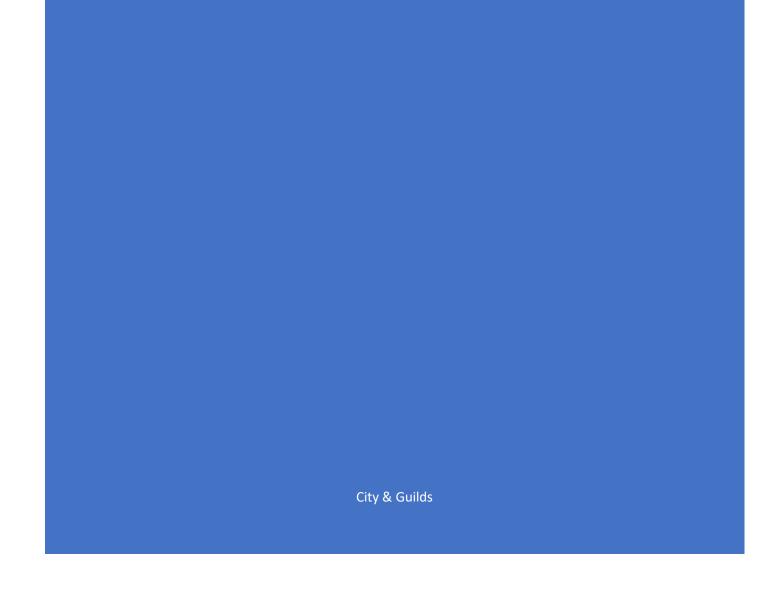


Practice Marking Materials for Technical Qualifications 2019



Level 2 Technical Certificate in Professional Cookery (6100-20-022)

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.

Practise 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 Task Brief

Assignment Brief

The college is hosting a gala dinner for graduating students from a neighbouring university. You are required to plan for and produce two portions for each of the three courses as part of a tasting menu for the event.

Your menu will be based on the following and be provided by your tutor:-

Starter

Grilled/shallow fried fish with cold dressing and garnish/accompaniment

Main course

Stewed meat
Steamed/boiled vegetable
Braised potato/rice

Dessert

Cold set dessert with poached fruit
Simple biscuit

Tasks

Task 1
Your tutor will provide you with a menu and recipes for each dish.
You will be required to produce a plan which must include:
□ timings
□ order of work
□ required tools and equipment
☐ food safety considerations
□ health and safety considerations.
You will also be required to complete an allergen chart.
Conditions of assessment
☐ You may take into the assessment your menus and recipes (supplied by your tutor).
☐ You must carry out Task 1 on your own, under supervised conditions.
☐ Both the tutor and candidate must sign declarations that the evidence produced has been the
candidate's own and the tutor can only give such assurances if appropriate conditions have been followed.
What must be presented for marking
Task 1 paperwork that includes all of the above bullet points.
Task 2
You are required to produce three courses for two people.
Conditions of assessment
☐ You must carry out the preparation and cooking on your own, under supervised conditions.
☐ You may use the appropriate and relevant preparatory documents produced in task 1 in your execution of this task.
What you must produce for marking:
☐ finished products in sequential order
$\hfill \square$ a written dish evaluation (containing no more than 300 words). (This has been made into Task 3 for 2019)
Additional evidence of your performance that must be captured for marking:
\Box your marker's notes on your performance, which will record your working practice, the standard and accuracy of the finished work, and details of your contribution
$\hfill \square$ a photograph of each completed dish taken by you and/or your marker. You must also include one photograph of yourself with your completed dishes.

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			
15	AO1 Recall of knowledge relating to the qualification LOs • Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand?	(1-3 marks) Recall shows some weaknesses in breadth and/or accuracy. Hesitant, gaps, inaccuracy. Hesitant, gaps of types of knowledge expected: food safety procedures, health and safety procedures, awareness of cooking techniques for different food items. (4-6 marks) (7-9 marks) Consistently strong evidence of accurate and confident recall to the breadth of knowledge. Accurate, confident, complete, fluent, slick.					
	 How accurate it their knowledge? Are there any gaps or misunderstandings evident? How confident and secure does their knowledge seem? 	Inconsistent application of food safety procedures and health and safety procedures. Limited knowledge of tools and equipment, and appropriate usage. Poor grasp of suitable cooking techniques for different food items.	Satisfactory compliance with food safety procedures and health and safety procedures. Reasonable knowledge of tools and equipment, and appropriate usage. Reasonable knowledge of suitable cooking techniques for different food items.	Rigorous adherence to food safety procedures and health and safety procedures. Comprehensive knowledge of tools and equipment, and appropriate usage. Extensive knowledge of suitable cooking techniques for different food items.			

%	Assessment Objective	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor			
		Poor to limited	Fair to good	Strong to excellent			
concepproces LOs Does conr caus why How conceptual	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 assignment? • How well chosen are	(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. 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. Consistently strong evidence clear causal links in explanate generated by the candidate. Candidate uses concepts and theories confidently in explanate decisions taken and applicate new situations. Logical reasoning, thoughtful decisions, causal links, justified to safety/health and safety considerations, practices and procedures, understanding of cooking methods.					
	exemplars – how well do they illustrate the concept?	Inaccurate and/or flawed timings. Work flow plan is simplistic with little thought given to tasks required and cooking methods, including food safety and/or health and safety considerations.	Mostly logical and accurate timings. Work flow plan is reasonably well thought out to cover the tasks required and cooking methods, and includes key food safety and health and safety considerations.	Logical and accurate timings. Work flow plan is well thought out to cover the tasks required and cooking methods and includes all food safety and health and safety considerations.			

%	Assessment Objective	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor			
		Poor to limited	Fair to good	Strong to excellent			
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 practical skills open to them? How accurately/ successfully has the candidate been able to use skills/achieve practical outcomes?	(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.			
		Examples of skills expected: knife skill finishing/presentation techniques.	lls, use of tools and equipment, prepare	ation techniques, cooking techniques			
		Unsafe/inappropriate use of knives, tools and equipment, with incorrect food preparation and/or high levels of wastage. Poor application of cooking and finishing/presentation techniques, resulting in dishes that do not meet the menu requirements.	Satisfactory use of knives, tools and equipment, with reasonable food preparation skills and acceptable levels of wastage. Sufficient control of cooking and finishing/presentation techniques, resulting in dishes that largely meet the menu requirements.	Confident use of knives, tools and equipment, with efficient food preparation skills and low levels of wastage. Demonstrates skilled control of cooking and finishing/presentation techniques, resulting in dishes that clearly meeting menu requirements.			
		Top of the band	Top of the band	Top of the band			
		Inconsistent use of knives, tools and equipment, with limited food	Good use of knives, tools and equipment, with sound food	Excellent use of knives, tools and equipment, with precise food			

preparation skills and generally low

levels of wastage. Demonstrates

competent control of cooking and

finishing/presentation techniques,

resulting in dishes that meet the

menu requirements.

preparation skills and/or significant

levels of wastage. Limited control

finishing/presentation techniques,

resulting in dishes that only meet

some of the menu requirements.

of cooking and

Excellent use of knives, tools and equipment, with precise food preparation skills and minimal levels of wastage. Demonstrates outstanding control of cooking and finishing/presentation techniques, resulting in dishes that precisely meet the menu requirements.

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
30	AO4 Bringing it all together - coherence of the whole subject • Does the candidate draw from the breadth of their knowledge and skills? • Does the candidate remember to reflect on theory when solving practical problems? • How well can the candidate	(1-6 marks) Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information. Some random trial and error, new situations are challenging, expects guidance, narrow. Many need prompting.	(7-12 marks) Shows good application of theory to practice and new context, some inconsistencies. Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice	(13-18 marks) Strong evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose. Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills.
work out	work out solutions to new contexts/ problems on their	Examples of bringing it all together: finishing/presentation of dishes, reflet 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.	design and implementation of plan thr cting on performance. Satisfactory integration of knowledge and skills, resulting in sufficient planning and reasonably executed tasks. Able to resolve minor problems and/or make minor adjustments.	Strong integration, cooking and 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 Limited integration of knowledge and skills, resulting in insufficient planning and somewhat poorly executed tasks. Can solve some minor problems and/or make 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.	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 as required.

%	Assessment Objective	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor		
		Poor to limited	Fair to good	Strong to excellent		
10	 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 (eg measure twice cut once)? Would you describe the candidate as a perfectionist and wholly engaged in the subject? 	(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.		
		Examples of attending to detail: checking quality when selecting food items, accuracy of knife skills, attention detail when preparing, cooking and finishing products. No consideration given to quality of food items. Little regard given to consistency and accuracy and accuracy throughout preparation and cooking processes. Overall quality Sufficient consideration given to quality of food items. Consistency and accuracy largely maintained throughout preparation and cooking processes. Overall quality Meticulous consideration given quality of food items. Consistency and accuracy methodically maintained throughout preparation and cooking processes. Overall quality				
		throughout preparation and cooking processes. Overall quality of final dishes is poor.	throughout preparation and cooking processes. Overall quality of final dishes is adequate.			

Menu

Grilled salmon

Brown beef stew with buttered cabbage

Vanilla panna cotta with poached rhubarb and shortbread biscuit

Ingredients

Grilled salmon: 60g salmon, tomatoes, mayonnaise, salad leaves

Brown beef stew: <u>600g diced beef chuck</u>, <u>80g</u> carrots, <u>1</u>celery stick, <u>80g</u> onion, <u>1</u> bouquet garni, <u>1</u> clove garlic, <u>40ml</u> oil, <u>40g</u> flour, <u>800ml</u> brown beef stock, <u>40g</u> tomato puree

panna cotta: 3 gelatine leaves, 250ml double cream, 250ml milk, 25g sugar 100g chocolate.

Poached rhubarb: 2 sticks rhubarb, 125g sugar, 250ml water

Buttered cabbage: 1/3 cabbage and 2 outer leaves, knob of butter, 2 tbsp. water

Dauphinoise potatoes: 3 large potatoes, 150ml double cream, 2 cloves garlic, 3 slices cheese, salt and pepper.

Shortbread: 125g butter, 55g caster sugar, 180g plain flour

Vinaigrette: 50ml vinegar, 150ml oil.

Method of work

Salmon:

- 1) Put salmon onto tray, season and put under grill.
- 2) Blanch tomato, remove skin and make into concase and mix with mayonnaise and dill.
 - 3) Mix vinegar and oil
 - 4) Probe salmon to make sure it is 45 degrees and then assemble on plate.

Brown beef stew:

- 1) Remove sinew and excess fat
- 2) Peel and chop carrot, onion and celery and garlic into mirepoix
 - Heat oil and seer beef until brown on all sides
- 4) Take out beef and sweat the mirepoix and then add the flour and cook out for a couple minutes.
 - 5) Add the tomato puree and then slowly add the stock and then add the beef back in
 - 6) Simmer gently until meat is tender
 - 7) Pass the sauce over the meat and season to taste.

Dauphinoise potatoes:

- Wash and Peel potatoes
- 2) Boil cream and Madeline the potatoes
- 3) Butter and Season the dish and season the cream

4) Layer potatoes into dish and pour cream on top and then put cheese on top and cook in the oven.

Panna cotta:

- 1) Boil the cream and milk and soften gelatine in cold water
- 2) Once boiled add to sugar and add gelatine leaves and mix until dissolved.
 - 3) Put over ice water to cool down
 - 4) Put into moulds and then chill in fridge until set

Poached rhubarb:

- 1) Bring sugar and water to the boil
- 2) Peel and chop rhubarb into equal sized pieces and then add to syrup and poach until soft but has a slight crunch in the middle.

Shortbread:

- 1) Cream together butter and sugar until combined
 - 2) Add flour and mix until a dough is formed
 - 3) Chill dough in fridge
- 4) Once chilled cut into circles and bake for 15-20 minutes
- 5) Let them cool on cooling wire once removed from oven

Time Plan

9:30 gather bowls, ingredients, spoons, plates, greaseproof paper.

9:45 weigh out ingredients e.g.: tomato puree, stock, flour

9:55 get boards (blue, red, brown)

10:00 start prepping vegetables for the stew (mirepoix celery, carrot, onion and garlic)

10:15 seer beef and sweat off veg.

10:25 add flour and cook out and then add tomato puree.

10:35 add stock slowly and add the meat back in.

10:40 bring to simmer and add cartouche and leave until meat is tender.

- 10:45: get panna cotta ingredients together and then bring the milk and cream to the boil and soften gelatine leaves.
 - 11:00 once boiled remove from heat and add to sugar and then dissolve gelatine into the mix.
- 11:05 put over a bowl of ice water to cool down mix and then pour into ramekins and put into fridge to set.
 - 11:10 wash and peel potatoes then put through mandolin.
 - 11:25 bring cream to boil and season then add potatoes for a few minutes and then layer into tin and pour in cream and cook until potatoes are cooked.
- 11:45 put salmon onto tray with piece of grease proof paper then season it and put it under the grill.

- 11:50 take eye out of tomato and put a cross in a bottom and blanch for 15 seconds, peel off skin and dee seed and then mix with mayonnaise and warm up plate.
- 11:55 check salmon if cooked take out of grill and then plate up by tossing salad leaves in vinaigrette and placing on plate with tomato mayonnaise and salmon.
 - 12:00 start making shortbread by creaming butter and sugar and then mix in the flour to make dough and then chill in fridge.

12:10 check stew and have a clean down

12:15 make stock syrup and poach rhubarb

12:20 take dough out of fridge and roll out then put onto tray bake for 15 mins

12:35 take biscuits out of oven and leave to cool on cooling rack

12:40 warm up 2 bowls and then shred cabbage and wilt in butter and water place stew in the bowl and serve up cabbage into a ramakin/other bowl

12:45 melt some chocolate and get a pan of hot water and get panna cottas out of fridge

12:50 plate up panna cottas with melted chocolate and rhubarb

Equipment list

Wooden spoon, Bowls x 6, saucepan x 4, heatproof cloth, tray, tasting spoon, knifes, chopping boards, china plates and bowls, probe, scales, strainer

Health and safety

I should make sure I am dressed correctly to avoid injuring myself. Also making sure if there is a spillage I let people know and clean it up straight away.. I will also use a dry heatproof cloth to remove hot things from the hob and oven and use pans that do not wobble. I will also make sure my knifes are sharp so they don't slip. My whites will also be clean and undamaged

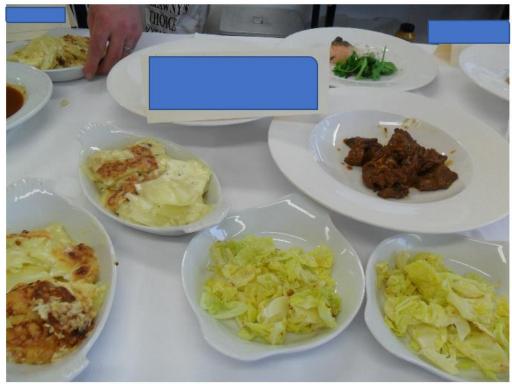
Food safety

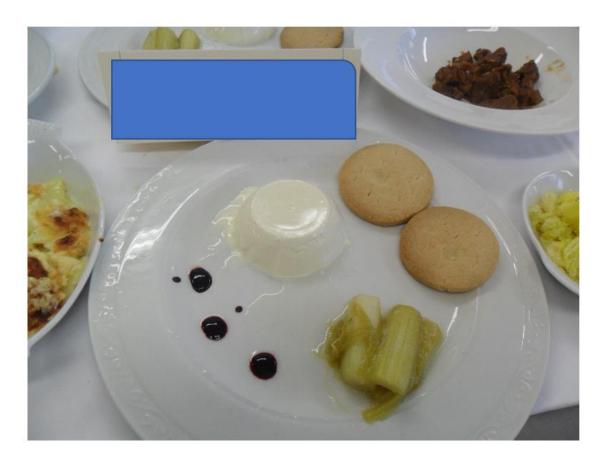
I will also make sure all equipment I use is clean to avoid cross contamination. And I will also probe my food to make sure it is hot enough for example the beef stew should be 75 degrees and the fish should be 45 degrees. I should make sure I use the correct coloured boards like a blue board for fish and a red board for raw meat. I will also make sure the appropriate food is put into the fridge e.g.: the salmon and mayonnaise

DISHES			I.				Mak		EUTUND)	
	Celery	Cereals containing gluten	Crustaceans	Eggs	Fish	Lupin	Dairy	Molluscs	Mustard	Nuts
d salmon with a tomato innaise and salad leaves	· · · · · · · · · · · · · · · · · · ·			Υ	Υ		Υ			
in beef stew with dauphinoise toes and buttered cabbage	Υ	Υ					Υ			
a cotta with shortbread biscuits poached rhubarb		Y					Y			









Exam evaluation

I think my exam went alright it could of gone better but it could of gone worse as well. I could have planned my time better in my time plan as near the end of the exam I was running out of time and things started to go wrong. The time plan could have been in more detail so when it came to me panicking all I would have had to do is look at my time plan. I feel as though I was organised on the day and had everything I could underneath my bench so I didn't have to run around looking for things. The cooking of the food went reasonably ok I found the salmon the easiest because I was calm and had time to focus on presentation and the overall cooking of the salmon. With the stew when I passed it I found there wasn't very much sauce so then I started panicking and in an attempt to get more sauce I added some stock to the sauce and let it reduce to the right consistency and then I burnt the cabbage and had to re do that. Although I had a few mistakes I managed to serve my stew. After the mistakes with my stew I had very little time to do my panna cotta's which in turn put me under more pressure and more mistakes were made for example I forgot about my biscuits and they ended up being a bit browner than I intended. Though I had these problems I still managed to serve my panna cottas with all the things that went with it, though the presentation wasn't quite how I wanted it. All of my dished were served at the correct temperature for example the fish was cooked to 45 degrees and the stew was cooked to 75 degrees and I also made sure that my plates were hot or cold depending on the dish. Another problem I encountered was that at points I would give myself too much to do at once in different places like I was trying to fix the sauce for my stew while cooking the cabbage on a different solid top which is why I burnt it but looking back on it I don't know why I didn't cook them both on the same solid top. Even though I tried following my time plan I still think I could have managed my time better by knowing what I had to do next instead of thinking about one thing at a time. The presentation of my salmon I feel was good because I had time to think about what I was doing whereas with the stew and panna cotta I was rushed for time so I didn't really think about presentation as much as I would have liked to but I did the best I could.

Overall I feel like the exam went well although I made a few mistakes I managed to plate up all three dishes within the three hours to the best of my ability.

Declaration of Authenticity

Candidate name: lamma Chef	Candidate number: HIT2233
Centre name: AVE College	Centre number: 226669
Candidate:	
I confirm that all work submitted is my own, and tused.	hat I have acknowledged all sources I have
Candidate signature	Date 22.4.18
Damma Chef	
Tutor:	
I confirm that all work was conducted under cond candidate's work, and am satisfied that, to the be that of the candidate.	
Tutor signature	Date 22.4.18
F Victory	
Has the candidate received any additional suppor	rt in the production of this work?
Tick Yes □ No	
If the answer is yes, give details below and on a s	separate sheet 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:
Iamma Chef	HIT2233
Centre number:	Assessment ID
226669	Synoptic

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.	Good demonstration of health and safety and food safety at the beginning with sanitizing his table, checking his equipment and using the correct coloured boards. He had planned well, wore correct PPE and seemed quite confident with all task 1 paperwork at hand. Detailed method of work, time plan, equipment list. Health and safety and food safety issues highlighted. Allergen sheet completed.
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.	lamma had a clear plan of what he wanted to achieve and this followed a logical course for the first 2 hours but timings were strained towards the end. He used temperature probes correctly and recorded the temperatures. He demonstrated good knowledge about cooking the fish. The blip when the sauce for the stew reduced too quickly caused lamma to adjust it but not sufficiently to achieve the right consistency and this caused him to panic about the time.

Notes – detailed, accurate and differentiating notes which identify areas of strength and **Assessment Objective** weakness are necessary to distinguish between different quality of performances and to (AO) - refer to the marking grid for additional facilitate accurate allocation of marks once all evidence has been submitted. guidance. AO₃ lamma chose the correct equipment and used the correct techniques when Describe how well the cooking. candidate demonstrated their **practical skills**. e.g. The salmon was well cooked and seasoned with crispy skin and was how practiced/fluid is hand probed to 48C. It was served with tomato concassée mayonnaise which eye coordination and dexterity / how confident had been refrigerated correctly. The salad was dressed correctly. are they / how accurate or 'polished' is the outcome / The beef was tender, not greasy but lacked sauce. Attempts to remedy this safe working etc. were unsuccessful. The cabbage was inconsistently cut but well-cooked and seasoned. The Dauphinoise potato was well sliced and layered, well-seasoned and gratinated. The pannacotta had a good wobble, the biscuits were pale, crisp and sugared but the rhubarb was a little sharp and lacked sugar. **AO4** Describe how well the candidate brings it all together – e.g. how coherent are their actions / required a better ratio of liquid. how well do they draw from the breadth of their

Time management failed towards the end of the test and displayed lack of breadth of knowledge and insufficient planning. He demonstrated capability with some adept and creative finishing techniques but failed to adjust the imperfections to produce a better product, particularly on the stew which

Knives and equipment were used satisfactorily and the end results largely met the menu requirements. Better organisation would have brought the timings in line and last two dishes needed as much care as he gave to the first.

AO5

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

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.

> lamma started with an expectation of a fairly strongly executed test but lack of attention to detail let him down. He gave sufficient attention to the quality of the food items and overall the dishes were adequate. He worked methodically and quickly throughout but needed better quality refinement of the final dishes. Noticing and double checking would have improved his final marks.

Tutor / marker signature:	Date:
F. Victory	18.4.18

Candidate Record Form

Candidate Name: Candidate Number:

Assessment ID: Centre Number:

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 - Recall - Breadth, depth, accuracy													
	1	2		3	4	5		6	7		8	Ś)
AO1 Mark: 6	detailed	Cooking techniques and equipment choices were adequate and he had a quite detailed time plan and method of work, recipes and an equipment list ready for the assessment.											
AO2 – Und	AO2 – Understanding - Security of concepts, causal links												
	1			2	3			4	5			6	
AO2 Mark 4	lamma made some logical connections getting the right equipment for each task but didn't follow his time plan entirely. He demonstrated good health and safety and food safety, sanitising his table, using the correct coloured boards and wore full whites. His weighing and measuring was correct and he kept his worktop and board clean and tidy. He was organised and seemed prepared at the start of the assessment although panic made him rush toward the end.												
AO3 - Prac	tical skil	l - Dex	xterity,	fluidity, c	onfidence,	ease o	f app	lication					
	1 2	3 4	5	6 7	8 9	<mark>10</mark> 11	12	13 14	15 16	17 1	18 19	20	21
AO3 Mark: 10	lamma lo	There were a few inconsistencies with the mains and dessert. Iamma lost confidence and time when attempting to adjust the consistency. Knife skills were good and all three dishes were produced within the time although											
			_		end whicl			•				211110	ag.,
AO4 – Brir	nging it to	ogeth	er - u	se of kno	wledge to a	apply sl	kills ir	n new conte	ext				
	1 2	3	4	5 6	7 8	9	10	11 12	13 14	15	16	17	18
AO4 Mark:9 There was insufficient control of cooking and finishing towards the end of the assessment. Two courses were produced competently with fair application of theory but the final dishes lacked finesse. The evaluation correctly identified why things had gone wrong and how to put them right.													
AO5 - Atte	nding to	detai	I/pe	rfecting	- Repeate	ed chec	king,	perfecting	, noticing,	enga	ged		
	1			2	3			4	5			6	

AO5 Mark: 4	There were a few imperfections. lamma had aimed higher but his work lacked both quality and consistency towards the end.
	The overall quality was adequate but disappointing. His evaluation shows that he realised it would have been improved by checking processes and by trusting his time plan

Tutor/Marker signature:

Total Mark:

33

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

This practise 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. Please do not use generic comments across the cohort.