



## External Assessment Report 2011

Subject	<b>Hospitality Practical Cookery</b>
Level	<b>Intermediate 1 and 2</b>

The statistics used in this report are pre-appeal.

This report provides information on the performance of candidates which it is hoped will be useful to teachers/lecturers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding. It would be helpful to read this report in conjunction with the published question papers and marking instructions for the Examination.

# Comments on candidate performance

## General comments

The majority of candidates made very good use of the preparation time, weighing all ingredients and setting out their work area appropriately.

The majority of candidates wore appropriate protective clothing. Hats and hair nets are not necessary at this stage.

When appropriate, hair was pinned back and all jewellery removed. Facial jewellery should be removed or covered as appropriate.

Different chopping boards for different tasks, anchored securely to the work surface, were used effectively to prevent cross-contamination.

Excellent knife skills were demonstrated in a large number of centres.

Most candidates kept their work area clean and clear of dirty dishes.

## Areas in which candidates performed well

The majority of candidates used short, focused statements in their time plan and did not rewrite the recipe.

Clean-As-You-Go (CAYG) was stated in most time plans and was carried out effectively by the majority of those verified.

The majority of candidates managed to serve all dishes in the time allowed.

The majority of candidates made excellent use of cold-storage facilities for perishable foods.

## Areas which candidates found demanding

### Intermediate 1

A large number of candidates experienced difficulty in the following areas:

- ◆ Heating the pan before browning the mince
- ◆ Heating the soup in a clean pan
- ◆ Heating the soup to the correct temperature
- ◆ Achieving the correct consistency for the mince
- ◆ Tasting and seasoning of the soup and mince
- ◆ Correct rolling and shaping of the pinwheel dough

## **Intermediate 2**

A large number of candidates experienced difficulty in the following areas:

- ◆ Achieving the correct consistency for the pancake batter
- ◆ Thoroughly cooking the pancakes
- ◆ Presenting eight pancakes evenly coloured
- ◆ Achieving the correct piping consistency with the mashed potato
- ◆ Piping the potato evenly to completely cover the pie

## **Advice to centres for preparation of future candidates**

### **General**

#### **Time Plans:**

Minimum time slots should be 10 minutes. They do not need to be at regular intervals but must be realistic to allow the identified tasks to be completed.

A rewrite of the recipe is not required; instead short, focused statements should be used.

Hand washing must be included at the start of the time plan and at appropriate points throughout, eg after handling raw meat or eggs.

Highlighting techniques, eg colour coding each dish or the use of block capitals, should be used to emphasise important tasks, eg securing chopping board, monitoring of cookery process, CAYG, preheat oven/grill, heat serving dishes, tasting and seasoning of dishes.

It is important to state the start and finish time of the assignment and the correct servicing times for all dishes.

Time plans should include important hygiene points, eg washing of hands after handling high-risk foods.

At Intermediate 2 — before completing the Service Details, candidates must check their recipes to ensure they include all the correct information, eg correct temperature of food and plates.

If appropriate, time plans must be adjusted after marking to allow candidates to go into the assignment with a workable time plan. Candidates can be given a centre-produced time plan to use during the assignment if they have not managed to produce a workable plan.

#### **Preparation time:**

Preparation time can be led by the teacher to ensure candidates have all the ingredients measured/weighed before the assignment starts.

If insufficient preparation time is timetabled on the day of the assignment, then appropriate preparation can be carried out the day before, eg drawing circles on parchment paper, weighing sugar, etc. Oil could be measured into the appropriate pot.

If not stated in the recipe, the peeling of onions, garlic, carrots, etc can be carried out in the preparation time as no marks will have been allocated for this task.

To save confusion during the assignment, pre-weighed ingredients could be labelled with the name of the dish, the ingredient and the quantity.

Unless stated in the recipe method, candidates should be encouraged to prepare their individual garnish/decoration during the preparation time.

There is no time limit for preparation time.

Candidates could produce a checklist for use during the preparation time to allow all possible preparation to take place.

### **Carrying out the Assignment:**

If possible, additional equipment should be stored in drawers or cupboards beneath the candidates' work area.

All candidates must adopt a systematic approach to Clean-As-You-Go.

Clean, protective clothing is essential; the minimum requirement is a clean, bibbed apron.

Chopping boards must be secured to the work surface with damp paper towels or non-slip matting.

Candidates must be taught to clear their chopping boards to a mise-en-place/separate tray before preparing the next product.

A garlic press can be used to prepare garlic if chopping is not stated in the recipe.

Where stated in the recipe, vegetables must be re-weighed after preparation.

Vegetables should be prepared at the point stipulated in each recipe.

When sweating vegetables, the pot lid should be on.

Some candidates would have found it helpful to use a template when rolling and shaping the dough for the pinwheels.

All perishable foods must be kept in a refrigerator until required.

Tasting and seasoning of food must be encouraged throughout the Course so that it becomes second nature to candidates during the assignment.

The use of 'table top bins' at each work area will help to save time walking back and forward to the main kitchen bin.

Time prompts can be given every 20–30 minutes as appropriate and 5 minutes before the service of each dish.

Candidates must maintain a good pace of work from the start of the practical exercise to prevent a build-up of tasks in the last 30–40 minutes.

Centres would benefit from links with local colleges who can help to develop skills, eg safe working practices and correct handling of cooks' knives.

# Statistical information: update on Courses

## Intermediate 1

Number of resulted entries in 2010	6,202
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Number of resulted entries in 2011	6,474
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## Statistical information: performance of candidates

### Distribution of Course awards including grade boundaries

Distribution of Course awards	%	Cum. %	Number of candidates	Lowest mark
Maximum Mark 70				
A	29.5%	29.5%	1,908	59
B	40.5%	70.0%	2,625	49
C	18.2%	88.2%	1,178	40
D	4.1%	92.3%	267	35
No award	7.7%	100.0%	496	-

## Statistical information: update on Courses

### Intermediate 2

Number of resulted entries in 2010	5,440
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Number of resulted entries in 2011	5,417
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## Statistical information: performance of candidates

### Distribution of Course awards including grade boundaries

Distribution of Course awards	%	Cum. %	Number of candidates	Lowest mark
Maximum Mark 100				
A	48.8%	48.8%	2,646	78
B	31.4%	80.2%	1,700	66
C	14.1%	94.3%	764	54
D	2.0%	96.3%	109	48
No award	3.7%	100.0%	198	-

## **General commentary on grade boundaries**

While SQA aims to set examinations and create marking instructions which will allow a competent candidate to score a minimum of 50% of the available marks (the notional C boundary) and a well prepared, very competent candidate to score at least 70% of the available marks (the notional A boundary), it is very challenging to get the standard on target every year, in every subject at every level.

Each year, therefore, SQA holds a grade boundary meeting for each subject at each level where it brings together all the information available (statistical and judgemental). The Principal Assessor and SQA Qualifications Manager meet with the relevant SQA Head of Service and Statistician to discuss the evidence and make decisions. The meetings are chaired by members of the management team at SQA.

The grade boundaries can be adjusted downwards if there is evidence that the exam is more challenging than usual, allowing the pass rate to be unaffected by this circumstance.

The grade boundaries can be adjusted upwards if there is evidence that the exam is less challenging than usual, allowing the pass rate to be unaffected by this circumstance.

Where standards are comparable to previous years, similar grade boundaries are maintained.

An exam paper at a particular level in a subject in one year tends to have a marginally different set of grade boundaries from exam papers in that subject at that level in other years. This is because the particular questions, and the mix of questions, are different. This is also the case for exams set in centres. If SQA has already altered a boundary in a particular year in say Higher Chemistry this does not mean that centres should necessarily alter boundaries in their prelim exam in Higher Chemistry. The two are not that closely related as they do not contain identical questions.

SQA's main aim is to be fair to candidates across all subjects and all levels and maintain comparable standards across the years, even as Arrangements evolve and change.