos
- grilled salmon and other seafood
- Chinese stir fries.

Types of curry I could make:

- korma – mild curry, creamy, often served with almond/coconut
- dopiaza – medium curry with onions
- roghan josh – medium curry, with tomatoes
- bhuna – medium curry with a thick vegetable sauce
- dhansak – medium to hot curry with lentils and a sweet and sour sauce
- madras – hot curry, with a lot of chilli powder and a red colour
- jalfrezi – medium or hot curry, with a thick sauce of onion and green chillies
- vindaloo – a hot curry with garlic.

Other ingredients that can be used for curries:

- onions, garlic
- chilli, ginger, coriander
- lentils, chick peas
- vegetables – beans, peas, tomatoes, cauliflower, potatoes, mushrooms, okra, red and green peppers
- fruits – sultanas, lime,
- nuts – cashew nuts, almonds
- meat – beef, lamb, chicken, turkey
- fish – prawns, king prawns, monkfish, cod, sardines
- cheese – paneer, halloumi
- spices – curry powder (bought or homemade), chilli, cumin, cinnamon, cloves, turmeric, fenugreek, ground ginger, coriander seeds, cardamom, black pepper, nutmeg.

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion 3.1 Compare ingredients to inform choice of recipes for given dishes (cont'd)

Learner evidence (cont'd):

My recipe choice:

I have decided to make Turkey Korma, which is a type of curry and I will serve this with basmati rice, because I think it will be popular with the youth club members and the Youth Leaders. If we have any vegetarians it is easy to make a separate vegetarian curry sauce, using ingredients we will have available. The rice gives starchy carbohydrate which we will need for energy following a busy day of activities on our trip. We can also make it easily using the basic cooking facilities we are likely to have available in the residential trip.

Here is the recipe I have chosen.

Source of recipe:

www.weightwatchers.co.uk Turkey Korma and rice

Turkey Korma

Weight Watchers Recipe



Weight Watchers Cookbook

Prep time: 10 min
Cook time: 15 min
Serves 2

We break with tradition here and use alternatives to the usual cream and butter, yet this curry is still creamy and delicious.

Ingredients

- 1 clove Garlic, chopped roughly
- 1 small Onion, chopped
- 2 tablespoons Skimmed Milk
- 2 teaspoons Margarine, Soft
- 1 teaspoons (level) Curry Powder, or korma powder
- 1 tablespoons Almonds, ground — I don't think I will put these in — I don't like nuts also someone might have a nut allergy
- 50 g Half Fat Crème Fraîche
- 1 pinch Salt, sea salt, season to taste
- 1 teaspoons Black pepper — this sounds a lot.
- 5 teaspoons Coriander, fresh
- 200 g Turkey Breast, Skinless, raw, cut into strips

Instructions

- Put the garlic, onion and milk in a food processor or liquidiser and process to make a paste. This is not essential but it does give the traditional texture of a korma. If you prefer, you can just chop the garlic and onion very finely. I will try it in the food processor.
- Melt the margarine in a non-stick pan and gently sauté the turkey until just firm. Remove and set aside. Add the onion paste to the pan and cook gently for 2 minutes until softened.
- Return the turkey to the pan and sprinkle in the korma spice powder and almonds. Season and cook for another 3 minutes. Stir in the crème fraîche and return to a simmer. Check the seasoning and serve, sprinkled with coriander sprigs.

© 2014 Weight Watchers International, Inc. © 2010 Weight Watchers, Inc. All rights reserved.
WEIGHT WATCHERS and PrePortion are the registered trademarks of Weight Watchers International, Inc. and are used under license by Weight Watchers UK Limited and Weight Watchers on UK Limited.

- Cook rice following instructions on packet — takes about 10 min.

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion 3.1 Compare ingredients to inform choice of recipes for given dishes (cont'd)

External Quality Assurer commentary:

The learner's evidence for assessment criterion 3.1 needs to cover a number of different recipes for given dishes eg in this case the Teacher has set the type of dish to be made such as a pasta or fruit dish and the learner has selected a suitable recipe and ingredients such as spaghetti bolognese or raspberry and apple crumble and custard. Learners should have the opportunity to participate in at least 6 practical sessions for this unit but do not have to show evidence for all of these; however, their evidence needs to be from a range of the dishes produced. Suitable evidence for this assessment criterion would be research notes, planning sheets and a range of annotated recipes. Care must be taken if a standard planning sheet is used; this must not limit the opportunity for the learner to achieve all of the grades.

To achieve a Pass the learner would have to compare a number of recipes eg they could compare several pasta recipes like lasagne al forno, fusilli carbonara, spaghetti bolognese and then explain why they had chosen the one they had with specific reference to the ingredients. This would be evidenced by a number of notes or planning sheets for the different dishes and a range of annotated recipe sheets with commentary relating to the ingredients.

To achieve a Merit the learner would have to compare the ingredients that could be used for a number of recipes with critical understanding, demonstrating the ability to deconstruct, analyse, evaluate and express opinion. For example, the learner could compare several pasta recipes eg lasagne al forno, fusilli carbonara, spaghetti bolognese and comment on social, environmental, cost and sensory factors. This would be evidenced by a number of notes or planning sheets for different dishes and a range of annotated recipe sheets with commentary relating to the ingredients. The learner would probably also demonstrate understanding by applying the information they give to the scenario set, which is good practice.

The learner's evidence meets the assessment criterion at a Distinction. The learner has researched suitable ingredients for 3 dish types set by the Teacher (pasta dish, fruit dish and dish with rice) and has presented their findings in the form of notes. The learner has selected a suitable dish for each set dish type eg spaghetti bolognese to meet the requirements of the pasta dish. There is clear evidence that the learner has considered other possible recipes such as lasagne and a range of possible ingredients that they have compared before making their selection. The learner compares the ingredients for a number of recipes with critical judgement and gives reasons for choices made, having considered a variety of appropriate social, environmental, cost and sensory factors. The learner demonstrates understanding by applying the information they give to the scenario set, which is good practice.

Grade awarded for this assessment criterion – Distinction.

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion 3.2 Apply choices of ingredients to make given dishes

Learner evidence:

Note to Teachers: It would be useful to evidence photographed dishes showing key stages during preparation in addition to this evidence.

Name: XXXX	Unit 2 Understanding Food (H/506/5037)	
Date: 15.11.2016	Assessment Criterion: 3.2	
List of dishes made in my Practical Lessons		
DATE	TYPE OF DISH	DISH MADE
04.10.16	Pasta dish	Spaghetti Bolognese
11.10.16	Pastry dish	Cheese and onion pie
18.10.16	Fruit dish	Raspberry and apple crumble with custard
25.10.16	Meat dish (or meat substitute)	Chicken supreme with new potatoes and beans
01.11.16	Dish served with rice	Turkey curry with rice
08.11.16	Vegetarian dish	Vegetarian burgers with salad garnish

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion 3.2 Apply choices of ingredients to make given dishes (cont'd)

Learner evidence:

Assessment criterion 3.2

Teacher Observation sheet for Level 2 Food and Cookery –
UNIT 2

Learner Name: *Learner Name*

Date: *25.10.16*

Dish: *Meat - Chicken supreme with new potatoes / beans*

Teacher Signature: *C. Teacher*

Assessment Criteria	P	M	D	Comment:
	✓	✓	✓	
3.2 Apply choices of ingredients to make given dishes.		✓		Well organised work; excellent preparation PPE and H/S compliance. Followed recipe without help. Good basic skills demonstrated with confidence. Run sauce - lumpy and unseasoned. Chicken grilled thoroughly; veg well cooked. Finished result well presented/garnished; all food served hot.

Grading criteria for Unit 2 assessment criterion 3.2:

Pass: Candidates will apply choices of ingredients to make given dishes.

Merit: Candidates will apply choices of ingredients to confidently (i.e. with certainty in own ability) make given dishes.

Distinction: Candidates will apply choices of ingredients to skilfully (i.e. in a manner underpinned by technical knowledge and a degree of mastery) make given dishes.

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion 3.2 Apply choices of ingredients to make given dishes (cont'd)

Learner evidence:

Assessment criterion 3.2

Teacher Observation sheet for Level 2 Food and Cookery –
UNIT 2

Learner Name: Learner Name
Dish: Pasty - Cheese and Onion Pie

Date: 11.10.16
Teacher Signature: C. Teacher

Assessment Criteria	P	M	D	Comment:
	✓	✓	✓	
3.2 Apply choices of ingredients to make given dishes.		✓		Well organised and confident; no assistance requested. Good PPE; health and safety compliance. Basic skills carried out to a good standard - rubbing in, veg preparation, boiling, baking. Heavy handling of shortcrust pastry. Finished result crisp and golden brown - some shrinkage in pastry. nb. skill level Basic apart from shortcrust

Grading criteria for Unit 2 assessment criterion 3.2:

Pass: Candidates will apply choices of ingredients to make given dishes.

Merit: Candidates will apply choices of ingredients to confidently (i.e. with certainty in own ability) make given dishes.

Distinction: Candidates will apply choices of ingredients to skilfully (i.e. in a manner underpinned by technical knowledge and a degree of mastery) make given dishes.

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion 3.2 Apply choices of ingredients to make given dishes (cont'd)

Learner evidence:

Assessment criterion 3.2

Teacher Observation sheet for Level 2 Food and Cookery – UNIT 2

Learner Name: *Learner Name* Date: *08.11.16*
Dish: *Vegetarian - Veggie Burger with salad garnish.* Teacher Signature: *CFracker*

Assessment Criteria	P	M	D	Comment:
	✓	✓	✓	
3.2 Apply choices of ingredients to make given dishes.			✓	<i>Well organised; worked with confidence and high level of skill. No help needed. Excellent PPE + health and safety compliance. Basic skills carried out to a high standard; also safe and skilful - sauté, grilling, garnish. Finish result excellent, presentation excellent; professional standard.</i>

Grading criteria for Unit 2 assessment criterion 3.2:

Pass: Candidates will apply choices of ingredients to make given dishes.

Merit: Candidates will apply choices of ingredients to confidently (i.e. with certainty in own ability) make given dishes.

Distinction: Candidates will apply choices of ingredients to skilfully (i.e. in a manner underpinned by technical knowledge and a degree of mastery) make given dishes.

Unit 02 Understanding food (H/506/5037) (cont'd)

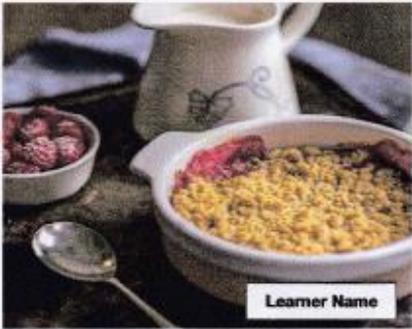
Assessment criteria 3.2, 3.3

Learner evidence:

Name: Learner Name
Date: 15.11.2016

Unit 2 Understanding Food
Assessment Criterion: 3.2, 3.3

Photographs of my finished dishes:

DATE	DISH	PHOTOGRAPH	COMMENT
04.10.16	Spaghetti Bolognese	 Learner Name	See Evaluation Sheet
11.10.16	Cheese and onion pie	 Learner Name	See Teacher Observation sheet. My pie was very tasty but I need to practise my rolling out as my shortcrust pastry shrank in the oven because I had stretched it.
18.10.16	Apple and Raspberry Pie with custard	 Learner Name	See Evaluation Sheet

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criteria 3.2, 3.3

Learner evidence:

<p>25.10.16</p>	<p>Chicken supreme with new potatoes and beans</p>		<p>See Teacher Observation sheet. I was pleased with my chicken supreme with new potatoes and beans. It was well presented and I served everything at the same time. My family liked the mushroom sauce.</p>
<p>01.11.16</p>	<p>Turkey curry with rice</p>		<p>See Evaluation Sheet</p>
<p>08.11.16</p>	<p>Veggie burgers with salad garnish</p>		<p>See Teacher Observation sheet. I usually have beef burgers but these veggie burgers were just as good. I put the salad in with the burger rather than on the side to make it easier to eat.</p>

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion 3.3 Evaluate completed dishes

Learner evidence:

Practical Evaluation Sheet		Unit 2 Understanding Food (H/506/5037)
Name:	XXXX	Assessment Criterion: 3
Dish made:	Spaghetti Bolognaise	
Date:	4.10.16	
Choice of ingredients:	I think I chose the right ingredients for this dish because it turned out as I wanted it to. The spaghetti was well cooked and it had a good taste. The sauce was not greasy as I had used lean minced steak.	
Cost of dish:	p	
1 onion	20	
1 carrot	16	
2 sticks celery	14	
1 tin (400g) tomatoes	34	
1 tbsp olive oil	10	
225g lean minced steak	205	
1 beef stock cube	10	
Salt and pepper	---	
1 tsp oregano	---	
25g Parmesan cheese	45	
Total	£3.54	
My result:	I asked my family what they thought of my dish. Taste – good taste. Tomato flavour was good. They said try adding garlic and basil next time. Appearance – looked good and was neatly presented. They liked the cheese on top. Smell – good smell when hot made them want to eat it. Texture – spaghetti was soft and sauce was very thick.	
What went well?	I followed my recipe without any help and I finished my cooking and clearing up on time. I chopped everything up nice and small and both the spaghetti and the sauce were cooked. The dish looked neat and well presented. I was pleased that the mince was low in fat so the sauce was not greasy.	
What could be improved?	The sauce was a bit too thick. Flavour was good but not very Italian.	
How I would improve the dish if I made it again:	I would add garlic and some chopped basil. I would add some extra boiling water to the stock cube and add some extra salt and pepper. I would serve it with some garlic bread.	

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion 3.3 Evaluate completed dishes (cont'd)

Learner evidence:

Practical Evaluation Sheet		Unit 2 Understanding Food (H/506/5037)
Name: XXXX		Assessment Criterion: 3.3
Dish made: Raspberry and Apple Crumble with custard		
Date: 18.10.16		
Choice of ingredients:		
I was pleased with this recipe and the ingredients I used. The cooking apples were quite sour but the raspberries were sweet so they combined well together, although I still needed to use some of the sweetener. The topping was nice and crunchy with the oats added.		
Cost of dish: I was surprised how expensive this dish was due to the cost of the fruit; I think the raspberries would be cheaper in June (for the trip) than it is now. I could probably reduce the cost by using different brands. Cost p		
400g cooking apples	80	
2 tbsp sweetener (for fruit)	20	
200g raspberries	120	
1 tsp vanilla flavouring	10	
150g whole meal flour	22	
100g rolled oats	20	
3 tbsp sweetener (for topping)	30	
250ml milk	25	
25g custard powder	15	
1 tbsp sweetener (for custard)	10	
Total	£3.52	
My result: I tested out my dish myself.		
Taste – I think it was a bit too sweet, especially the fruit. Appearance – it looked good but the juice had bubbled up the side of the dish a bit. Smell – it smelled sweet and fruity. Texture – the fruit was nice and soft and the topping was crunchy. The custard was creamy but a bit lumpy.		
What went well? I followed my recipe well and kept my work area clean and tidy. The finished dish looked tasty and smelled really fruity. The fruit was soft and the topping was crispy and golden brown.		
What could be improved? It took me a long time to peel my apples so I was in a bit of a rush to get it cooked on time. The fruit bubbled up above the topping a bit. My custard tasted creamy but it had some lumps in because I had not stirred it enough.		
How I would improve the dish if I made it again: Practice peeling the apples beforehand to save time. Put a bit less water in to stew the fruit. Stir the custard all the time. Use fruit that is in season and use more shop own brands to cut the cost.		

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion 3.3 Evaluate completed dishes (cont'd)

Learner evidence:

Practical Evaluation Sheet		Unit 2 Understanding Food (H/506/5037)
Name: XXXX	Assessment Criterion: 3.3	
Dish made: Turkey Korma and rice		
Date: 1.11.16		
Choice of ingredients:		
I liked the recipe I chose because the curry was spicy but not too hot. It was also very creamy and the turkey was tender. The basmati rice was well cooked. The recipe was healthy because it did not use cream or butter.		
Cost of dish: This was quite expensive but I thought it would make a good choice for our last night of the residential trip if we are going to have a party. We could probably cut the turkey a bit to reduce the cost.		
Ingredient	Cost p	
1 clove garlic	05	
1 small onion	10	
2 tbsp skimmed milk	05	
2 tsp margarine	05	
1 tsp curry powder	10	
50g half fat crème fraiche	15	
Pinch salt and pepper	---	
5 tsp fresh coriander	25	
200g turkey breast	170	
150g basmati rice	26	
Total	270	
My result: I asked my family to test my finished dish. Taste – they really liked the taste because it was creamy and spicy but not too hot. Appearance – it was well presented and neatly served with the curry on top of the rice. Smell – it smelled really good and made everyone want to try it. Texture – the rice was a bit sloppy but was soft and the curry was creamy. The turkey was tender.		
What went well? I followed my recipe well and kept my work area clean and tidy. I finished all of my work on time. My finished dish looked very good and tasted great.		
What could be improved? My rice was rather sloppy.		
How I would improve the dish if I made it again: I would drain my rice more carefully so it was not sloppy.		

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion 3.2 Apply choices of ingredients to make given dishes

External Quality Assurer commentary:

The learner's evidence for assessment criterion 3.2 needs to cover a number of different recipes for the given dishes set by the Teacher. Learners should have the opportunity to participate in at least 6 practical sessions for this unit but do not have to show evidence for all of these; however, their evidence needs to be from a range of the dishes produced. A Teacher Observation Sheet is a useful source of evidence for assessment criterion 3.2, but this must be supported by other forms of evidence such as named photographs of the practical work, annotated recipe sheets and evaluation sheets. Photographic evidence might include the learner at work demonstrating skills, as well as the presentation of the finished dish.

In order to demonstrate the mastery of skills required by this assessment criterion, learners should be advised to select recipes that will give them opportunity to demonstrate more advanced cooking skills. The spaghetti bolognese would only allow demonstration of quite basic skills whereas choosing fusilli carbonara would involve the more advanced skill of sauce making using the roux method.

To achieve a Pass the learner would have made the dishes but demonstrated less confidence and would possibly have needed some limited support. The Teacher Observation Sheets would have recorded comments such as 'poorly organised', 'asked for help or advice on the ingredients or method', 'failed to identify a problem', 'needed Teacher intervention'. The photographic evidence would have suggested that dishes were generally edible but lacking in skill and/or expertise; presentation might be basic and lack finish.

The learner's evidence meets the assessment criterion at a Merit. The learner gives a list of the dishes they have made for each given dish type and the date of the practical; this is useful evidence to confirm that a minimum of 6 dishes have been made for Unit 2. The learner then gives photographic evidence of the completed dish made during each of the six practical sessions. The photographs can be attributed to this learner because they show a name label. 3 Teacher Observation Sheets are named, signed and dated by the Teacher to aid authenticity. The written Teacher comments on the learner's practical work confirm that they have worked confidently (with certainty in own ability), been well organised, no help requested or needed, demonstrated good hygiene and safety. Further supporting evidence for assessment criterion 3.2 is given in the evaluations for 3.3. The Teacher awards 2 Merits and one Distinction for assessment criterion 3.2 during these 3 practical sessions. This is taken alongside the photographic evidence for all 6 dishes and appropriately a Merit has been awarded for the assessment criterion overall. The Teacher has correctly taken into account that the learner had made some minor errors eg shrinkage in shortcrust pastry and lumps in custard. The overall skills were generally basic therefore the learner did not 'apply choices of ingredients to skilfully (ie in a manner underpinned by technical knowledge and a degree of mastery) make given dishes'.

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion 3.2 Apply choices of ingredients to make given dishes

External Quality Assurer commentary (cont'd):

To achieve a Distinction the learner would have made the dishes with confidence and skill to demonstrate their underpinning technical knowledge and mastery. The Teacher Observation Sheet would have recorded a range of more advanced skills demonstrated, a high level of skill in terms of working practice and a high standard of the presentation and finish of the completed dish, in addition to examples of the learner working with confidence and demonstrating their underpinning knowledge.

Grade awarded for this assessment criterion – Merit.

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criterion 3.3 Evaluate completed dishes

External Quality Assurer commentary:

The learner's evidence for assessment criterion 3.3 needs to cover the evaluation of a number of different recipes for given dishes. Learners should have the opportunity to participate in at least 6 practical sessions for this unit but do not have to show evidence for all of these; however, their evidence needs to be from a range of the dishes produced. Some form of evaluation sheet might be used as evidence, provided this does not limit the opportunity for the learner to achieve all grades.

The learner's evidence for 3.3 meets the assessment criterion at a Pass. The learner has evaluated three dishes and has recorded their comments using the same format. There are brief comments relating to their choice of ingredients and effects, costing (but no reference to number of portions), taste, appearance, texture and smell. The learner has made brief comments on the ways in which the dish could be improved (ie what went well, what didn't go so well and how the dish could be improved).

To achieve a Merit the learner would have to evaluate their completed dishes with critical understanding (the ability to deconstruct, analyse and evaluate and express opinion). For example, they would give a detailed breakdown of the effects of the ingredients they selected on the final result, cost calculations per portion, a detailed sensory analysis of their finished result, highlight strengths and weaknesses of their methods suggesting ways in which they could improve the dish. This grade would be evidenced by a number of evaluations.

To achieve a Distinction the learner would have to evaluate their completed dishes with critical judgement (apply critical understanding informing decisions). They would give a detailed breakdown of the positive and negative effects of the ingredients they selected on the final result. They would include cost calculations for the whole dish and per portion with commentary; a detailed sensory analysis of their finished result, possibly with peer (or other person) assessment as well as their own; and highlight strengths and weaknesses of their methods suggesting ways in which they could improve the recipe, method of working and finished result, backed up by technical explanation and reasons. This grade would be evidenced by a number of evaluations.

Grade awarded for this assessment criterion – Pass.

Unit 02 Understanding food (H/506/5037) (cont'd)

Learner evidence:

Name:	XXXX	Unit 2 Understanding Food (H/506/5037)
Date:	15.11.2016	
Sources of Information		
Websites:		
www.wonderopolis.org (types of pasta)		
www.eattheseasons.co.uk (seasonal foods)		
www.nutrition.org.uk (British Nutrition Foundation – food groups, sources of food)		
www.foodafactoflife.org.uk/ (Food a Fact of Life – Eatwell Guide)		
www.weightwatchers.co.uk (recipe for Turkey Curry)		
www.foodnetwork.co.uk (recipe for Apple and Raspberry Crumble)		
www.finecooking.com (types and uses of rice)		
www.currycircle.com (types of curry)		
www.asianonlinerecipes.com (curry recipes)		
www.thekitchen.com (spices in Indian cooking)		
Books:		
Good Housekeeping Institute 1977 “Cooking is Fun” (recipe for Spaghetti Bolognese)		
The Allotment Gardener by Ann Nichol 2006 pub. Silverdale Books (fruit and vegetable seasonality)		
Oxford Handy Dictionary 6th edition (definition of a fruit)		
Other:		
Menu from Imali (my local Indian takeaway - ideas for curry dishes)		

External Quality Assurer commentary:

This work does not contribute to grading but acknowledgement of sources is good practice. It also aids in authentication of evidence and checking that there has been no plagiarism.

Evidence and Grading Tracker

Unit 02 Understanding food (H/506/5037)

A breakdown of the grades awarded for each assessment criterion within Unit 02 is shown below in this completed Evidence and Grading Tracker, which is available on the qualifications page on our website.

A Pass grade can be awarded for the unit as a whole.

The learner has not achieved a Merit grade for the unit because they did not achieve a Merit for assessment criterion 2.1 and 3.3.

The learner has not achieved a Distinction grade for the unit because they did not achieve a Distinction for assessment criterion 2.1, 2.2, 2.3, 3.2 and 3.3.

The learner is entitled to one opportunity to resubmit work for the unit to obtain a higher grade.

Assessment criteria	Not Yet Achieved	Pass	Merit	Distinction	Evidence (including portfolio page number and type)
1.1 Describe the main food groups				✓	Page 5 annotated Eatwell Guide diagram Pages 6,7 Notes on food groups
1.2 Describe sources of foods from each main food group				✓	Page 9-11 Chart on sources of food
1.3 Explain how seasons affect food availability			✓	No Distinction grade for this AC	Pages 13,14 Notes on seasons and food availability

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criteria	Not Yet Achieved	Pass	Merit	Distinction	Evidence (including portfolio page number and type)
2.1 Describe how social factors affect food choices		✓			Page 17 PowerPoint slides
2.2 Describe how environmental factors affect food choices			✓		Page 19 PowerPoint slides
2.3 Describe how cost factors affect food choices			✓		Page 21 PowerPoint slides
2.4 Describe how sensory factors affect food choices				✓	Page 23 PowerPoint slides
3.1 Compare ingredients to inform choice of recipes for given dishes				✓	Pages 26-35 notes and annotated recipe sheets
3.2 Apply choices of ingredients to make given dishes			✓		Page 37 List of dishes made for each type set Pages 41, 42 Photographs of dishes Pages 38-40 Teacher Observation Sheets
3.3 Evaluate completed dishes		✓			Pages 41, 42 Photographs of dishes made with notes Pages 43-45 Practical Evaluation Sheets

Summative feedback

Unit 02 Understanding food (H/506/5037)

I confirm this is all my own work.

Learner signature: XXXX

Teacher comments: (please continue overleaf if necessary)

Congratulations, Learner (use of name), you have demonstrated your achievement of all of the assessment criteria for Unit 2 and have completed this unit at Pass standard. You have produced some excellent work at Distinction and Merit standard for some of the assessment criteria. Remember though that in order to achieve a Merit every assessment criterion (AC) must be at least a Merit and to achieve a Distinction every AC must be a Distinction. You have related most of your work directly to the youth club scenario, which shows that you really understand the information – this is very good practice. You have one opportunity to rework parts of your assessment in order to improve your overall grade.

Learning Outcome 1 (AC 1.1, 1.2, 1.3) – 1.1/1.2 Distinctions and 1.3 Merit (max is Merit) so no improvements needed – well done.

Learning Outcome 2 (AC 2.1, 2.2, 2.3, 2.4) – some sections of your PowerPoint are lacking in the necessary detail and discussion; some points you make are not very clear, 2.1 – Pass, 2.2, 2.3 – Merit. Compare these with 2.4 which is a Distinction – you have really explained the points you make for this one. I am not sure that the PowerPoint was the best choice of presentation method for you, Learner, as I know you are very keen to reach a Distinction – PowerPoint slides can limit the space and therefore the amount of description you can give. You might prefer to convert this into another format and then add to it in order to ‘comprehensively describe’ each of the factors you have identified.

Unit 02 Understanding food (H/506/5037) (cont'd)

Teacher comments: (cont'd)

Learning Outcome 3 (AC 3.1, 3.2, 3.3) – 3.1 – Distinction – this excellent work, which is very detailed and well thought out, 3.2 – Merit – good evidence for Merit but towards the end of the unit you had started to demonstrate practical work at Distinction standard. I am able to arrange another two practical sessions in which you can aim to improve your grade to Distinction now you are more aware of what is required and your skills have developed. You will need to photograph your finished results as before and I will complete two additional Teacher Observation Sheets – good luck with this! 3.3 – have another look at your evaluations as these are very brief and superficial; they do not meet the requirement for evaluation with 'critical judgement' that is required for Distinction. You need to write in greater detail and to give reasons and explanation for the points you make; also have a think about the costings again – what information will the youth leaders need in order to decide whether these dishes are good value or not? I suggest you try improving one of the existing evaluations (perhaps your most recent one?) and then write two new ones for the additional dishes you make.

Resubmission date – 31st January 2017

I confirm I have graded this work against the grading descriptors for the qualification.

Overall unit grade: Pass

Teacher Name: XXXX

Signature: XXXX

Date: 12.12.16