

NEA 2 - Food preparation task

Student name: _____ Student candidate number: _____

Task - Plan, prepare, cook and present a range of dishes that meet healthy eating guidelines and would be suitable for young children..

			5-8	3-4	2-1	MARK
SECTION A: Researching the task (6 marks)			* Relevant concise & accurate research that shows discrimination when selecting & acquiring information to answer the task. * Detailed understanding & analysis of the dietary group, life stage or culinary tradition * Selected a varied range of relevant dishes closely reflecting the research & chosen task.	Relevant research carried out related to the task. * Includes analysis of the dietary group, life stage or culinary tradition. * Selected a range of relevant dishes reflecting the research & chosen task.	* Limited research carried out * Limited analysis of the dietary group, life stage or culinary tradition * Selected some trial dishes reflecting the research & chosen task.	
		15-18	10-14	5-9	1-4	
SECTION B: Demonstrating technical skill (18 marks)		* Competently executes a wide range of complex technical skills/processes (eg filleting fish or cutting vegetables with precision & accuracy eg julienne) to produce excellent quality dishes. * Selects & uses appropriate equipment confidently & accurately * Extensive review of technical skills that leads to appropriate & justified final dishes.	* Executes technical skills/processes with accuracy, including some complex technical skills (eg filleting fish or cutting vegetables with precision & accuracy eg julienne) to produce very good quality dishes. * Selects & uses appropriate equipment accurately * Very good review of technical skills leads to appropriate final dishes	* Demonstrates technical skills/processes with some accuracy to produce good quality dishes. * Selects & uses equipment with some accuracy * Good review of technical skills leads to appropriate final dishes	* Basic technical skills/processes (eg slicing raw meat, peeling fruits and vegetables) used to produce adequate quality dishes. * Difficulty in using some equipment * Some review of the technical skills leads to the final dishes.	
		7-8	5-8	3-4	1-2	
SECTION C: Planning for the final menu (8 marks)		* Detailed review and full justification of the choice and appropriateness of the final three dishes related to the task & research eg nutrition, ingredients, cooking methods. * Detailed, realistic, logical & accurate plan including selecting appropriate techniques for the making of the final * The time plan will include accurate timings, reference to food safety, relevant & accurate dovetailing.	* Reviews and explains the choice & appropriateness of the final dishes related to the task & research eg nutrition, ingredients, cooking methods. * Produced a clear, logical & accurate plan including selecting appropriate techniques for the making of the final dishes with appropriate timings, reference to food safety, with appropriate dovetailing.	* Limited reasons for choice of the final dishes eg nutrition, ingredients, cooking methods * Produced a plan for the making of the final dishes. The time plan will include some appropriate timings, reference to food safety and limited dovetailing.	* The justification for the choice of the final dishes is not clear. * Simplistic plan for making the final dishes, reference to food safety with several inaccuracies.	

NEA 2 - Food preparation task

Student name: _____ Student candidate number: _____

	25-30	18-24	13-18	7-12	1-6	
SECTION D: Making the final dishes (30 marks)	*Competently executes a wide range of complex technical skills & processes to an excellent standard (such as filleting fish or cutting vegetables with precision & accuracy eg julienne) in the making of the three final dishes. *The three final dishes show a high level of demand, complexity and challenge. *Final two dishes include a wide range of finishing techniques such as garnishing & decoration e.g. piping. All dishes are accurately presented with attention to detail and finished to an excellent standard. *Excellent evidence of time management. All dishes were produced very successfully within the 3 hour period. Student followed the time plan closely using the correct sequence with excellent linking & application food safety principles.	*Competently executes a range of technical skills, including some complex skills (such as filleting fish or cutting vegetables with precision & accuracy eg julienne) to a very good standard in the making of the three final dishes *Selects and uses appropriate equipment accurately. *The three final dishes show complexity & challenge. *The three final dishes show a range of appropriate finishing techniques & are presented to a very good standard. *Very good evidence of time management. The three dishes were produced successfully within the 3 hour period. The student followed the time plan using the correct sequence with very good linking and application of food safety principles.	*Executes technical skills & processes to a good standard (such as cutting vegetables accurately eg baton) in the making of at least two final dishes. *Selects & uses appropriate equipment with some *One of the final dishes show some demand & challenge. *The final dishes show some appropriate finishing techniques such as garnishing & decoration & are presented to a good standard. *Good evidence of time management. All three dishes were produced within the 3 hour period. The student followed the time plan in a logical sequence with good linking & application of food safety principles.	*Executes technical skills and processes with some inaccuracies in the making of the final dishes. *For the majority of the processes appropriate equipment selected & used with some accuracy. *Final dishes show some demand but limited level of skill. *Final three dishes include some finishing techniques but lack of consideration related to some of the presentation. *Satisfactory attempt to follow the time plan with adequate application of food safety principles.	* Limited/basic technical skills (eg slicing raw meat, peeling fruits & vegetables) and processes used with inaccurate outcomes in the making *Some attempt to select appropriate equipment. *Final dishes lack demand and include mainly basic skills *Final three dishes are of a basic standard with a lack of appropriate finish and presentation. *Time plan not used for most or all of the making of the final dishes.	
SECTION E: Analyse and evaluate (8 marks)		7-8	5-8	3-4	1-2	
		*Accurate nutritional analysis data for the three final dishes which is fully explained with conclusions and recommendations. Accurate and excellent knowledge of nutrition is demonstrated. *Detailed and appropriate sensory testing with detailed analysis and evaluation. Final dishes are costed with the results of this costing analysed and explained. *Detailed, relevant and creative improvements suggested for the final dishes.	*Nutritional analysis for the three final dishes is explained with conclusions and some recommendations suggested. Very good knowledge of nutrition is demonstrated. *Sensory testing with very good analysis and evaluation. *Final dishes are costed with some analysis. *Relevant improvements suggested for the final dishes.	*Nutritional analysis for the three final dishes includes some conclusions. Good knowledge of nutrition is demonstrated. *Sensory testing with some analysis. *Some costing of the final dishes with limited analysis. *Some suggested improvements of the final dishes.	*Limited or no nutritional analysis is carried out for the final dishes *Evidence of sensory testing with little or no analysis. *Little or no evidence of costing of the final dishes. *Limited or no improvements are suggested for the final dishes	

NAME:

Candidate Number:

Centre: _____(Centre Number)

Analysis of Task

- Highlight the key words.
- Annotate and make notes to demonstrate your understanding of the key words.
- Create it like a spider diagram with good ideas.

TASK:

A local café wants to update their menu to provide home-made nutritious dishes using fresh, seasonal ingredients. Research, prepare and cook 3 dishes (and accompaniments, if appropriate) that demonstrate your technical skills, are innovative and appetising, and would meet the menu requirements.

Remember to keep linking back to your research and the task - why did you do what you did (because it links to this piece of research)

Plan of Action

- Create a table with the headings
 - What needs to be done
 - How it needs to be done
 - Date / time frame.
 - Success Criteria
- Go through the task and the guidance on the front page to identify all of the tasks that need to be done.
 - Put them in order
 - This will in essence, become your framework / contents table for the assessment task. It's like the method on how to create the perfect project.

TASK:

A local café wants to update their menu to provide home-made nutritious dishes using fresh, seasonal ingredients. Research, prepare and cook 3 dishes (and accompaniments, if appropriate) that demonstrate your technical skills, are innovative and appetising, and would meet the menu requirements.

Plan of Research

TASK:

A local café wants to update their menu to provide home-made nutritious dishes using fresh, seasonal ingredients. Research, prepare and cook 3 dishes (and accompaniments, if appropriate) that demonstrate your technical skills, are innovative and appetising, and would meet the menu requirements.

You have analysed the task – you should have identified all of things that you now need to investigate and find out. That will be done in the form of research.

- Create a table with the following headings
 - What needs to be found out
 - Type of research to find that information
 - How and when it will be done
 - Add a final column as a check box so that you know that you have done all of the research.
- Not all of the research will be done at this stage – there will be research completed as you work through the coursework.
- The following pages of your coursework will be the research results and summary of findings including decisions being made.

You should aim to complete at least 3 methods of research to justify your selection of cuisine and dishes

Research – Restaurant Visit I

Aims:

What are you trying to achieve / find out by doing this type of research?

Methods:

How and when did you do the research.

TASK:

A local café wants to update their menu to provide home-made nutritious dishes using fresh, seasonal ingredients. Research, prepare and cook 3 dishes (and accompaniments, if appropriate) that demonstrate your technical skills, are innovative and appetising, and would meet the menu requirements.

Results & Evidence of this particular research:

- *Pictures? Graphs? Charts?*
- *Labelled*
- *Annotated*
- *Summarised*

Focus the Research:

Menus:

- What's the menu? Different types of menus?
- How are menus divided?
- What information is given?

Plating of the food

- Photo ?
- How is the plate presented?
 - Size of plate –vs- amount of food.
 - Decorations / garnishes / sauces
- What proportion of food is on the plate?
- Look at the ratio of protein / carbs / veg ... etc

Discussions of results:

- *Discuss the trends and patterns – eg most popular / least popular.*
- *Discuss interesting points discovered in this research*
- *Discuss the 'winners' and 'losers'*
- *Link to the task and the aims of the task.*
- *Your discussion should directly relate to the aims you set above.*

Decisions Made:

As a result of doing the research, what decisions have you made which will be carried through the rest of your course work?
Always in point form.

Research – Questionnaire – What people want

Aims:

What are you trying to achieve / find out by doing this type of research?

Methods:

How and when did you do the research.

TASK:

A local café wants to update their menu to provide home-made nutritious dishes using fresh, seasonal ingredients. Research, prepare and cook 3 dishes (and accompaniments, if appropriate) that demonstrate your technical skills, are innovative and appetising, and would meet the menu requirements.

Results & Evidence of this particular research:

- *Pictures? Graphs? Charts?*
- *Labelled*
- *Annotated*
- *Summarised*

Focus the Questionnaire:

- *What type of Cafe do you go to?*
- *What would you expect to see on the menu?*
- *Particular international focus?*
- *Age group*
- *Dietary needs*
- *Moral / ethical / sustainability concerns or focus for the menu?*

Discussions of results:

- *Discuss the trends and patterns – eg most popular / least popular.*
- *Discuss interesting points discovered in this research*
- *Discuss the 'winners' and 'losers'*
- *Link to the task and the aims of the task.*
- *Your discussion should directly relate to the aims you set above.*

Decisions Made:

As a result of doing the research, what decisions have you made which will be carried through the rest of your course work?
Always in point form.

*The questionnaire **is not** included in the project. The results in the form of graphs are. Make sure that they have:*

- *Title is the question asked*
- *The graph itself*
- *A summary of result for that question.*

Research – Study of the focused Cuisine / Theme

Aims:

What are you trying to achieve / find out by doing this type of research?

Methods:

How and when did you do the research.

TASK:

A local café wants to update their menu to provide home-made nutritious dishes using fresh, seasonal ingredients. Research, prepare and cook 3 dishes (and accompaniments, if appropriate) that demonstrate your technical skills, are innovative and appetising, and would meet the menu requirements.

Results & Evidence of this particular research:

- *Pictures? Graphs? Charts?*
- *Labelled*
- *Annotated*
- *Summarised*

Focus the Research:

- Types of cafes. (if relevant)
- Give a small introduction to the theme / cuisine
- Find out about the flavours – herbs and spices
- Find out about the staple foods served
- Find out stereotypical recipes / dishes
- Famous chefs? Videos? Blogs? (Maybe watch them)
- A small moodboard of possible dishes you could typically find in a cafe.
- Which dishes are available to buy on the local high street, what are cafe favorite foods?

Discussions of results:

- *Discuss the trends and patterns – eg most popular / least popular.*
- *Discuss interesting points discovered in this research*
- *Discuss the 'winners' and 'losers'*
- *Link to the task and the aims of the task.*
- *Your discussion should directly relate to the aims you set above.*

Decisions Made:

As a result of doing the research, what decisions have you made which will be carried through the rest of your course work? Always in point form.

Research – High Skills Making – dishes & cooking methods

Aims:

What are you trying to achieve / find out by doing this type of research?

Methods:

How and when did you do the research.

TASK:

A local café wants to update their menu to provide home-made nutritious dishes using fresh, seasonal ingredients. Research, prepare and cook 3 dishes (and accompaniments, if appropriate) that demonstrate your technical skills, are innovative and appetising, and would meet the menu requirements.

Results & Evidence of this particular research:

- *Pictures? Graphs? Charts?*
- *Labelled*
- *Annotated*
- *Summarised*

Focus the Research:

- Find out about higher cooking skills in making
- Find out how to plate food professionally
- Find out how presentation is so important
 - Watch videos
 - Look at pictures
 - Consult YouTube
 - Watch Masterchef finals / or the professionals
- Consider doing product disassemblies / evaluations.
- Choose one dish as an example which could then be turned from low skill to medium to high skill and show how this process can be achieved.

Discussions of results:

- *Discuss the trends and patterns – eg most popular / least popular.*
- *Discuss interesting points discovered in this research*
- *Discuss the 'winners' and 'losers'*
- *Link to the task and the aims of the task.*
- *Your discussion should directly relate to the aims you set above.*

Decisions Made:

As a result of doing the research, what decisions have you made which will be carried through the rest of your course work?
Always in point form.

Research – Restaurant Visit II (Cuisine / theme Focused)

Aims:

What are you trying to achieve / find out by doing this type of research?

Methods:

How and when did you do the research.

TASK:

A local café wants to update their menu to provide home-made nutritious dishes using fresh, seasonal ingredients. Research, prepare and cook 3 dishes (and accompaniments, if appropriate) that demonstrate your technical skills, are innovative and appetising, and would meet the menu requirements.

Results & Evidence of this particular research:

- *Pictures? Graphs? Charts?*
- *Labelled*
- *Annotated*
- *Summarised*

Discussions of results:

- *Discuss the trends and patterns – eg most popular / least popular.*
- *Discuss interesting points discovered in this research*
- *Discuss the 'winners' and 'losers'*
- *Link to the task and the aims of the task.*
- *Your discussion should directly relate to the aims you set above.*

Decisions Made:

As a result of doing the research, what decisions have you made which will be carried through the rest of your course work?
Always in point form.

Interim research analysis & evaluation and design criteria

Aims:

What are you trying to achieve / find out by doing this type of research?

Communicate:

Explain what the importance is of reviewing all of the research so far.

Explain what a design criterion is and why a list of criteria is so important for the success of your project and the products you will be making.

TASK:

A local café wants to update their menu to provide home-made nutritious dishes using fresh, seasonal ingredients. Research, prepare and cook 3 dishes (and accompaniments, if appropriate) that demonstrate your technical skills, are innovative and appetising, and would meet the menu requirements.

The Design Criteria:

You will be now taking all of the results from the research that you have completed and paraphrasing each of the main decisions made and put them into bullet points under the heading 'The design Criteria'.

Eg:

The 3 dishes must...

- Be high skilled
- Avoid the use of standard components
- Be based on a Mexican theme
- etc...

The Next Step:

What happens now that you have the design criteria? What's the next step in the project?

Research – Suitable dishes to meet consumer needs

Aims:

What are you trying to achieve / find out by doing this type of research?

Methods:

How and when did you do the research.

Results & Evidence of this particular research:

- *Pictures? Graphs? Charts?*
- *Labelled*
- *Annotated*
- *Summarised*

Discussions of results:

- *Discuss the trends and patterns – eg most popular / least popular.*
- *Discuss interesting points discovered in this research*
- *Discuss the 'winners' and 'losers'*
- *Link to the task and the aims of the task.*
- *Your discussion should directly relate to the aims you set above.*

TASK:

A local café wants to update their menu to provide home-made nutritious dishes using fresh, seasonal ingredients. Research, prepare and cook 3 dishes (and accompaniments, if appropriate) that demonstrate your technical skills, are innovative and appetising, and would meet the menu requirements.

Focus the Research:

The advice is to make sure that these pages (you may need 2) are well set out and divided into the 3 dish type you are considering making.

For each design idea:

- Photo of possible design idea
- Name of product
- Skills covered and rated (H)igh (M)edium (L)ow
- Potential improvements that you think you may need before cooking them.
- Appropriate accompaniments for each dish.
- **Highlight the 6 dishes you want to try** – are they totally different to each other? Using different methods / ingredients > **2 from each type of dish you are planning**

Decisions Made:

*As a result of doing the research, what decisions have you made which will be carried through the rest of your course work?
Always in point form.*

Research – Trial 1:

Ingredients – with quantities

ISSUES

MORAL, SOCIAL &
ETHICAL,
ENVIRONMENTAL,
SPIRITUAL , ECONOMIC

Possible Engineering to meet
specification more closely

COOKING SKILLS

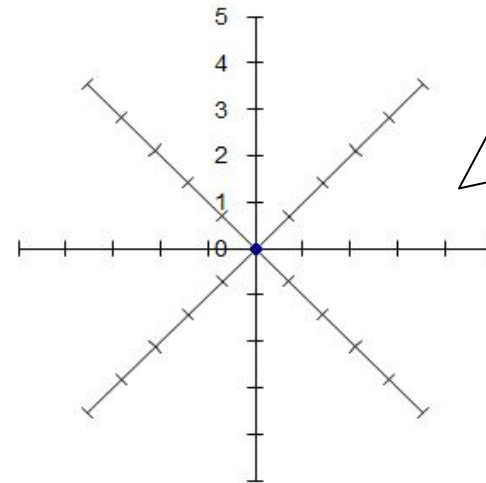
List all of the cooking skills you have
employed in this recipe here OR as
part of your annotated cooking
graphics

Nutritional Traffic Light & Analysis

POSITIVE ASPECTS

Photo of finished Product

Sensory Chart



Comments from consumers:

IMPROVEMENTS

Possible improvements
including how the product
could be adapted and / or
changed to broaden its
appeal or use / application.

Annotated cooking pictures showing processes & practices



Download
PhotoGrid
For Android
or Apple

Use the
filmstrip
function to
make
process
photos

Method in black
Safety Controls in red
Quality Controls in blue

Rate
out
of 10

Research – Trial 2:

Ingredients – with quantities

ISSUES

MORAL, SOCIAL &
ETHICAL,
ENVIRONMENTAL,
SPIRITUAL , ECONOMIC

Possible Engineering to meet
specification more closely

COOKING SKILLS

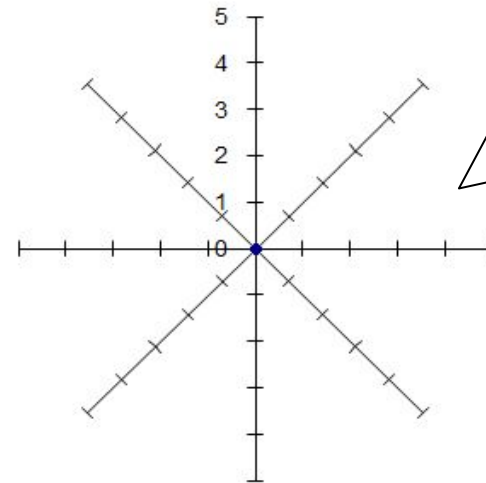
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Nutritional Traffic Light & Analysis

POSITIVE ASPECTS

Photo of finished Product

Sensory Chart



Comments from consumers:

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photos

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Safety Controls in red
Quality Controls in blue

Rate
out
of 10

Research – Trial 3:

Ingredients – with quantities

ISSUES

MORAL, SOCIAL &
ETHICAL,
ENVIRONMENTAL,
SPIRITUAL , ECONOMIC

Possible Engineering to meet
specification more closely

COOKING SKILLS

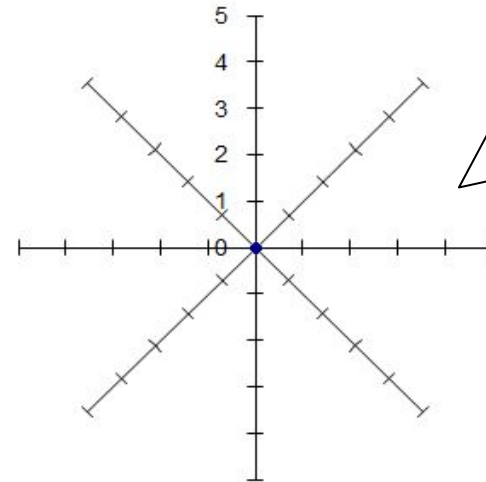
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Nutritional Traffic Light & Analysis

POSITIVE ASPECTS

Photo of finished Product

Sensory Chart



Comments from consumers:

IMPROVEMENTS

Possible improvements
including how the product
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Annotated cooking pictures showing processes & practices



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Safety Controls in red
Quality Controls in blue

Rate
out
of 10

Research – Trial 4:

Ingredients – with quantities

ISSUES

MORAL, SOCIAL &
ETHICAL,
ENVIRONMENTAL,
SPIRITUAL , ECONOMIC

Possible Engineering to meet
specification more closely

COOKING SKILLS

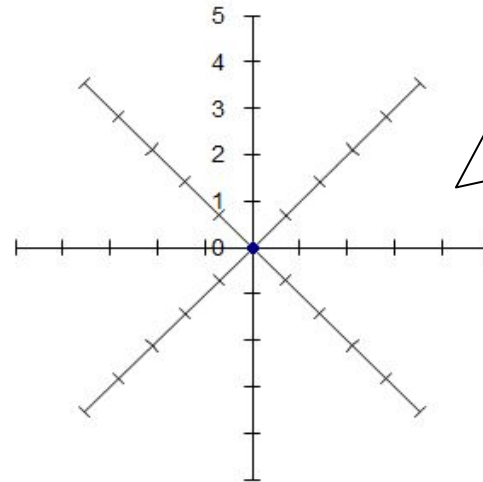
List all of the cooking skills you have
employed in this recipe here OR as
part of your annotated cooking
graphics

Nutritional Traffic Light & Analysis

POSITIVE ASPECTS

Photo of finished Product

Sensory Chart



Comments from consumers:

IMPROVEMENTS

Possible improvements
including how the product
could be adapted and / or
changed to broaden its
appeal or use / application.

Annotated cooking pictures showing processes & practices



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Method in black
Safety Controls in red
Quality Controls in blue

Rate
out
of 10

Selection of the Final 3 Dishes to take to the examination

Aims:

What are you trying to achieve / prove / communicate on this page?

TASK:

A local café wants to update their menu to provide home-made nutritious dishes using fresh, seasonal ingredients. Research, prepare and cook 3 dishes (and accompaniments, if appropriate) that demonstrate your technical skills, are innovative and appetising, and would meet the menu requirements.

What's on this page?

- *Divide space into 3*
- *A sketch (would be best) of the design idea as it will be presented*
- *Annotated to show components.*
 - *Main component*
 - *Accompaniments*
 - *Garnish / sauces*
- *Annotate aspects / size / specific qualities / ingredients using technical language.*
- *A description of each product as it would appear on an M&S commercial.*
- *The skills involved in the dish – highlight the high level skills*

Selecting your design ideas?

- Aim to have 3 components – could be layers / sauces etc.
 - Lasagne – make pasta / meat sauce / roux sauce etc
- Aim to complicate your dish by avoiding standard components.
 - Make own stock
 - Bone / fillet own chicken / fish
 - Mince own meat
- Accompaniments should be a different skills set
- All design ideas should use a different part of the cooker / use different cookware. This will allow you to prove yourself.
 - Bake/roast in the oven
 - Boil / Steam on the hob
 - Broil / gratin / grill under the grill.
- Your goal is to show off – your goal is to be **MASTER CHEF**

Decisions Made:

As a result of doing this page.. what decisions have you made which will be carried through the rest of your course work? Always in point form.

Requisitions – Recipes - Ingredients & Equipment

Aims:

What are you trying to achieve / prove / communicate on this page?

What's on this page?

- A copy of the recipes (Screen shot / scanned)
 - The main parts &
 - Any accompaniments
 - Annotate the recipe with the changes that will upskill them
 - Annotate / note / engineering / quantities etc.
- A list of the ingredients required which have been split into:
 - Grocer/ Green Grocer / Butcher / Fish Monger
 - A list of all equipment required:
 - Preparation / Cooking / Serving

TASK:

A local café wants to update their menu to provide home-made nutritious dishes using fresh, seasonal ingredients. Research, prepare and cook 3 dishes (and accompaniments, if appropriate) that demonstrate your technical skills, are innovative and appetising, and would meet the menu requirements.

Shopping / Requisitions List

Introduction: This slide shows us the shopping and requisitions

Requisitions	Lasagne	Panna	Bread	TOTAL
Fruit and Vegetables				2
Onion	2			2
Garlic	2			2
Carrot	2			0
Tomato	1/2			0
Onion (White Sauce)	2x400	350		350
Chopped Tomatoes				0
Raspberries				500
Meat, Poultry, Fish	500			2
Mince Meat	2			0
Bacon				1
Dairy	1			750
Egg yolk	1	250		55
Eggs	500		20	70
Milk	35			250
Butter	70	250		0
Parmesan Cheese				140
Double Cream				45
Rice, Cereals, Grains	140			250
Pain flour	45		250	12
Pain flour (White sauce)			12	0
Strong White Bread flour				175
Yeast				10
Fats, Sugar			175	10
Sugar			10	0
Icing Sugar				3
Other	3			1
Gelatine Leaves	1			475
Vanilla pod			175	4
Water			4	
Mint				

EQUIPMENT

Requisitions	Lasagne	Panna Cotta	Bread	Total
Bowl	1	1	1	3
Wooden Spoon	1	0	1	2
Sauce Pan	1	1	0	2
Oven Tray	0	0	1	1
Tin Opener	1	0	0	3
Knife	1	1	1	1
Sieve	0	1	0	2
Jug	0	1	1	1
Scissors	0	1	0	2
Cooling Rack	1	0	1	

Don't forget to be specific with the ingredients on your shopping list.

Eg Better welfare, organic chicken
e.g. British unsalted butter
e.g. pole & line caught Pollock

Decisions Made:

As a result of doing this page.. what decisions have you made which will be carried through the rest of your course work? Always in point form.

Timed order of work with safety and hygiene., and quality controls

Aims:

What are you trying to achieve / prove / communicate on this page?

TASK:

A local café wants to update their menu to provide home-made nutritious dishes using fresh, seasonal ingredients. Research, prepare and cook 3 dishes (and accompaniments, if appropriate) that demonstrate your technical skills, are innovative and appetising, and would meet the menu requirements.

What's on this page?

- A table which is organised in detail with
 - Time
 - Task / Process
 - Safety Controls to avoid hazards
 - Biological Hazards
 - Safety Hazards
 - Chemical Hazards
 - Personal safety – burns / cuts avoided for example.
 - Quality Controls
- The table must show how dovetailing is possible whilst cooking / preparing all 3 dishes in the same 3 hours – not one after the other.
 - e.g. Whilst the water is heating up and boiling the pasta, you could be making the white sauce for a pasta bake or folding your puff pastry.

**** 3 HOURS ****
from start to finish to
include preparation and
cleanup

Don't forget...

- Clean up
- Plating the dishes
- Preparation
- Shopping & Storage of ingredients.

A successful plan will be so detailed and accurate that someone else in the class could prepare, cook and present your dishes the way that you intended!!

Decisions Made:

As a result of doing this page.. what decisions have you made which will be carried through the rest of your course work? Always in point form.

CHECKLIST FOR MAKING SESSIONS (Trials and the examination day)

Aims:

To know what is being examined as a checklist to verify that planning incorporates all aspects being examined on the day of the practical exam and in the trial dishes sessions.

TASK:

A local café wants to update their menu to provide home-made nutritious dishes using fresh, seasonal ingredients. Research, prepare and cook 3 dishes (and accompaniments, if appropriate) that demonstrate your technical skills, are innovative and appetising, and would meet the menu requirements.

What's being examined in the practical session??

- ☐ Follow the plan of action
- ☐ Worked completely independently
- ☐ Work extremely competently throughout the preparation cooking and presenting of the dishes.
- ☐ Excellent use of the 3 hours allowed for preparation, cooking and serving.
- ☐ Fully embraced showcasing technical skills.
- ☐ Select correct equipment, prepare and use with extreme confidence for all three dishes & any accompaniments.
- ☐ Use a wide variety of appropriate and complex skills (such as filleting meat or fish and precise fruit and vegetable cuts, e.g. julienne, brunoise, macedoine) in all three dishes and they were executed competently and to an excellent standard.
- ☐ Demonstrate excellent time management and all three dishes and any accompaniments are produced with success within the time available.
- ☐ Accurately judge and manipulate the sensory properties during the cooking processes at every stage for all three dishes. (**Seasoning / spice levels / flavour / depth of colour / finish of product**)
- ☐ Temperature control is faultless during the storing/cooking/testing for readiness and serving of the dishes.
- ☐ All three dishes were served at the correct temperature (for each course where applicable).
- ☐ All three dishes and accompaniments were presented to an extremely high standard.
- ☐ Accurate portion control was evident and the presentation clearly identified how the dishes would form part of a meal.
- ☐ A high quality finish is achieved due to food styling being used appropriately with attention to detail to improve the aesthetic qualities of the dishes



Photo evidence of making — Product one & its accompaniment

Aims:

What are you trying to achieve / prove / communicate on this page?

TASK:

A local café wants to update their menu to provide home-made nutritious dishes using fresh, seasonal ingredients. Research, prepare and cook 3 dishes (and accompaniments, if appropriate) that demonstrate your technical skills, are innovative and appetising, and would meet the menu requirements.

What's on this page?

- A story board of you making this dish in detail.
- Photo evidence which is connected with arrows to show the progression from:
 - Purchase of ingredients
 - Storage of ingredients
 - Preparation
 - Cooking
 - Testing
 - Plating
 - Presenting/Serving
- Under each photo, annotate to include:
 - Process step
 - Quality control
 - Safety control ... just as you did in the design ideas trials.

Don't forget to include...

- A clear large photo of the final dish so the examiner can see all of the hard work you have put in.
- Quotes from the feedback that people have given you
- A nutritional traffic light and a quick comment
 - Sensory Chart

Decisions Made:

As a result of doing this page.. what decisions have you made which will be carried through the rest of your course work? Always in point form.

Photo evidence of making – Product two & its accompaniment

Aims:

What are you trying to achieve / prove / communicate on this page?

TASK:

A local café wants to update their menu to provide home-made nutritious dishes using fresh, seasonal ingredients. Research, prepare and cook 3 dishes (and accompaniments, if appropriate) that demonstrate your technical skills, are innovative and appetising, and would meet the menu requirements.

What's on this page?

- A story board of you making this dish in detail.
- Photo evidence which is connected with arrows to show the progression from:
 - Purchase of ingredients
 - Storage of ingredients
 - Preparation
 - Cooking
 - Testing
 - Plating
 - Presenting/Serving
- Under each photo, annotate to include:
 - Process step
 - Quality control
 - Safety control ... just as you did in the design ideas trials.

Don't forget to include...

- A clear large photo of the final dish so the examiner can see all of the hard work you have put in.
- Quotes from the feedback that people have given you
- A nutritional traffic light and a quick comment

Decisions Made:

As a result of doing this page.. what decisions have you made which will be carried through the rest of your course work? Always in point form.

Photo evidence of making – Product three & its accompaniment

Aims:

What are you trying to achieve / prove / communicate on this page?

TASK:

A local café wants to update their menu to provide home-made nutritious dishes using fresh, seasonal ingredients. Research, prepare and cook 3 dishes (and accompaniments, if appropriate) that demonstrate your technical skills, are innovative and appetising, and would meet the menu requirements.

What's on this page?

- A story board of you making this dish in detail.
- Photo evidence which is connected with arrows to show the progression from:
 - Purchase of ingredients
 - Storage of ingredients
 - Preparation
 - Cooking
 - Testing
 - Plating
 - Presenting/Serving
- Under each photo, annotate to include:
 - Process step
 - Quality control
 - Safety control ... just as you did in the design ideas trials.

Don't forget to include...

- A clear large photo of the final dish so the examiner can see all of the hard work you have put in.
- Quotes from the feedback that people have given you
- A nutritional traffic light and a quick comment

Decisions Made:

As a result of doing this page.. what decisions have you made which will be carried through the rest of your course work? Always in point form.

Evaluate the selection, preparation, cooking and presentation of the three dishes:

Aims:

What are you trying to achieve / prove / communicate on this page?

TASK: A local café wants to update their menu to provide home-made nutritious dishes using fresh, seasonal ingredients. Research, prepare and cook 3 dishes (and accompaniments, if appropriate) that demonstrate your technical skills, are innovative and appetising, and would meet the menu requirements.

Insert a picture of your final three dishes.

Don't forget to include...

- Small photos to prove your work and illustrate your meaning.
- Reference to what people said and the sensory analysis of the dishes.
- Improvements and how you would make those improvements.

What's on this page?

- *This is a written exercise – think long response / essay style.*

For **each** of the 3 dishes:

- *The following aspects should be covered, what went well – what could have gone better?*
 - ☐ How did the dishes meet the brief ? Think about:
 - ☐ How you met the high technical skills selected and how well you demonstrated them.
 - ☐ Sensory properties – consider the taste, texture, aroma and appearance. (star chart?)
 - ☐ Presentation and food styling of the completed dishes.
- *What challenges did you experience? How did you deal with them?*
- *How were your timings?*
- *What would you do differently next time? If you were to repeat the exam? What would you do 'better'?*
- *How were your dishes in comparison to those of other students in the exam group?*
- *Explain, with good detail, how you would change your dish in comparison to what others did in the group? E.g. maybe someone used an egg glaze, not a milk and egg wash and it resulted in a better outcome – because higher fat and protein content than yours.*
- *Have you included correct technical language throughout your evaluation & project?*