

NQ Verification 2014–15

Key Messages Round 2

01

Section 1: Verification group information

Verification group name:	Hospitality Practical Cookery
Verification event/visiting information	Visiting
Date published:	June 2015

National Courses/Units verified:

Hospitality Practical Cookery (National 4) Added Value Unit
Hospitality Practical Cookery (National 5) Course Assessment

02

Section 2: Comments on assessment

Assessment approaches

National 4 — Added Value Unit

Centres chose from the set of SQA-provided recipes to carry out this practical activity. These recipes can be used in the future to ensure consistency of approach. Centres can, if they wish, use their own recipe choices instead next session. Please remember that they must be submitted for prior verification in the first instance.

National 5 — Course Assessment

All centres used the SQA-provided recipes to carry out this practical activity, including guidance for planning and implementing. They were also provided with an appropriate marking scheme to record candidate performance throughout the task. These were all used effectively throughout.

Assessment judgements

National 4 — Added Value Unit

Judgements were made using the 'making assessment judgements' and 'commentary on assessment judgements' guidance provided. This approach was

often enhanced by a centre-devised marking grid to support a consistent approach.

No judgements should be made regarding the creation of a 'time plan' by a candidate at this level as centres must provide a workable time plan for each candidate to carry out the implementing stage. Candidates should be given sufficient opportunity to become familiar with the contents of the centre-devised time plan.

Planning stage

Marking of the planning booklets should be carried out in advance of the candidate performing the implementation stage, to ensure they have achieved the desired outcome. This should be accompanied by the assessor's comments to recognise this.

Internal verification of the planning booklets should also be carried out for at least 25% of the candidates prior to the practical activity taking place.

Centres are encouraged to create their own marking grid for the candidate planning booklet to ensure consistency of marking, particularly for the classification of ingredients. This would support decisions around the most appropriate category for specific items, eg tinned tomatoes may appear in two sections: if unopened — in dry ingredients; if opened — in fruit and vegetables. This would certainly avoid lengthy discussions around this element of the task and assist with internal verification within the centre.

Equipment list

Candidates should list only the main items of equipment which would allow for both dishes to be produced, eg if they were making soup they would require a saucepan, or if decorating with piped cream they would need a piping bag and nozzle, etc. They are not required to give every single piece of equipment in order to pass — so long as they have everything they need to successfully create the recipes being made. They may also say 'cutlery tray' — so long as the assessor knows exactly what that contains.

Garnish and decoration should be appropriate to the level. This is left to professional judgement; however, all candidates should show some individuality here, they should not all be finishing the dish in the same way.

Implementing stage

Candidates should be given sufficient time to prepare all ingredients and equipment in advance of the start time of their practical activity. They should then carry it out within the given time. Should a candidate over-run fractionally, professional judgement should be used to decide whether the dish/dishes will be served up very shortly after. Candidates should not be unfairly penalised if it is obvious they are almost ready to serve.

If a candidate requires to be re-assessed, the whole task must be completed again using one of the other sets of recipes. The candidate planning booklet directly relates to the dishes being made, hence the requirement.

National 5 — Course assessment

Planning stage

Current 'planning booklets' should be used in their given format, with no additions or amendments made. Additional guidance should not be given to support the creation of the time plan; this should be done under assessment conditions. As with the practical activity, any proposed adjustments/changes for individual reasons must be referred to SQA in advance.

Key elements are required in the time plans, including start/finish times, logical sequence, attention to hygiene (hand washing and storing of ingredients), 'clean as you go' at appropriate times, service times, tasting and seasoning, and oven control. Allocation of marks will vary from year to year.

Logical sequence is a key factor in the time plan and if an assessor feels it is not a workable plan, the candidate should be given a centre-devised time plan — but only if this is the case. Candidates should have their time plan visible throughout the implementing stage.

Service times must be clearly stated in the time plan, ideally within the body of the text, to allow the candidates to observe and action at the appropriate stage.

Recipes should be carried out in a logical sequence; this may see minor alterations to the sequence within the method. Professional judgement should be used in recognition of this. Candidates should not be penalised for taking the initiative and carrying out their practical activity more efficiently.

Service details

Candidates' attention should be drawn to the information they are being asked for in the booklet. During learning and teaching they are asked for 'Component part and technique' for the garnish. At this level, all candidates should be using a technique on their chosen garnish, eg not: 'a sprig of parsley'; possibly: 'coriander (component part) very finely chopped (technique) and strategically placed on the dish'. No additional garnish/decoration should be applied if not asked for in the recipe, eg additional garnish when only a dressing was asked for in the Pea Puffs.

Implementing stage

Sweet Potato and Pea Puffs

This dish worked well and was appealing for the candidates. In the majority of cases it was well handled. Many centres used templates for cutting out the pastry squares (it was important that the candidates cut the quantity of pastry in half first — to ensure they had sufficient).

Dicing of the sweet potato and onion was poor; they needed to be small dice in order to cook in the time and form a suitably-sized filling in the parcels. Many candidates had left-over filling, resulting in an unnecessary waste of ingredients.

A number of candidates struggled to chill the prepared puffs for the minimum of ten minutes. This was due to the placing in their time plan.

Dressing proved the biggest challenge as some of the dressing choices ran/thinned on the warm plates when served, affecting the finished appearance. Many centres used a sweet chilli dressing which seemed to work well enough.

Italian Meatballs with Spaghetti

General feedback suggested a lack of flavouring within the meatball recipe, which was more evident when candidates didn't add much additional seasoning.

Onions needed to be finely diced; if the dice was too large, this affected the handling of the meatballs. A number of candidates failed to divide up the 100g of onions as indicated in the recipe and required additional onion for the tomato sauce.

There was better understanding within centres of the technique of sweating, with candidates keeping the pot lid on during the task.

The tomato sauce was well handled, although timing occasionally didn't allow the full cooking as stated which had an impact on the consistency.

Crushing of the garlic was acceptable, whether using a garlic crusher or a chef's knife, which reflected the learning and teaching within different centres.

There were quite a number of tasks to complete towards the service time of the main course. Some candidates presented the spaghetti slightly undercooked as a result; however, given the demands of the three dishes, the straight-forward cooking of the spaghetti was well received.

Dark Chocolate and Orange Bar Gateau

This dish proved fairly challenging in the finishing, however, the sponge was well executed. Centres are reminded that fresh cream should be used as indicated on the ingredients list. Candidates are advantaged if given UHT as an alternative as it will not readily over-whisk.

Candidates would have benefited from measuring the sponge when cutting into three, as some were very uneven. This had an impact on the finished appearance and coating of the gateau.

Success in the segmenting of the orange often relied on suitably-sized oranges. A number of candidates struggled to get membrane-free segments. This technique needs to be practised to improve the finished result with minimum waste.

Candidates found the ganache challenging within the timescale, especially as it was affected by a number of factors which they had to manage, including the quality of chocolate, temperature of the cream, time to cool, final structure of the ganache, and quantity available to coat the sponge. The majority of the candidates managed to present an acceptable finished gâteau.

03 Section 3: General comments

Centres should remember that when selected for visiting verification, the session agreed with the Team Leader Visiting Verifier must be the first one carried out in the centre. The purpose of this visit is to ensure the centre is marking to the national standard. All other sessions should run thereafter and the centre assessor should share their experience of the visit to create a consistent and fair approach.

Centres are reminded that there should always be reserve candidates available on the day of the verification visit in case of absence. Six candidates must be observed during the practical activity — unless a centre does not have that number entered. However, this would be discussed with the Team Leader Visiting Verifier in advance of the visit.

Twelve candidate planning booklets, which have been marked and internally verified, must be made available for the verification visit — for the six candidates undertaking their practical activity and six others.

National 4 — Added Value Unit

The national standard has been maintained on the majority of visits, with support offered where necessary. The majority of centres have used internal verification effectively this year.

National 5 — Course Assessment

The three recipes created a very challenging assessment which certainly allowed the majority of candidates to achieve appropriate results. The recipes did offer the opportunity to demonstrate a considerable number of skills, techniques and processes.