

National 5 Practical Cookery

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|--------------------------------|---------------------------------|
| Course code: | C877 75 |
| Course assessment code: | X877 75 |
| SCQF: | level 5 (24 SCQF credit points) |
| Valid from: | session 2019–20 |

The course specification provides detailed information about the course and course assessment to ensure consistent and transparent assessment year on year. It describes the structure of the course and the course assessment in terms of the skills, knowledge and understanding that are assessed.

This document is for teachers and lecturers and contains all the mandatory information you need to deliver the course.

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Contents

| | |
|---|-----------|
| Course overview | 1 |
| Course rationale | 2 |
| Purpose and aims | 2 |
| Who is this course for? | 3 |
| Course content | 4 |
| Skills, knowledge and understanding | 4 |
| Skills for learning, skills for life and skills for work | 7 |
| Course assessment | 8 |
| Course assessment structure: question paper | 9 |
| Course assessment structure: assignment and practical activity | 10 |
| Grading | 15 |
| Equality and inclusion | 16 |
| Further information | 17 |
| Appendix: course support notes | 18 |
| Introduction | 18 |
| Approaches to learning and teaching | 18 |
| Preparing for course assessment | 23 |
| Developing skills for learning, skills for life and skills for work | 24 |

Course overview

The course consists of 24 SCQF credit points which includes time for preparation for course assessment. The notional length of time for a candidate to complete the course is 160 hours.

The course assessment has three components.

| Component | Marks | Scaled mark | Duration |
|---------------------------------|-------|-------------|-------------------------------|
| Component 1: question paper | 30 | 25 | 1 hour |
| Component 2: assignment | 18 | 13 | See course assessment section |
| Component 3: practical activity | 82 | 62 | See course assessment section |

Component 2 and component 3 are inter-related and will be assessed using one activity. Candidates will carry out one task — planning and producing a meal — which will provide evidence for both components.

| Recommended entry | Progression |
|---|--|
| <p>Entry to this course is at the discretion of the centre.</p> <p>Candidates should have achieved the fourth curriculum level or the National 4 Practical Cookery course or equivalent qualifications and/or experience prior to starting this course.</p> | <ul style="list-style-type: none">◆ other qualifications in hospitality or related areas◆ further study, employment or training |

Conditions of award

The grade awarded is based on the total marks achieved across all course assessment components.

Course rationale

National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

Every course provides opportunities for candidates to develop breadth, challenge and application. The focus and balance of assessment is tailored to each subject area.

The course builds on the relevant experiences and outcomes for the technologies and health and wellbeing curriculum areas. It enables candidates to participate in engaging, motivating learning experiences, to develop cookery-related knowledge, understanding and skills, and to use them at home, in the wider community and, ultimately, in employment.

The course develops candidates' abilities to actively participate in the work of the class, develop awareness of issues affecting society, such as sustainability of produce, take on organisational tasks, effectively share their views with others and support their peers whenever appropriate.

In this course, there is an emphasis on skills development and the application of those skills. Assessment approaches are proportionate, fit for purpose and promote best practice, enabling candidates to achieve the highest standards they can.

This course provides candidates with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work, which include aspects of numeracy and thinking skills.

Purpose and aims

This course aims to further develop candidates' life skills and enhance their personal effectiveness in terms of cookery and to provide a set of skills for those who wish to progress to further study in the hospitality context. In preparing candidates for life, the course anticipates their future needs and enables them to learn how to plan, prepare and cook food for themselves and others. It also develops organisational skills, which have an application in a wide variety of contexts.

The course aims to enable candidates to:

- ◆ proficiently use a range of cookery skills, food preparation techniques and cookery processes when following recipes
- ◆ select and use ingredients to produce and garnish or decorate dishes
- ◆ develop an understanding of the characteristics of ingredients and an awareness of their sustainability
- ◆ develop an understanding of current dietary advice relating to the use of ingredients
- ◆ plan and produce meals and present them appropriately
- ◆ work safely and hygienically

The course contains a significant practical component, which involves experiential learning, and is supported by related theory. It uses real-life hospitality contexts, which makes it relevant to the world of work.

Its contribution to vocational education is important because it allows progression to a range of careers in the hospitality industry. Organisational skills, which have application in a wide variety of contexts, are developed. The course also supports the wider curriculum through developing candidates' understanding of the importance of sustainable ingredients.

Who is this course for?

This course is designed for those who are interested in food and cooking and who enjoy being creative with food. Learners who have chosen to follow it may wish to utilise their cookery knowledge and skills at home, in the wider community or, ultimately, in the hospitality industry.

The course takes into account the needs of all learners in that it recognises that young people achieve in different ways and at a different pace. Neither the mode nor the period of delivery is prescribed, and centres are free to use a range of teaching methods and to draw on a range of mechanisms to support delivery.

Course content

The course, which is practical and experiential in nature, develops a range of cookery skills and food preparation techniques, as well as planning, organisational and time management skills, in hospitality-related contexts. Through its emphasis on safety and hygiene, the course instils in candidates an understanding of the need to follow safe and hygienic practices in many cookery contexts. It also develops the thinking skills of remembering, understanding and applying, and aspects of numeracy.

Candidates will enhance their cookery skills, food preparation techniques and ability to follow cookery processes in the context of producing dishes.

Candidates' knowledge and understanding of ingredients, and their characteristics, will be developed. The importance of sustainability, responsible sourcing of ingredients and current dietary advice are also addressed.

Candidates develop planning, organisational and time management skills by following recipes; and by planning, producing and costing dishes and meals. They also extend their ability to carry out an evaluation of prepared dishes.

Throughout the course, candidates develop their understanding of safety and hygiene when working with ingredients as well as the importance of following safe and hygienic practices at all times in a practical context.

Skills, knowledge and understanding

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- ◆ using food preparation techniques and cookery processes in the preparation of dishes
- ◆ understanding and demonstrating knowledge of the importance of food safety and hygiene and its application in the practical context
- ◆ selecting, weighing, measuring and using appropriate ingredients to prepare and garnish or decorate dishes
- ◆ understanding and demonstrating knowledge of the characteristics of a range of ingredients, and their function in a practical context
- ◆ understanding and demonstrating knowledge of the importance of sourcing sustainable ingredients
- ◆ understanding and demonstrating knowledge of current dietary advice relating to the use of ingredients
- ◆ following recipes in the preparation of dishes and carrying out an evaluation of the product
- ◆ planning, costing, organisational and time management skills in a cookery context
- ◆ producing, portioning and presenting dishes appropriately

Skills, knowledge and understanding for the course assessment

The following provides details of skills, knowledge and understanding sampled in the course assessment.

Question paper

The purpose of the question paper is to assess breadth of knowledge from across the course, depth of understanding, and application of this knowledge and understanding to answer appropriately challenging questions.

The question paper requires candidates to draw on and apply knowledge and understanding of a sample of all the areas listed in the table below.

Assignment and practical activity

The purpose of the assignment and practical activity is to assess practical application of knowledge and skills from across the course to plan, prepare and present a three-course meal to a given specification. It will assess candidates' skills in planning and implementing.

The practical activity requires candidates to clearly demonstrate application of knowledge and skills, at an appropriate level, related to the course content, as defined in the table below.

| | |
|----------------------------------|--|
| Kitchen equipment | Vegetable knife; cook's knife; palette knife; blender; peeler; grater; sieve; colander; whisk; rolling pin; a range of cutters; pastry brush; spatula; piping bag and nozzles; a range of bakeware and cookware. |
| Weighing and measuring equipment | <ul style="list-style-type: none">◆ scales◆ measuring jug◆ measuring spoons |
| Food preparation techniques | Peel; skin; chop; slice; dice; cut matchsticks; cut batons; segment; blanch; puree; marinate; strain; pass; grate; coat; mix; blend; whisk; cream; fold; rub in; knead; roll out; portion; shape; line; bake blind; glaze; pipe; and other appropriate skills associated with ingredients and/or recipes. |
| Understanding cookery processes | The underlying principles and application of the following cookery processes: <ul style="list-style-type: none">◆ baking◆ boiling◆ grilling◆ poaching◆ shallow frying/stir-frying◆ steaming◆ stewing Current dietary advice relating to these cookery processes. |

| | |
|--|---|
| Categories of ingredients | <ul style="list-style-type: none"> ◆ herbs, spices, flavourings and seasonings ◆ dry ingredients ◆ fruit and vegetables ◆ meat or meat alternatives ◆ poultry or poultry alternatives ◆ dairy products or dairy alternatives ◆ fish or seafood ◆ eggs |
| Understanding ingredients | <ul style="list-style-type: none"> ◆ characteristics of ingredients <ul style="list-style-type: none"> — could include the origin of the ingredient, its use in cooking, links to traditional dishes, appearance or taste of the ingredient ◆ current dietary advice relating to the selection and use of ingredients ◆ the importance of sourcing sustainable ingredients ◆ carrying out a costing exercise ◆ safe storage and preparation of ingredients to reduce hazards and eliminate cross-contamination |
| Planning meals | <ul style="list-style-type: none"> ◆ requisitioning equipment ◆ time planning ◆ how safety and hygiene will be observed ◆ service details |
| Cooking and finishing dishes | <ul style="list-style-type: none"> ◆ controlling the stages of the cookery processes and testing food for readiness ◆ tasting and taking action where necessary ◆ presenting the dishes appropriately, with garnishes and decorations prepared using specialist techniques |
| Serving dishes | <ul style="list-style-type: none"> ◆ portioning the dishes consistently ◆ selecting appropriate serving dishes or plates ◆ ensuring the correct temperature and cleanliness of the serving dishes or plates ◆ adhering to the service times |
| Evaluating dishes | <ul style="list-style-type: none"> ◆ taste, texture and presentation |
| Understanding safety and hygiene and working safely and hygienically | <ul style="list-style-type: none"> ◆ understanding the principles of food safety and hygiene ◆ observing personal hygiene and kitchen hygiene ◆ using equipment safely and hygienically ◆ preparing, storing and serving food safely and hygienically ◆ working in a safe and organised manner |

Skills, knowledge and understanding included in the course are appropriate to the SCQF level of the course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level (www.scqf.org.uk).

Skills for learning, skills for life and skills for work

This course helps candidates to develop broad, generic skills. These skills are based on [SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#) and draw from the following main skills areas:

2 Numeracy

2.2 Money, time and measurement

4 Employability, enterprise and citizenship

4.1 Employability

5 Thinking skills

5.1 Remembering

5.2 Understanding

5.3 Applying

These skills must be built into the course where there are appropriate opportunities and the level should be appropriate to the level of the course.

Further information on building in skills for learning, skills for life and skills for work is given in the course support notes.

Course assessment

Course assessment is based on the information provided in this document.

The course assessment meets the key purposes and aims of the course by addressing:

- ◆ breadth — drawing on knowledge and skills from across the course
- ◆ challenge — requiring greater depth or extension of knowledge and/or skills
- ◆ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This enables candidates to:

- ◆ integrate and apply knowledge, understanding and skills from across the course
- ◆ apply the knowledge, understanding and skills from across the course through a practical approach

The candidates are assessed by a combination of a question paper, an assignment and a practical activity. Together they add breadth, challenge and application to the course as the candidates integrate, extend and apply the skills, knowledge and understanding they have learned during the course.

Course assessment structure: question paper

Question paper

30 marks

The purpose of this question paper is to assess the candidates' ability to integrate and apply breadth, knowledge, understanding and skills from across the course. The question paper will ask candidates to state, name, give, identify, describe, explain, calculate and evaluate.

This question paper gives candidates an opportunity to demonstrate the following knowledge, understanding and skills:

- ◆ the principles of selecting and using food preparation equipment
- ◆ the principles of successful weighing and measuring
- ◆ understanding cookery processes and food preparation techniques
- ◆ understanding ingredients, their characteristics, and the importance of sustainability
- ◆ knowledge and application of current dietary advice
- ◆ knowledge of the application of the principles of food safety and hygiene
- ◆ costing recipes
- ◆ evaluation of presentation, taste or texture of dishes

The question paper has a total mark allocation of 30 marks. This is 25% of the overall marks for the course assessment.

Setting, conducting and marking the question paper

This question paper will be set and marked by SQA and conducted in centres under conditions specified for external examinations by SQA. Candidates will complete this question paper in 1 hour.

Specimen question papers for National 5 courses are published on SQA's website. These illustrate the standard, structure and requirements of the question papers candidates sit. The specimen papers also include marking instructions.

Course assessment structure: assignment and practical activity

Assignment

18 marks

Practical activity

82 marks

The assignment and practical activity are inter-related and will be assessed using one activity. Candidates will carry out one task — planning and producing a meal — which will provide evidence for both components.

The purpose of this is to assess candidates' ability to plan, prepare and present a three-course meal to a given specification within a given timescale. A brief specifies the three dishes to be produced.

The assignment and practical activity give candidates an opportunity to demonstrate the following skills, knowledge and understanding in the context of producing and serving the meal:

- ◆ planning, organisational and time management skills
- ◆ applying food preparation techniques and cookery processes according to the given brief
- ◆ preparing and using ingredients according to the given brief
- ◆ presenting and serving each dish appropriately
- ◆ demonstrating the importance of food safety and hygiene and working safely and hygienically

The assignment and practical activity is conducted in two stages:

- ◆ stage 1: planning (assignment)
- ◆ stage 2: implementing (practical activity)

The assignment and practical activity together have a total mark allocation of 100 marks. This is 75% of the overall marks for course assessment.

Coursework overview

In the assignment and practical activity, candidates demonstrate and apply the skills and knowledge acquired in the course. Candidates work independently to plan, produce and serve a three-course meal from the given recipes, safely and hygienically.

In the assignment, candidates plan for carrying out the practical activity by completing a planning booklet which includes a time plan, equipment requisition and service details for producing and serving the given dishes for a three-course meal.

Candidates then carry out the practical activity by implementing their plan to prepare, cook and serve the three-course meal within the allocated time.

Candidates with special dietary requirements may use alternative ingredients when producing the dishes for the meal. This can be accommodated by making a prior arrangement with SQA.

The assignment and practical activity has two stages (100 marks):

Stage 1: planning — assignment (18 marks)

Candidates must complete this stage independently under the direct supervision of a teacher or lecturer before stage 2 can take place.

Stage 1 gives candidates the opportunity to specify:

- ◆ approximate timings for carrying out all tasks
- ◆ equipment required to produce the specified dishes
- ◆ service times and details
- ◆ how safety and hygiene will be observed

Stage 2: implementing — practical activity (82 marks)

(70 marks for preparing, cooking and serving the three-course meal, and 12 marks for professional practice). Candidates must complete this stage under the direct supervision of a teacher or lecturer.

Prior to assessment of stage 2, candidates are allowed to set up their personal work area with the required equipment, to weigh and measure ingredients, and to prepare garnishes and decorations.

Stage 2 gives candidates the opportunity to:

- ◆ implement their time plan
- ◆ effectively control cookery processes
- ◆ present and serve the dishes appropriately
- ◆ demonstrate safe and hygienic working practices

Setting, conducting and marking the assignment and practical activity

The assignment and practical activity are set by SQA on an annual basis and conducted under direct supervision and control.

Assignment: stage 1: planning, is submitted to SQA for marking.

Practical activity: stage 2: implementing, is internally marked and quality assured by centre staff in line with SQA marking instructions.

All marking is quality assured by SQA.

Assessment conditions

Time

Candidates should undertake the assessment at an appropriate point in the course. This is normally when they have developed the appropriate skills, knowledge and understanding gained while working through the course.

This assessment has two stages:

Stage 1: planning, the time allocated is 1 hour and 45 minutes.

Stage 2: implementing, the time allocated is 2 hours and 30 minutes.

Supervision, control and authentication

Teachers and lecturers must exercise their professional responsibility in ensuring that evidence submitted by a candidate is the candidate's own work.

Candidates must complete both stages of the assessment under the direct supervision of a teacher or lecturer. Candidates must not communicate with each other during the assessment.

Candidates' original plans, equipment requisitions and service details should be copied and the original retained for submission to SQA for marking.

During the practical activity, a maximum of eight candidates can be assessed at any one time.

Resources

During the planning stage, candidates must only have access to their planning booklet, recipes for the practical activity and blank paper for rough work.

During the implementing stage, candidates should have access to their amended (if necessary) planning booklet, as well as all ingredients and equipment required to enable them to complete the practical activity.

Reasonable assistance

Candidates must undertake the assessment independently. However, reasonable assistance may be provided to try to balance the need for support with the need to avoid giving too much assistance. If any candidates require more than what is deemed to be 'reasonable assistance', they may not be ready for assessment or it may be that they have been entered for the wrong level of qualification.

The coursework assessment task for each session, including specific assessment information, is available for teachers/lecturers to download from SQA's secure website. Candidates should have access to the recipes only for assessment purposes, ie for initial practice of each dish in class during stage 1: planning (assignment) and stage 2: implementing (practical activity).

Candidates are permitted to practise the individual dishes once before completing the practical activity. The complete practical activity must only be carried out once — on the day of their assessment.

Stage 1: planning (assignment)

Candidates must complete this stage independently under the direct supervision of a teacher or lecturer before the assessment of stage 2: implementing can take place.

During this stage, candidates must have access to their planning booklet, recipes for the practical activity and blank paper for rough work.

This stage is completed within 1 hour and 45 minutes.

After the candidates have completed their assignment, the teacher or lecturer should provide advice and the candidate should amend the copy of the planning, if required, to allow them to progress to the next stage of the assessment.

Stage 2: implementing (practical activity)

Before the start of the allocated time for stage 2, candidates should complete the following preparation using their plan:

- ◆ set up their personal work area with the required cooking and serving equipment
- ◆ weigh, measure and prepare ingredients as specified in the ingredients list of the recipe
- ◆ prepare raw ingredients as identified in the ingredients list of the recipes
- ◆ prepare garnishes and/or decorations not included in the recipes

Candidates should then implement their plan to prepare, cook and serve the three dishes within the allocated time of 2 hours and 30 minutes.

Candidates must complete this stage independently. This should be made clear to them. The teacher or lecturer can answer questions from candidates about accessing further ingredients and/or equipment. The teacher or lecturer may intervene to ensure that the safety of the candidates and others is not compromised.

The teacher or lecturer may give time prompts at regular intervals, and 5 minutes before each service time.

Dishes should be served as follows:

| | |
|--------------|--|
| Starter: | 2 hours after the start of the assessment |
| Main course: | 2 hours and 15 minutes after the start of the assessment |
| Dessert: | 2 hours and 25 minutes after the start of the assessment |

Dishes may be presented 5 minutes before or after the service time. If a candidate serves a dish more than 5 minutes early they can still be awarded marks allocated to 'service' but marking must take place at the correct service time. If a candidate serves a dish more than 5 minutes late, or after the end of the practical activity, no marks can be awarded for 'service'. The candidate would retain any marks already awarded for the preparation and cooking of the dish.

A separate area should be set aside for candidates to present their completed dishes for assessment.

Evidence to be gathered

The following evidence is required for this assessment:

Assignment:

- ◆ the completed candidate planning booklet

Practical activity:

- ◆ the completed dishes
- ◆ the completed practical activity assessment record

Volume

There is no word count.

Grading

A candidate's overall grade is determined by their performance across the course assessment. The course assessment is graded A–D on the basis of the total mark for all course assessment components.

Grade description for C

For the award of grade C, candidates will typically have demonstrated successful performance in relation to the skills, knowledge and understanding for the course.

Grade description for A

For the award of grade A, candidates will typically have demonstrated a consistently high level of performance in relation to the skills, knowledge and understanding for the course.

Equality and inclusion

This course is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the assessment arrangements web page: www.sqa.org.uk/assessmentarrangements.

Further information

The following reference documents provide useful information and background.

- ◆ [National 5 Practical Cookery subject page](#)
- ◆ [Assessment arrangements web page](#)
- ◆ [Building the Curriculum 3–5](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment](#)
- ◆ [SCQF Framework and SCQF level descriptors](#)
- ◆ [SCQF Handbook](#)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Coursework Authenticity: A Guide for Teachers and Lecturers](#)
- ◆ [Educational Research Reports](#)
- ◆ [SQA Guidelines on e-assessment for Schools](#)
- ◆ [SQA e-assessment web page](#)

Appendix: course support notes

Introduction

These support notes are not mandatory. They provide advice and guidance to teachers and lecturers on approaches to delivering the course. They should be read in conjunction with this course specification and the specimen question paper and/or coursework.

Approaches to learning and teaching

Learning and teaching approaches should be candidate-centred, participative and practical in nature. There should be an appropriate balance between whole-class teaching and activity-based learning, with an activity approach being used to enable candidates to develop all the relevant skills effectively. The underpinning knowledge should be integrated with practical activities and placed in the context of those activities.

Teaching strategies should enable candidates to:

- ◆ learn progressively more independently
- ◆ work co-operatively and assume shared responsibility
- ◆ work within given deadlines
- ◆ acquire and extend application of cookery-related knowledge, understanding and skills
- ◆ be involved in self- and peer-evaluation activities
- ◆ adopt a positive attitude to, and take pride in, their work
- ◆ make links with their existing knowledge and experience both within cookery contexts and across the curriculum

Delivery

There are different ways of delivering the course. Whichever the method of delivery, the safety and hygiene aspect must permeate the whole course and, in order to be meaningful, be integrated within all cookery activities.

Learning and teaching is more effective if teachers and lecturers use different learning and teaching strategies to allow for different learning styles. Tasks and levels of support given should be tailored to meet individual candidates' needs, using an appropriate balance of teaching methodologies.

Practical approaches to learning and teaching which provide opportunities for personalisation and choice help to motivate and challenge candidates. This could be achieved through allowing the choice of:

- ◆ recipes for dishes
- ◆ ingredients for garnishes and decorations
- ◆ methods of obtaining and presenting information

Throughout this course, the use of resources such as visual aids, television cookery programmes, DVDs, and visits to local or national food events may also help to motivate and encourage candidates.

ICT can be a very useful tool in supporting learning and teaching, and should be used in innovative and creative ways. Teachers and lecturers could, for example encourage internet-based research and allow candidates to present their findings using a range of technology-based presentation techniques. The use of e-portfolios could facilitate personalisation and authenticate research carried out in candidates' own time. Use could be made of recording devices to record candidates' cookery-related activities.

Centres should set varied practical tasks to allow candidates to experience challenge and enjoyment in a range of practical food contexts. The food preparation techniques and cookery processes should be selected from those listed in the course specification.

The table below suggests some activities which could support course delivery

| Course aims | Suggested learning activities |
|--|--|
| Proficiently use a range of cookery skills, food preparation techniques and cookery processes when following recipes | <ul style="list-style-type: none"> ◆ demonstrations to show the use of ingredients, and a range of techniques and processes when making dishes ◆ watching film clips or TV programmes to reinforce demonstrations and identify new recipes ◆ practical cookery to practise and reinforce skills ◆ worksheets on equipment, techniques, ingredients, processes ◆ matching exercises to link equipment with techniques ◆ group activities to demonstrate processes and techniques in the production of dishes ◆ demonstrations by visiting chefs ◆ chef of the day awards ◆ demonstrations on weighing and measuring, food preparation techniques and cookery processes, followed by monitoring candidate performance ◆ contact with catering colleges, restaurants, industry partners and visits to local food outlets or cookery shows and exhibitions ◆ opportunities to use a variety of equipment appropriate to the techniques, when following a number of different recipes ◆ opportunities to use a variety of cookery processes appropriate to the techniques, when following a number of different recipes ◆ self- and peer-evaluation activities to identify areas for improvement |
| Select and use ingredients to produce and garnish or decorate dishes | <ul style="list-style-type: none"> ◆ use magazines, cookery books, etc to investigate garnishes/decorations ◆ worksheets on ingredients and use as garnishes/decorations ◆ demonstrations on the use of a range of ingredients to show presentation techniques for finished dishes ◆ demonstrations on a range of garnishes/decorations ◆ contact with catering colleges, restaurants, industry partners, and visits to local food outlets or cookery shows and exhibitions ◆ individual/paired/group practical activities to demonstrate garnishes/decorations ◆ group research and image board on different types of garnishes/decorations ◆ self- and peer-evaluation activities to identify areas for improvement |

| Course aims | Suggested learning activities |
|---|--|
| Develop an understanding of the characteristics of ingredients and an awareness of their sustainability | <ul style="list-style-type: none"> ◆ using supermarket leaflets/magazines to investigate the types of ingredients available and their seasonality and sustainability ◆ group presentations on local ingredients ◆ food miles challenges ◆ group discussions/presentations on a range of ingredients and their characteristics ◆ current food waste reduction campaigns ◆ research into ingredient availability ◆ case studies to include costing of ingredients and recipes ◆ internet research into functions of ingredients in cookery ◆ 'what am I?' game — identifying ingredients from their characteristics ◆ mood boards/storyboards looking at sustainability seasonality/food miles ◆ mind maps/brainstorm sessions — to explain what sustainability looks like ◆ research/class debates — seasonal vs non-seasonal ingredients or local vs imported ingredients ◆ class presentation on importance of sustainable ingredients |
| Develop an understanding of current dietary advice relating to the use of ingredients | <ul style="list-style-type: none"> ◆ presentations on current dietary advice ◆ group activities on implementing dietary advice ◆ adapt and make a number of recipes to promote health/link to current dietary advice ◆ matching exercises — linking ingredients to current dietary advice ◆ produce current dietary advice leaflets for use within school or other establishments |

| Course aims | Suggested learning activities |
|---|---|
| Plan and produce meals and present them appropriately | <ul style="list-style-type: none"> ◆ recipe bookmark on tests for readiness ◆ photographs of finished dishes for evaluation ◆ preparing dishes for a range of occasions ◆ recipe research for suitable dishes for specific occasions ◆ group and individual activities to carry out a plan to prepare dishes ◆ team challenges, for example games based on TV cookery competitions ◆ class discussions/quizzes on testing food for readiness ◆ TV cookery programmes and magazines/recipe book research ◆ self- and peer-evaluation activities to identify areas for improvement |
| Work safely and hygienically | <ul style="list-style-type: none"> ◆ collages/posters/information leaflets linked to safe hygienic practices ◆ environmental health visits ◆ peer support/evaluation of safe hygienic practices ◆ practical food activities to allow candidates to demonstrate safe hygienic practices ◆ work in pairs to identify possible safety and hygiene hazards in a work area ◆ produce hygiene and safety posters, for example 'Handling eggs and raw meat' or 'Storage and cooking of ingredients' ◆ case studies — of a 'disaster kitchen' and identification of hygiene and safety errors |

Preparing for course assessment

This course has additional time which may be used at the discretion of the teacher or lecturer to enable candidates to prepare for course assessment. This time may be used near the start of the course and at various points throughout the course for consolidation and support. It may also be used towards the end of the course, for further integration, revision and preparation for course assessment.

Course assessment takes the form of a question paper, an assignment and a practical activity which draw on the skills, knowledge and understanding developed across the course. Teachers and lecturers should ensure they cover the entire content for the course given in the course specification.

Skills in particular take a long time to develop, so teachers and lecturers must give candidates plenty of opportunities to practise planning and organising their work, using cookery skills and evaluating both the process and the product in order to improve those skills. They must also keep emphasising the importance of safety and hygiene and ensure that candidates follow safe and hygienic practices at all times.

To prepare for the assignment and practical activity, candidates could be provided with opportunities to:

- ◆ prepare time plans for three course meals
- ◆ requisition equipment necessary for production of a dish/dishes based on information in a recipe(s)
- ◆ develop service details for dishes
- ◆ produce three course meals in an appropriate time allocation

To prepare for the question paper, candidates could be provided with opportunities to:

- ◆ develop 'flash' cards to be used for revision of knowledge
- ◆ develop mnemonics (or similar) to support retention of knowledge
- ◆ revise the characteristics of ingredients by carrying out 'fill in the blanks' or 'pairing' exercises
- ◆ practice unseen short-answer questions
- ◆ practice unseen timed questions

Developing skills for learning, skills for life and skills for work

Course planners should identify opportunities throughout the course for candidates to develop skills for learning, skills for life and skills for work.

Candidates should be aware of the skills they are developing and teachers and lecturers can provide advice on opportunities to practise and improve them.

SQA does not formally assess skills for learning, skills for life and skills for work.

There may also be opportunities to develop additional skills depending on approaches being used to deliver the course in each centre. This is for individual teachers and lecturers to manage.

The table below illustrates how these skills can be further developed in the course.

| Skills for learning, skills for life and skills for work | Learning and teaching opportunities for development |
|---|---|
| <p>2 Numeracy</p> | <p>2.2 Money, time and measurement</p> <ul style="list-style-type: none"> ◆ developing numeracy skills in the measurement of ingredients, using scales measuring spoons and jugs ◆ applying numerical skills to calculations involving: <ul style="list-style-type: none"> — temperature — cooking times — time management when following a plan |
| <p>4 Employability, enterprise and citizenship</p> | <p>4.1 Employability</p> <ul style="list-style-type: none"> ◆ planning tasks ◆ working with others ◆ being punctual and managing time ◆ showing flexibility, resilience, initiative and responsibility |
| <p>5 Thinking skills</p> | <p>5.1 Remembering</p> <ul style="list-style-type: none"> ◆ using food preparation techniques and following cookery processes in different contexts <p>5.2 Understanding</p> <ul style="list-style-type: none"> ◆ correctly using equipment and techniques |

| Skills for learning, skills for life and skills for work | Learning and teaching opportunities for development |
|--|--|
| 5 Thinking skills | 5.3 Applying <ul style="list-style-type: none"> ◆ correctly applying and monitoring cookery processes ◆ demonstrating and applying knowledge of safe and hygienic practices ◆ checking foods for readiness and taking appropriate action ◆ evaluating the prepared dishes |

The development of both cookery-specific and generic skills are central to this course, and teachers and lecturers should make candidates aware of the skills they are developing and of the transferability of the generic skills. It is this transferability that will help candidates with further study and enhance their personal effectiveness and employability.

Administrative information

Published: July 2019 (version 2.0)

History of changes to course specification

| Version | Description of change | Date |
|---------|--|-----------|
| 2.0 | Course support notes added as appendix. Course name and code updated. | July 2019 |
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