



Course Report 2014

Subject	Hospitality Practical Cookery
Level	National 5

The statistics used in this report have been compiled before the completion of any Post Results Services.

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 assessment and marking instructions for the examination.

Section 1: Comments on the Assessment

All centres used the given 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.

The choice of recipes this year was popular with candidates and centres. They offered challenge and opportunity to demonstrate skills, techniques and processes effectively. The detail in the recipes offered candidates the opportunity to interpret and perform at differing levels, therefore creating a broad range of results. This was evidenced in the spread of results.

Section 2: Comments on candidate performance

Candidate's performance varied for a number of reasons. There appeared to be a larger percentage of S4 candidates undertaking this level, which may have had an impact on the quality of the assessment booklets. However, where the learning and teaching accurately met the requirements for the planning stage, the evidence was robust. Support was offered at a number of centres to create a consistent standard in the time plans and service details.

The practical task was carried out very effectively in the vast majority of centres, with candidates performing well. The task presented adequate pace and challenge to satisfy the standard expected for National 5 Hospitality Practical Cookery. The task also included enough detail to ensure a spread of performance, with the more able candidates carrying out the specified cuts of vegetables and accuracy in their prepared weights to differentiate the final results.

Section 3: Areas in which candidates performed well

All candidates made good use of the Planning Booklets. The majority used them in the format provided by the SQA.

Candidates' time plans were generally working documents which could support the Implementing stage. Where this was not the case centres provided a working document.

Service details were well executed, with many candidates giving detailed sketches of the finished dishes with appropriate garnishes and temperatures of the dishes as required. Some candidates gave detailed written commentary to describe their finished garnishes/decoration.

Most candidates were well prepared and ready to demonstrate their capabilities through the Implementing stage. Each course within the task presented the desired challenge, which candidates executed within their capability — the starter was fairly straightforward, followed by the Spicy Turkey and Flatbread, with slightly more challenge in the Berry Towers to give a balance across the entire meal. This tended to reflect the performance by candidates.

Section 4: Areas which candidates found demanding

Some candidates had difficulty when creating their time plan, to include all the desired points. This may have been due to the information available during learning and teaching, or the candidate's ability to recall the necessary facts.

Some candidates omitted the service detail timings for each dish. This is key in the planning stage to encourage success in the implementing stage.

Some candidates had difficulty in executing the desired cuts of vegetables in the starter and main course.

Some candidates had difficulty making the shortcake for the Berry Towers.

Section 5: Advice to centres for preparation of future candidates

Planning booklets should be used in their given format, with no additions or amendments made for use by candidates. Time plans may be produced in a centre-devised format then inserted into the booklet appropriately; but additional guidance should not be given to support this activity under assessment conditions. As with the practical activity, any proposed adjustments/changes to the practical activity must be referred to SQA in advance.

Key elements required in the time plans, include start/finish times, logical sequence, attention to hygiene (hand washing and storing of ingredients), 'clean as you go' at appropriate times.

Time plans can be created electronically in the booklets, or added if unable to access the actual booklet in an electronic format. They should be broken down into 10–15 minute time slots to allow candidates some flexibility in the implementing stage.

Time plans should only include the 2 hours 30 minutes of the Implementing stage — not preparation time, as this causes confusion.

Any 'skill, technique or process' in the method, should be carried out during the Implementing stage.

Planning booklets should be marked and internally verified, then returned to candidates to ensure any necessary amendments are made prior to the Implementing stage to ensure success in their use. Candidates should not be disadvantaged by using a time plan that does not work, particularly in the logical sequence.

Service details in the planning booklets should be clear and accurate.

Ideally, illustrations help to give a clear image for use during Implementation, and reduce the need for additional reading in a time-limited process.

Dishes should be clearly labelled with 'temperature of dish' and information to describe the garnish/decoration being used and its preparation.

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' — this would demonstrate 'Good practice' in using this format. At this level, all candidates should be using a technique on their chosen garnish, eg not a sprig of parsley, but possibly very finely chopped parsley, strategically placed on the dish.

Implementing

Centres must thoroughly read through and apply the guidance provided in preparation for SQA verification and centre verification.

Please note, the SQA verification visit should be carried out with the first group of candidates in the centre, the remainder then being assessed when the national standard has been met.

Reserve candidates must be available and suitably prepared for participating (if required), to avoid disadvantaging them.

Time prompts should be given every half hour and five minutes before the start of service for each dish. Dishes should be served as detailed in the planning booklets and be the full quantity.

Weighing and measuring marks are awarded for that activity during the Implementing stage, ie 'prepared weight/volume, use of measuring spoons for specified quantities'. Marks are not awarded for the weighing and measuring during the preparation time. Any inaccuracies will be evidenced in the making of the dishes, and marks will not be awarded if incorrect at this point, eg quantity of stock added will have an effect on the consistency of the finished dish.

Good Practice suggestions:

- ◆ Use of individual trays when candidates are setting up for each recipe.
- ◆ Marking sheets to accompany time plans to assist with internal verification and to create consistency.
- ◆ Garnishes/decorations should be prepared in advance, if not part of the method.
- ◆ Additional ingredients should be available throughout the Implementing stage to allow for candidate errors and the desire to remake.
- ◆ Some centres use a small urn as their source of boiling water — this assists in avoiding the use of cold stock.
- ◆ Effective use of wall areas/cupboard doors to display time plans/recipes, to keep them off the candidates' work surface.

Statistical information: update on Courses

Number of resulted entries in 2013	0
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Number of resulted entries in 2014	3590
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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	52.6%	52.6%	1888	79
B	31.8%	84.4%	1142	67
C	12.2%	96.6%	437	55
D	1.8%	98.4%	64	49
No award	1.6%	-	59	-