

Practice Marking Materials for Technical Qualifications - Pass 2019

7178-20 Level 2 Food Preparation and Service

Introduction

The synoptic assignments for the City & Guilds Technical Qualifications are externally set summative assessments which are internally marked by tutors. It is the centre's responsibility to ensure candidates' work is marked in a standard way across the centre, using the specified marking grid, in order to rank performance on a single mark scale.

Practice marking materials are useful to support centre staff with internal standardisation and as a prestandardisation activity. The materials are produced to support staff in the process of marking including how to effectively use marking grids and assessment objectives (AO).

The marking materials must be considered alongside the Technical qualifications Marking and Moderation Guide

It is recommended that all tutors, including any unlikely to mark, are included in early discussions around the use of the marking grid, as all tutors should understand the basis of marking as it could shape their teaching by helping candidates practise bringing their skills and knowledge together to complete a problem, and helping them learn how to explain and justify their choices in terms of the subject knowledge in preparation for summative assessment. Tutors must study the *Marking and Moderation Guide*:

https://www.cityandguilds.com/techbac/technical-qualifications/resources-and-support
which provides detailed information about generic assessment objectives, and the marking grid, to ensure they are clear about the different AOs and how they may show up in evidence for assignments in the subject area. If there is more than one tutor carrying out marking at the centre, this process should be carried out as part of a group activity to ensure all markers are clear and in agreement about what sorts of evidence are relevant for assessment and which AO they fit into.

The following materials could form the basis for pre-standardisation practice and discussion could take place using evidence from trial runs/formative assessment activities. Standardisation should also take place using the evidence from the actual assignment set for that year, so along with utilising this tool, please ensure that activities surrounding the 2019 assignment also take place.

Within this pack, you will find

- a sample task brief
- a copy of the marking grid used for the synoptic assessment
- a sample of materials responding to either last year's synoptic assignment or a sample set of tasks. This includes learner produced evidence and tutor observations of the practical performance.

And finally, the Principal Moderator has provided a breakdown of the marks for the different assessment objectives along with general hints and tips on the synoptic assessment.

Section 1 Assignment Brief

You are working in a small independent hotel as a general assistant where your role involves duties in the kitchen to prepare and cook items for the menu using a combination of fresh and convenience ingredients and in the restaurant to provide a table service to the customers.

You are required to plan for, produce and serve four portions of a three-course menu for a birthday celebration meal with beverages. Your tutor will provide you with the menu and recipe specifications.

The menu will be based on the following:

Starter

Puree soup

Main course

Grilled fish fillet with a convenience sauce

Fried potato dish

Dressed side salad

Dessert

Sponge based dessert

Beverages

One cold beverage

One hot beverage

You must also prepare for table service in the restaurant, together with your allocated tables and work station. You must then maintain the service for two tables of two customers, including the preparation and service of one hot and one cold beverage per customer. You should present the bill and process the payment before clearing and closing down your section at the end of the service.

You must produce a written evaluation of your performance for both the cookery and service elements, based on your own reflections, and any relevant feedback.

Task 1 - Planning

You will be required to produce a plan which must include:

- a time plan for the kitchen.
- a time plan for the restaurant service.
- required tools and equipment for the kitchen and restaurant.
- · food safety considerations.
- health & safety considerations.
- allergen chart for cookery.

What you must produce for marking:

Task 1 paperwork that includes all of the above bullet points

Conditions of assessment:

- You must carry out Task 1 on your own, under supervised conditions.
- The menus and recipes supplied by your tutor may be taken into the assessment.
- Both the tutor and candidate must sign declarations to confirm the evidence produced is the candidate's own work and that appropriate conditions have been followed.

Additional evidence of your performance that must be captured for marking:

None for this task.

Task 2 – Practical (Food Preparation and Cooking)

Produce the starter, main course and dessert as outlined in the brief.

Conditions of assessment:

- You must carry out the preparation and cooking on your own, under supervised conditions.
- You may use the appropriate documents produced in Task 1 in your execution of this task.

What you must produce for marking:

- Finished products in sequential order (excluding the beverages).
- Time plans with annotations.

Additional evidence of your performance that must be captured for marking:

- Your tutor's notes on your performance, which will record your working practice, the standard and accuracy of the finished work.
- Photographic evidence as detailed below.

Task 3 – Practical (Food and Beverage Service)

Using your plan created in Task 1, you are required to complete all stages of the service of the three-course meal for two tables of two customers, together with the required beverages.

Conditions of assessment:

You must carry the task out on your own, under supervised conditions.

What you must produce for marking:

- Table layup
- One hot and one cold beverage
- Time plan with annotations
- Completed customer feedback form
- A copy of the menu identifying allergens

Additional evidence of your performance that must be captured for marking:

- Your tutor's notes on your performance, which will record your working practice, the standard and accuracy of the finished work.
- Photographic evidence as detailed below.

Task 4 - Evaluation

Produce a written evaluation of your performance for Tasks 1-3. You may use available sources of feedback (such as customer or peer feedback) and include relevant supporting evidence.

Conditions of assessment:

The evaluation must be carried out independently under supervised conditions.

What you must produce for marking:

Completed evaluation (approximately 300 words).

Additional evidence of your performance that must be captured for marking:

None for this task.

Section 2 Marking Grid

Marking grid

For any category, 0 marks may be awarded where there is no evidence of achievement

%	Assessment Objective	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor			
		Poor to limited	Fair to good	Strong to excellent			
20	AO1 Recall of knowledge relating to the qualification LOs • Does the candidate seem to have	(1-4 marks) Recall shows some weaknesses in breadth and/or accuracy.	(5-8 marks) Recall is generally accurate and shows reasonable breadth. Inaccuracy and	(9-12 marks) Consistently strong evidence of accurate and confident recall from the breadth of			
	the full breadth and depth of taught knowledge across the qualification to hand?	Hesitant, gaps, inaccuracy.	misunderstandings are infrequent and usually minor. Sound, minimal gaps.	knowledge. Accurate, confident, complete, fluent, slick.			
	How accurate is their knowledge? Are there any gaps or misunderstandings evident?		d safety procedures, health and safety procedures of the techniques require				
	How confident and secure does their knowledge seem?	Poor application of food safety procedures and health and safety procedures. Very limited knowledge of tools and equipment and appropriate usage. Insufficient knowledge of food and beverage products and the techniques required to prepare and serve them.	Compliant with food safety procedures and health and safety procedures. Sufficient knowledge of tools and equipment and appropriate usage. Reasonable knowledge of food and beverage products and the techniques required to prepare and serve them.	Compliant with food safety procedures and health and safety procedures. Extensive knowledge of tools and equipment and appropriate usage. Highly developed knowledge of food and beverage products and the techniques required to prepare and serve them.			
		Top of band Inconsistent application of food safety procedures and health and safety procedures. Limited knowledge of tools and equipment and appropriate usage. Basic knowledge of food and beverage products and the techniques required to prepare and serve them.	Top of band Compliant with food safety procedures and health and safety procedures. Good knowledge of tools and equipment and appropriate usage. Well-developed knowledge of food and beverage products and the techniques required to prepare and serve them.	Top of band Rigorous adherence to food safety procedures and health and safety procedures. Comprehensive knowledge of tools and equipment and appropriate usage. Comprehensive knowledge of food and beverage products and the techniques required to prepare and serve them.			

%	Assessment Objective	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	
		Poor to limited	Fair to good	Strong to excellent	
10	AO2 Understanding of concepts, theories and processes relating to the LOs • Does the candidate make connections and show causal links and explain why? • How well theories and concepts are applied to new situations/the	(1-2 marks) Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete. Misunderstanding, illogical connections, guessing.	(3-4 marks) Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored. Logical, slightly disjointed, plausible.	(5-6 marks) Consistently strong evidence of clear causal links in explanations generated by the candidate. Candidate uses concepts and theories confidently in explaining decisions taken and application to new situations. Logical reasoning, thoughtful decisions, causal links, justified.	
	assignment?How well chosen are exemplars – how well do they illustrate the		of timings, workflow/order of work, appropriat res relevant to food and beverage preparation of		
	concept?	Inaccurate and/or flawed timings. Planning is simplistic with little thought given to tasks required, including food safety and/or health and safety considerations. Limited understanding of the practices and procedures required to prepare and serve food and beverages.	Mostly logical and accurate timings. Planning is reasonably well thought out to cover the tasks required and includes key food safety and health and safety considerations. Good understanding of most practices and procedures required to prepare and serve food and beverages.	Logical and accurate timings. Planning is well thought out to cover the tasks required, and includes all food safety and health and safety considerations. Comprehensive understanding of the practices and procedures required to prepare and serve food and beverages.	
35	AO3 Application of practical/ technical skills • How practiced/fluid does hand eye coordination and dexterity seem? • How confidently does the candidate use the breadth of	(1-7 marks) Some evidence of familiarity with practical skills. Some awkwardness in implementation, may show frustration out of inability rather than lack of care. Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy.	(8-14 marks) Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature. Somewhat successful, some inconsistencies, fairly adept/capable.	(15-21 marks) Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity. Dextrous, fluid, comes naturally, skilled, practiced.	
	practical skills open to them?	Examples of skills expected: knife skills, use of techniques, service techniques, customer serv	tools and equipment, food and beverage preparice skills.	aration techniques, cooking and finishing	

%	Assessment Objective	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor
		Poor to limited	Fair to good	Strong to excellent
	How accurately/successfully has	Unsafe/inappropriate use of knives, tools	Satisfactory use of knives, tools and	Competent use of knives, tools and
	the candidate been able to use	and/or equipment. Poor application of	equipment. Fair application of preparation,	equipment. Strong application of
	skills/achieve practical outcomes?	preparation, cooking, finishing and service	cooking, finishing and service techniques,	preparation, cooking, finishing and service
		techniques, resulting in poor quality of	resulting in a reasonable quality of	techniques, resulting in a high quality of
		products and a negative customer	products and a mostly positive customer	products and a very positive customer
		experience. Communication skills	experience. Communication skills	experience. Communication skills
		demonstrate significant lack of	demonstrate fair understanding and	demonstrate strong understanding and
		understanding and confidence.	confidence, but with some gaps or shortcomings.	confidence.
		Top of the band		Top of the band
		Occasionally unsafe/inappropriate use of	Top of the band	Confident use of knives, tools and
		knives, tools and/or equipment. Limited	Competent use of knives, tools and	equipment. Comprehensive application of
		application of preparation, cooking,	equipment. Solid application of	preparation, cooking, finishing and service
		finishing and service techniques, resulting	preparation, cooking, finishing and service	techniques, resulting in a very high quality
		in poor quality of products and a	techniques, resulting in a good quality of	of products and an excellent customer
		somewhat negative customer experience.	products and a positive customer	experience. Communication skills
		Communication skills demonstrate a lack of	experience. Communication skills	demonstrate excellent understanding and
		understanding and confidence.	demonstrate good understanding and	awareness, displaying confidence at all
			confidence, with only minor gaps or	times.
			shortcomings.	
25	AO4 Bringing it all together -	(1-5 marks)	(6-10 marks)	(11-15 marks)
	coherence of the whole subject	Some evidence of consideration of theory	Shows good application of theory to	Strong evidence of thorough consideration
	• Does the candidate draw from the	when attempting tasks. Tends to attend to	practice and new context, some	of the context and use of theory and skills to
	breadth of their knowledge and	single aspects at a time without considering	inconsistencies.	achieve fitness for purpose.
	skills?	implication of contextual information.	Remembers to apply theory, somewhat	Purposeful experimentation, plausible
	Does the candidate remember to	Some random trial and error, new	successful at achieving fitness for purpose.	ideas, guided by theory and experience, fit
	reflect on theory when solving	situations are challenging, expects	Some consolidation of theory and practice.	for purpose, integrated, uses whole toolkit
	practical problems?	guidance, narrow. May need prompting.		of theory and skills.
	How well can the candidate work			
	out solutions to new			
	contexts/problems on their own?	Examples of hringing it all together: design an	ı d implementation of plan throughout preparat	tion, cooking, finishing and service of food
	contexts, problems on their own:	and beverages, ability to problem solve if req		, cooking, jinishing and service of jood
		and severages, asimty to prosicin solve if req	an ear refrestion on perjormance.	

%	Assessment Objective	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor
		Poor to limited	Fair to good	Strong to excellent
		Poor integration of knowledge and skills, resulting in inadequate planning and badly executed tasks. Unable to resolve any problems, make adjustments or implement improvements. May require safety prompts. Top of band Limited integration of knowledge and skills, resulting in insufficient planning and somewhat poorly executed tasks. Can solve some minor problems and/or make	Satisfactory integration of knowledge and skills, resulting in sufficient planning and reasonably executed tasks. Able to resolve minor problems and/or make minor adjustments. Top of band Good integration of knowledge and skills, resulting in sound planning and well executed tasks. Able to resolve most problems and/or make adjustments as required.	Strong integration of knowledge and skills, resulting in very well planned and executed tasks. Able to resolve any problems, make adjustments and/or improvements as required. Top of band Excellent integration of knowledge and skills, resulting in precisely planned and executed tasks. Highly capable of anticipating and resolving problems, making adjustments and/or improvements
		adjustments.	required.	as required.
10	O AO5 Attending to detail/ perfecting • Does the candidate routinely check on quality, finish etc. and attend to imperfections/ omissions • How much is accuracy a result of persistent care and attention (e.g. measure twice cut once)? • Would you describe the candidate	(1-2 marks) Easily distracted or lack of checking. Insufficiently concerned by poor result; little attempt to improve. Gives up too early; focus may be on completion rather than quality of outcome. Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated.	(3-4 marks) Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently. Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable.	(5-6 marks) Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction. Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous.
	as a perfectionist and wholly engaged in the subject?	personal presentation), meeting customer ne		
		Little regard given to quality, consistency or accuracy throughout preparation and service processes. Overall quality of final dishes, beverages and service is poor. Personal presentation standards were not maintained throughout the assessment. Customer needs and expectations not given sufficient attention.	Adequate consideration given to quality, consistency and accuracy throughout preparation and service processes. Overall quality of final dishes, beverages and service is good. Acceptable personal presentation standards were maintained throughout the assessment. Customer needs and expectations were given sufficient attention and largely met.	Meticulous consideration given to quality, consistency and accuracy throughout preparation and service processes. Overall quality of final dishes, beverages and service is excellent. High personal presentation standards were maintained throughout the assessment. Customer needs and expectations were anticipated and fully met/exceeded.

Section 3 Learner Materials

Task 1

Tools and equipment - kitchen

Chopping boards

Chefs knife

Scales

Wooden spoon

Teaspoon

Tablespoon

Peeler

Bowls

Saucepan

Jug

Baking trays

Sieve

Tins

Whisk

Pen

D10

J-cloth

Tea towel

Hand blender

Oven

Boiling pan

PPE

Spoon

Cooling rack

Freezer

Fridge

Main plate

Dessert plate

Soup bowl

Frying pan

Pan lid

Service plan restaurant

D10

Tea towel

Pen

Order pads

Trays

Jug

Red wine glass

White wine glass

Soup spoon

Big knife & fork

Small knife & fork

Dessert spoon

Table number

Salt & pepper

Flower pot

Side plate

Soup bowl & plate

Main plate

Dessert plate

Cup & saucer

Sugar pot

Tea pot

Tea spoon

Ice bucket

Table & chair

Green chopping board

Chef's knife

Butter plate

Bread plate

Waiter's friend

Milk jug

Menu

Till

Feedback form

Food Safety

Make sure to check the date on food before you use it.

Make sure to check the temperature of food before service.

Make sure that washing hands before handling food.

Make sure to wearing the right uniform before handling food.

Do not wear jewellery in the kitchen.

Make sure equipment has been washed after cooking.

Make that that you keep an eye open for food cooking in the pan.

Using the oven glove to get that tray out of the oven.

Health & Safety

Do not run in the kitchen and restaurant.

Wearing the right uniform in the restaurant.

Hair tied back before going in the restaurant and kitchen.

Do not wear jewellery in the restaurant one you can wear is a watch.

Make sure that got wet on the floor you must have a wet floor sign.

Make sure you have the right equipment before cooking and in the restaurant.

Make sure to clean the area with D10, J-cloth and hot water.

Help your team mate to do the cooking and clean down.

Kitchen plan

Task	Time
Equipment & ingredients ready	15 mins
Chopping vegetables	20 mins
Do the soup to cook	30 mins
Add season	5 mins
Getting the hot plate ready	10 mins
Serve up the soup	5 mins
Clean down the area	10 mins
Do the main	20 mins
Salad & Dressing	20 mins
Parmentier potatoes	20 mins
Grilled salmon in bowl	10 mins
Add oil, salt & pepper	5 mins
Put on tray & heat	30 mins
Do the sauce	20 mins
Check the salmon	5 mins
Clean down & do dessert	30 mins
Beaten eggs	5 MINS
Beaten butter & sugar	10 mins
Add eggs & vanilla	5 mins
Add flour	5 mins
Put in tins	5 mins
Oven to cook	25 mins
Cool the cake	5 mins
Put jam inside	5 mins
Serve then clean down & done	30 mins

Allergen chart

Dish / product	Celery	Crustacean	Eggs	Fish	Gluten	Lupin	Milk	Molluscs	Mustard	Nuts	Peanuts	Sesame seeds	Soya	Sulphur Dioxide
Butternut squash soup										J				
Victoria sponge			J		J		J							
Salad niçoise			J	J										
Grilled salmon				J										
Hollandaise sauce			J				J							

Task 2 and 3 photographs





Task 4

Restaurant - I am so happy that I set up the table ready for the customer service. When I am ready, I took the customers to their table and gave the customers the drink and food menu. I was waiting for the customer having drinks and food. Customers are ready to order, I came over to their table and took their order for hot and cold drinks and food and put it in the till and to the chef. When the starter, main and dessert are ready I went to the kitchen, getting the food and send out to the table. Also I checked feedback from the table. When the customers finished the food I took the plates and asked the customer if they would like the bill and feedback form. The customers came up to the bar to pay the bill and swere happy to leave and then I cleaned down the area.

Need to improve on asking the customer to have water next time.

Kitchen - I am so happy in the kitchen, I set up my work area, food and equipment before cooking. When I start cooking, I was doing dessert first because it was easy to make and then pit it in the oven, then I did the starter. I then did the main course.

I checked the cake was cooked and put it on the side for later. When the orders came in I know what they are having and so serve the food. When all three courses are done and ready to go out I am so happy it is done and I was on time. I then clean down my work area and go and see my family.

To work on to be working on my own for next time and getting all equipment and food before starting cooking for next time.

Declaration of Authenticity

Candidate name: Simone Brooks	Candidate number: ZCR1980
Centre name: Brookbank College	Centre number: 098633
Candidate:	
I confirm that all work submitted is my own, and that I have used.	acknowledged all sources I have
Candidate signature: Simone Brooks	Date: 10.05.18
Tutor:	
I confirm that all work was conducted under conditions descandidate's work, and am satisfied that, to the best of my kethat of the candidate.	
Tutor signature: T. J. Cooper	Date: 10.05.18
Has the candidate received any additional support in the pr	oduction of this work?
Tick Yes □ No ✓	
If the answer is yes, give details below and on a separate sl	heet if necessary.

Note:

Where the candidate and/or tutor is unable to, or does not confirm authenticity through signing this declaration form, the work will not be accepted at moderation and a mark of zero will be given. If any question of authenticity arises, the tutor may be contacted for justification of authentication.

Practical Observation Form

Technical Qualifications

Candidate name:	Candidate number:
Simone Brooks	ZCR1980
Centre number:	Assessment ID
098633	Level 2 Technical Certificate in Food Preparation & Service 7178-20

Please complete the table below with reference to the relevant Assessment Objectives, as indicated in the Assessment Packs. Do not allocate marks at this stage.

Assessment Objective (AO) - refer to the marking grid for additional guidance.	Notes – detailed, accurate and differentiating notes which identify areas of strength and weakness are necessary to distinguish between different quality of performances and to facilitate accurate allocation of marks once all evidence has been submitted.
AO1 Describe how well the candidate shows recall of knowledge e.g. stating facts without explanation / simple descriptions of what they are carrying out / showing aspects of straightforward knowledge through logical sequencing and application of skill etc.	You have planned the task correctly and this has ensured the task was completed in the time frame. You have shown good knowledge of how to work methodically timings for the dishes were not realistic to the speed demonstrated in executing the tasks. Very good food safety knowledge with food stored correctly throughout, hands washed and equipment washed after tasks, kept separate work stations organized and clean for prepared and cooked items Correct knowledge of tools and equipment needed to ensure the task could be completed. Explain simply why she had chosen to do the dishes in the manner she had planned about the times need to cook. Stated basic responses about the use of knifes being used for cutting of vegetables stating chef's knife is easier to cut butternut squash as it's the biggest Simone worked in a methodical and logical manner whilst she was polishing the cutlery and equipment she needed for service. She laid her table accurately and confidently and ensured that everything was placed down in the exact place, her place settings were very neat, the cutlery were all in the correct positions although her settings were rather wide. She was confident while carrying out all of her tasks and tried to follow all health and safety procedures throughout the session. When serving her drinks to the table Simone picked the glasses up around the rim of the glass instead of at the base of the glass.

Notes – detailed, accurate and differentiating notes which identify areas of strength and weakness are necessary to distinguish between different quality of performances and to facilitate accurate allocation of marks once all evidence has been submitted.

AO2

Describe how well the candidate shows understanding when carrying out practical tasks e.g. their explanation of why they are completing a process or how they may change their course of action / are they able to justify their actions etc.

During the assessment you showed good levels of health and safety and food safety with ensuring that food was stored in the fridges correctly and explained the reasons behind this and stated that the salmon and eggs were high risk products You washed your hands throughout the task when needed to ensure that cross contamination was minimal.

Full clean uniform with a good professional attitude during the assessment Correct boards used for tasks and were secured correctly with damp cloth. When questioned on the techniques used you demonstrated basic knowledge of why creaming of butter and sugar was important stating that air was needed to make a light cake and that you fold gently to not knock the air out The vegetables for the soup were roughly cut and you explained that you had done this for time as you did not want to take too long doing this task as you had a lot to

You described the puree soup to me with a basic understanding of the soup being thickened by the vegetables in it and that more stock would make thinner.

Simone had planned her time well and was able to complete her set up tasks in sufficient time for service to start. She had a really good understanding of why she had to complete certain tasks, for instance I asked Simone why she was using D10 to clean her table? She replied that it was to kill any bacteria that may be on the table surface and to ensure that the table was clean and hygienic for her customers. I also asked her what the purpose of polishing cutlery with boiling water was? She replied that it was to remove finger marks, stains and potential bacteria from the cutlery and to also make them look nice for the customers.

Notes – detailed, accurate and differentiating notes which identify areas of strength and weakness are necessary to distinguish between different quality of performances and to facilitate accurate allocation of marks once all evidence has been submitted.

AO3

Describe how well the candidate demonstrated their **practical skills**. e.g. how practiced/fluid is hand eye coordination and dexterity / how confident are they / how accurate or 'polished' is the outcome / safe working etc.

You have correctly selected the equipment needed in the preparation time but could have thought more into the quantities of food needed as you could of gathered more as you spent a lot of time during the assessment getting further ingredients You have demonstrated acceptable knife throughout the assessment but the coordination and consistency of the cuts was very limited which could be better enhanced to develop the presentation and dishes further

You worked at an acceptable pace and showed some hesitancy with some elements of tasks and referred back to the recipes a lot which limited the fluid manner of work that was needed.

You worked in a good manner which was at a pace you were comfortable with but lacked confidence in the skills you had as when questioned you showed you understood what you were trying to achieve

You showed very good knowledge of personal hygiene and were precise and always kept work area and yourself tidy.

The quality of the food served was to a good standard of cooking with basic presentation which was clean and affective.

<u>Soup</u>; The soup had good colour and flavor you had previously advised me of how to thin the soup and had corrected the soup well to make the consistency correct. The seasoning on the dish needed to be better as it was a little bland .A garnish of cream would of complimented the leave of coriander that you placed on it.

<u>Grilled fish convenience sauce fried potato:</u> Your salmon has been seasoned well and is slightly dry as it is a little over cooked. Your potatoes have been deep fried as you had burnt the first batch of diced potatoes this shows good thoughts to overcome the problem but require more seasoning as they are a little bland

Salad:

The salad has been correctly prepared with a good dressing made but more consistency in portion and ingredients used In the portions.

<u>Decorated Sponge</u>: The sponge is very nicely cooked with good even colour and a good flavor. The sponge is light in texture and moist it looks a little large as a portion. This could have been enhanced by baking in small tins or using a smaller cutter to cut the pieces from your large cake. Good visual decoration to the plate and the sponge.

Throughout the session Simone was confident and gave a consistently good level of customer service. Service ran fluidly and she put in to practice all of the skills she had previously been taught. She took the food order correctly and confidently processed this through the till.

Simone carried out check backs after each course was served to ensure that everything was ok for the customers, she offered the customers more water when their glasses were getting low, and all of this resulted in a very positive customer experience. She carried out all of the steps of food service in the correct order and served and cleared to the correct sides of the customers. She had really good communication skills with his customers throughout the lunch. At the end of the meal Simone asked the customers if they would like coffees verbally instead of offering them the menu, they were then unable to know the full range that we offer. They opted to both have cappuccinos, which Simone was able to make and serve correctly. She carried out each step correctly and then cleaned the machine down after use.

Notes – detailed, accurate and differentiating notes which identify areas of strength and weakness are necessary to distinguish between different quality of performances and to facilitate accurate allocation of marks once all evidence has been submitted.

AO4

Describe how well the candidate brings it all together – e.g. how coherent are their actions / how well do they draw from the breadth of their knowledge and skills / reflection on theory when solving practical problems / How well can they work out solutions to new contexts/ problems on their own / time management etc.

You have shown throughout the assessment you have considered the brief and the customer's needs, these could have been reflected more with the choice of garnishes used and attention to detail.

You prepared the squash in to large pieces so that you did not take too much time on this

You have used a variety of cooking techniques to ensure that the time you spent on dishes were correct like roasting the squash through the oven so that you could work on a different dish.

You adjusted the cooking times by roasting briefly but once the other vegetables had started to colour you finished cooking the soup in the pan with stock stating that the squash needed extra cooking and that it would not burn in the stock

You have shown a basic level of knowledge across the tasks bringing in previous experience of cooking similar dishes like using the precooked potatoes for the salad and deep-fried potatoes for the salmon due to overcooking the parmentier potatoes.

Simone ensured that all of her tasks were completed on time, she managed her time really well throughout the whole session and executed all of her tasks accurately and precisely.

She carried out check backs after each course was served and also kept her customers reassured when there was a long wait for their main course. Simone was very methodical in her working; she carried out all of her tasks correctly and professionally.

Notes – detailed, accurate and differentiating notes which identify areas of strength and weakness are necessary to distinguish between different quality of performances and to facilitate accurate allocation of marks once all evidence has been submitted.

AO5

Describe how well the candidate attended to detail e.g. professionalism / perfecting / accuracy / checking / taking care / methodical working etc.

During the assessment you have maintained your work station well and have kept food stored correctly until needed.

You have worked in a professional manner throughout the assessment ensuring good personal hygiene and using the correct safety checks like probing your fish to ensure it was at the correct temperature to serve.

Your presentation skills needed to have a little more refinement as they seemed hurried and throughout the serving of the dishes

You tasted the soup but I feel these could have been refined better with added seasoning and further tasting so that a more evenly flavoured dish was created. The dishes were served in a logical timely manner with an acceptable waiting time between dishes served. The sponge was served quickly after the main course due to the shortage of time but this showed good preparation had been achieved for the dish.

The dishes were all made well but more perfecting of the dishes is needed with more seasoning and tasting of the dishes to ensure that the flavours are correct and balance.

Simone was meticulous in every task that she carried out; she ensured that her table was laid accurately and that all service items were polished to a very high standard. She ensured that she had everything needed for service clean and ready on her service table. Simone's customers had quite a wait for their main course to be served, she gave her apologies and kept the customers reassured.

Simone was attentive to her customers throughout the session, check backs were carried out after each course had been served.

She was focused on her tasks throughout the session. Her attention to detail was faultless and she maintained a very high standard of customer care throughout service.

Tutor / marker signature:		Date:					
T. J. Cooper	D.P.Locke	4.05.2018					

Candidate Record Form (CRF)

Candidate Record Form

Candidate Name: Simone Brooks

Candidate Number: ZCR1980

Assessment ID: 7170-20

Centre Number: 098633

Marker Notes – Please always refer to the relevant marking grid for guidance on allocating marks and make notes which describe the quality of the evidence and justification of marks.

AO1 – Red	all - Bre	eadth, de	epth, acc	curacy										
20%	1	2	3	4	<mark>5</mark>	6	7	8	9	10	11	12		
AO1 Mark:	Simone has demonstrated that she has good knowledge throughout her assessment with a few gaps in her knowledge recall about the processes being undertaken but the response is consistently correct but more depth to the answer would result in higher grades. Simone has demonstrated through her plans and practical skills demonstrated she has high standards of food hygiene and safety. Simone has demonstrated through her plans that she can recall the correct equipment need to complete tasks and matching these to the preparation skills to prepare and serve the food being produced.													
AO2 – Understanding - Security of concepts, causal links														
10%	1		2	2		3	4	4		5	(3		
AO2 Mark: 3	work c planne Her tin has sho the sta	overing of her wonings coown that and ard real observations.	the cor ork in a ould hav it she ha equired	rrect foc logical re been as good l. Simon	at she cand hygie accurate more re underst e has sh	ne and e mannalistic to anding nown a g	health a er with a o productor of the p good de	nd safe good us ce a mo rocess t pth to h	ty proce e of the re refin- to prepa ner knov	edures. S time aved ed prod are and s vledge t	She has vailable uct. Sim serve fo hrough	to her. one od to her		
AO3 - Prac	ctical s	kill - De	exterity,	fluidity, c	onfidenc	e, ease	of applica	ation						
35%	1 2	3 4	1 5	6 7	<mark>8</mark> 9	10 1	1 12	13 14	15 16	5 17 1	8 19	20 21		
AO3 Mark: 8	the tas very po the ass More r higher confide custom Simone	sk to propositive essessmente finemente. Simone ence in the expense has co	oduce for experier ent on he has we the rest erience mmuni	ood that nce. Sim ner knife orked in aurant was had cated co	roughou is at an one has e skills a an assu whilst se d by all. onfident the me	acceptoused all used all used all used maderving continuity.	able level equipment of the customer in the customer the customer in the custo	el to pronent con of dishthe kitors ensur	ovide the rrectly and should be the swould be the swould be the should b	e custor and safe Id of ma has der an exce wed exc	mer with ly throu lde mark monstra eptional	n a ghout ks ted		

AO4 - Bringing it together - use of knowledge to apply skills in new context																
25%	1	2	3	4	5	6	7	8	9)	10	11	12	13	14	15
AO4 Mark: 8	Simone has shown good integration of skills taught to her by ensuring that all tasks were met with the correct preparation and skills required. The plans she has made have been satisfactory resulting in her tasks being carried out correctly. Simone has made adjustments whilst working by deep frying potatoes as she had burnt her pan fried ones. She has been able to demonstrate that whilst serving customers Simone has shown that she can manage her time well with accuracy and precision to ensure that her work is methodical and professional throughout. Simone demonstrated that she could adapt to her customers' requirements and ensured that she liaised with during service filling gaps well with offers of bread and drinks															
AO5 - Atte	nding	g to d	etail /	perfe	ecting	j - Rep	eated	chec	cking, p	oerf	fecting	, notici	ng, en	gage	d	
10%		1		2			3			4			5		6	
AO5 Mark:	prod seaso the a has o deve	uced a oning I ssessr omple lop th	and selbut other ment weted the egrad	rved is hers ha vith hig ne task es bet	to a save lad gh per to the ter. He	satisfac cked se rsonal e time er fron	ctory s easoni preser frame t of ho	tand ng. S ntatio but ouse	dard. Simon on and more more	She e h d a e re ssm	has a las pre very p finem lent Si	djuste esente orofes ent or mone	ed som ed for b esional n her d was m	e of hoth eattituishes eattituishes eticu	d being er dish lement de. Sin would lous in aultles	es is of none her

Tutor/Marker signature: J. J. Gooper

Total Mark:

28

Section 5 Principal Moderator's guidance, hints and tips.

This practice marking material has been produced to be used for standardisation activities and for centre guidance in the early years of the qualification. The marks allocated to each learner are in accordance with the Principal Moderator marks and show the standard set for this qualification.

To make holistic judgments, it is necessary to ensure that all tasks are completed and submitted prior to assigning any final marks. Practical tasks are not marked independently of written submissions so ensure that all tasks have been completed before assigning any marks.

When judging ephemeral performances / practical skills, centres must ensure that the evidence is in a format visible to the marker/moderator and gives sufficient qualitative detail to aid moderation. Observers and markers should ensure their notes are comprehensive, employing key words written in the marking grids and describing how, where or why the work is good or better. Along with this they should ensure that any verbal questions are documented and that weaknesses / mistakes as well as strengths / exemplary practice are noted on the PO form. These notes will enable the centre marker and the moderator get a feel for the practical skills shown by each individual on the synoptic assessment day/s and will assist in allocation of marks and rank ordering.