

NEA Task 2: Food Preparation Assessment

| Section A: Researching the Task | | | | |
|--|--|---|---|--|
| 1-2 | 3-4 | 5-6 | | Mark |
| Limited research carried out. | Relevant research carried out related to the task. | Relevant, concise and accurate research that shows discrimination when selecting and acquiring information to answer the task. | | |
| Limited analysis of the dietary group, life stage or culinary tradition. | Includes analysis of the dietary group, life stage or culinary tradition. | Detailed understanding and analysis of the dietary group, life stage or culinary tradition. | | |
| Selected some trial dishes reflecting the research and chosen task. | Selected a range of relevant dishes reflecting the research and chosen task. | Selected a varied range of relevant dishes closely reflecting the research and chosen task. | | |
| Section B: Demonstrating the Technical Skills | | | | |
| 1-4 | 5-9 | 10-14 | 15-18 | |
| Basic technical skills/processes (eg slicing raw meat, peeling fruits and vegetables) used to produce adequate quality dishes. | Demonstrates technical skills/processes with some accuracy to produce good quality dishes. | Executes technical skills/processes with accuracy, including some complex technical skills (eg filleting fish or cutting vegetables with precision and accuracy eg julienne) to produce very good quality dishes. | Competently executes a wide range of complex technical skills/processes (eg filleting fish or cutting vegetables with precision and accuracy eg julienne) to produce excellent quality dishes. | |
| Difficulty in using some equipment. | Selects and uses equipment with some accuracy. | Selects and uses appropriate equipment accurately. | Selects and uses appropriate equipment confidently and accurately. | |
| Some review of the technical skills leads to the final dishes. | Good review of technical skills leads to appropriate final dishes. | Very good review of technical skills leads to appropriate final dishes. | Extensive review of technical skills that leads to appropriate and justified final dishes. | |
| Section C: Planning for the Final Menu | | | | |
| 1-2 | 3-4 | 5-6 | 7-8 | Mark |
| The justification for the choice of the final dishes is not clear. | Limited reasons for choice of the final dishes eg nutrition, ingredients, cooking methods. | Reviews and explains the choice and appropriateness of the final dishes related to the task and research eg nutrition, ingredients, cooking methods. | Detailed review and full justification of the choice and appropriateness of the final three dishes related to the task and research eg nutrition, ingredients, cooking methods. | |
| Simplistic plan for making the final dishes, reference to food safety with several inaccuracies. | Produced a plan for the making of the final dishes. | Produced a clear, logical and accurate plan including selecting appropriate techniques for the making of the final dishes with some dovetailing. | Detailed, realistic, logical and accurate plan including selecting appropriate techniques for the making of the final dishes. | |
| | The time plan will include some appropriate timings, reference to food safety and limited dovetailing. | The time plan will include appropriate timings, reference to food safety, with appropriate dovetailing. | The time plan will include accurate timings, reference to food safety, relevant and accurate dovetailing. | |
| Section D: Making the Final Dishes | | | | |
| 1-6 | 7-12 | 13-18 | 19-24 | 25-30 |
| Limited/basic technical skills (eg slicing raw meat, peeling fruits and vegetables) and processes used with inaccurate outcomes in the making of the final dishes. | Executes technical skills and processes with some inaccuracies in the making of the final dishes. | Executes technical skills and processes to a good standard (such as cutting vegetables accurately eg baton) in the making of at least two final dishes. | Competently executes a range of technical skills, including some complex skills (such as filleting fish or cutting vegetables with precision and accuracy eg julienne) to a very good standard in the making of the three final dishes. | Competently executes a wide range of complex technical skills and processes to an excellent standard (such as filleting fish or cutting vegetables with precision and accuracy eg julienne) in the making of the three final dishes. |
| Some attempt to select appropriate equipment. | For the majority of the processes appropriate equipment selected and used with some accuracy. | Selects and uses appropriate equipment with some accuracy. | Selects and uses appropriate equipment accurately. | Selects and uses appropriate equipment with precision and accuracy. |
| Final dishes lack demand and include mainly basic skills. | Final dishes show some demand but limited level of skill. | At least two of the final dishes show some demand and challenge. | The three final dishes show complexity and challenge. | The three final dishes show a high level of demand, complexity and challenge. |
| Final three dishes are of a basic standard with a lack of appropriate finish and presentation. | Final three dishes are of a basic standard with a lack of appropriate finish and presentation. | The final three dishes show some appropriate finishing techniques such as garnishing and decoration. | The three final dishes show a range of appropriate finishing techniques | Final three dishes include a wide range of finishing techniques such as garnishing and decoration eg piping. |
| Lack of consideration related to the presentation. | Lack of consideration related to some of the presentation. | The three final dishes are presented to a good standard. | The three final dishes are presented to a very good standard. | All dishes are accurately presented with attention to detail and finished to an excellent standard. |
| | | Good evidence of time management. All three dishes were produced within the 3 hour period. | Very good evidence of time management. All three dishes were produced successfully within the 3 hour period. | Excellent evidence of time management. All three dishes produced very successfully within the three hour period. |
| Time plan not used for most or all of the making of the final dishes. | Satisfactory attempt to follow the time plan with adequate application of food safety principles. | The student followed the time plan in a logical sequence with good linking and application of food safety principles. | The student followed the time plan using the correct sequence with very good linking and application of food safety principles. | The student followed the time plan closely using the correct sequence with excellent linking and application of food safety principles. |
| Section E: Analyse and Evaluate | | | | |

| 1-2 | 3-4 | 5-6 | 7-8 | Mark |
|---|---|--|--|------|
| Limited or no nutritional analysis is carried out for the final dishes. | Nutritional analysis for the three final dishes includes some conclusions | Nutritional analysis for the three final dishes is explained with conclusions and some recommendations suggested | Accurate nutritional analysis data for the three final dishes which is fully explained with conclusions and recommendations. | |
| Some knowledge of nutrition is demonstrated. | Good knowledge of nutrition is demonstrated. | Very good knowledge of nutrition is demonstrated. | Accurate and excellent knowledge of nutrition is demonstrated | |
| Sensory testing with some analysis. | Evidence of sensory testing with little or no analysis. | Sensory testing with very good analysis and evaluation. | Detailed and appropriate sensory testing with detailed analysis and evaluation. | |
| Little or no evidence of costing of the final dishes. | Some costing of the final dishes with limited analysis. | Final dishes are costed with some analysis. | Final dishes are costed with the results of this costing analysed and explained. | |
| Limited or no improvements are suggested for the final dishes. | Some suggested improvements of the final dishes. | Relevant improvements suggested for the final dishes. | Detailed, relevant and creative improvements suggested for the final dishes. | |
| Total | | | | |