



**education**

Department:  
Education  
REPUBLIC OF SOUTH AFRICA

# **NATIONAL CERTIFICATES (VOCATIONAL)**

## **ASSESSMENT GUIDELINES**

### **FOOD PREPARATION NQF Level 3**

September 2007



# FOOD PREPARATION– LEVEL 3

## CONTENTS

### **SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES**

### **SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)**

- 1 Assessment in the National Certificates (Vocational)**
- 2 Assessment framework for vocational qualifications**
  - 2.1 Internal continuous assessment (ICASS)
  - 2.2 External summative assessment (ESASS)
- 3 Moderation of assessment**
  - 3.1 Internal moderation
  - 3.2 External moderation
- 4 Period of validity of internal continuous assessment (ICASS)**
- 5 Assessor requirements**
- 6 Types of assessment**
  - 6.1 Baseline assessment
  - 6.2 Diagnostic assessment
  - 6.3 Formative assessment
  - 6.4 Summative assessment
- 7 Planning assessment**
  - 7.1 Collecting evidence
  - 7.2 Recording
  - 7.3 Reporting
- 8 Methods of assessment**
- 9 Instruments and tools for collecting evidence**
- 10 Tools for assessing student performance**
- 11 Selecting and/or designing recording and reporting systems**
- 12 Competence descriptions**
- 13 Strategies for collecting evidence**
  - 13.1 Record sheets
  - 13.2 Checklists

### **SECTION C: ASSESSMENT IN FOOD PREPARATION**

- 1 Schedule of assessment**
  - 1.1 Theoretical component
  - 1.2 Practical component
- 2 Recording and reporting**
- 3 Internal assessment of Subject Outcomes in Food Preparation - Level 3**
- 4 Specifications for external assessment in Food Preparation - Level 3**
  - 4.1 Integrated Summative Assessment Task (ISAT)
  - 4.2 National examination

## SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides the lecturer with guidelines to develop and implement a coherent, integrated assessment system for Food Preparation in the National Certificates (Vocational). It must be read with the *National Policy Regarding Further Education and Training Programmes: Approval of the Documents, Policy for the National Certificates (Vocational) Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF)*. This assessment guideline will be used for National Qualifications Framework Levels 2-4.

This document explains the requirements for the internal and external subject assessment. The lecturer must use this document with the *Subject Guidelines: Food Preparation* to prepare for and deliver Food Preparation. Lecturers should use a variety of resources and apply a range of assessment skills in the setting, marking and recording of assessment tasks.

## SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

### 1 ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

Assessment in the National Certificates (Vocational) is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the student by addressing:
  - social adjustment and responsibility;
  - moral accountability and ethical work orientation;
  - economic participation; and
  - nation-building.

The principles that drive these objectives are:

- **Integration**

To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- **Relevance**

To be dynamic and responsive to national development needs.

- **Credibility**

To demonstrate national and international value and recognition of qualification and acquired competencies and skills.

- **Coherence**

To work within a consistent framework of principles and certification.

- **Flexibility**

To allow for creativity and resourcefulness when achieving Learning Outcomes, to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- **Participation**

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- **Access**

To address barriers to learning at each level to facilitate students' progress.

- **Progression**

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- **Portability**

To enable students to transfer credits of qualifications from one learning institution and/or employer to another institution or employer.

- **Articulation**

To allow for vertical and horizontal mobility in the education system when accredited pre-requisites have been successfully completed.

- **Recognition of Prior Learning**

To grant credits for a unit of learning following an assessment or if a student possesses the capabilities specified in the outcomes statement.

- **Validity of assessments**

To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

- clearly stating the outcome to be assessed;
- selecting the appropriate or suitable evidence;
- matching the evidence with a compatible or appropriate method of assessment; and
- selecting and constructing an instrument(s) of assessment.

- **Reliability**

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- **Fairness and transparency**

To verify that no assessment process or method(s) hinders or unfairly advantages any student. The following could constitute unfairness in assessment:

- Inequality of opportunities, resources or teaching and learning approaches
- Bias based on ethnicity, race, gender, age, disability or social class
- Lack of clarity regarding Learning Outcome being assessed
- Comparison of students' work with other students, based on learning styles and language

- **Practicability and cost-effectiveness**

To integrate assessment practices within an outcomes-based education and training system and strive for cost and time-effective assessment.

## **2 ASSESSMENT FRAMEWORK FOR VOCATIONAL QUALIFICATIONS**

The assessment structure for the National Certificates (Vocational) qualification is as follows:

### **2.1 Internal continuous assessment (ICASS)**

Knowledge, skills values, and attitudes (SKVAs) are assessed throughout the year using assessment instruments such as projects, tests, assignments, investigations, role-play and case studies. The internal continuous assessment (ICASS) practical component is undertaken in a real workplace, a workshop or a "Structured Environment". This component is moderated internally and quality assured externally by Umalusi. All internal continuous assessment (ICASS) evidence is kept in a Portfolio of Evidence (PoE) and must be readily available for monitoring, moderation and verification purposes.

### **2.2 External summative assessment (ESASS)**

The external summative assessment is either a single or a set of written papers set to the requirements of the Subject Learning Outcomes. The Department of Education administers the theoretical component according to relevant assessment policies.

A compulsory component of external summative assessment (ESASS) is the **integrated summative assessment task (ISAT)**. This assessment task draws on the students' cumulative learning throughout the year. The task requires **integrated application of competence** and is executed under strict assessment conditions. The task should take place in a simulated or "Structured Environment". The integrated summative assessment task (ISAT) is the most significant test of students' ability to apply their acquired knowledge.

The integrated assessment approach allows students to be simultaneously assessed in Hospitality Generics, Food Preparation, Hospitality Services and Customer Services and Human Relations with the same integrated summative assessment task (ISAT).

External summative assessments will be conducted annually between October and December, with provision made for supplementary sittings.

### 3 MODERATION OF ASSESSMENT

#### 3.1 Internal moderation

Assessment must be moderated according to the internal moderation policy of the Further Education and Training (FET) college. Internal college moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of Assessment Standards and maintains these across vocational programmes.

#### 3.2 External moderation

External moderation is conducted by the Department of Education, Umalusi and, where relevant, an Education and Training Quality Assurance (ETQA) body according to South African Qualifications Authority (SAQA) and Umalusi standards and requirements.

The external moderator:

- monitors and evaluates the standard of all summative assessments;
- maintains standards by exercising appropriate influence and control over assessors;
- ensures proper procedures are followed;
- ensures summative integrated assessments are correctly administered;
- observes a minimum sample of ten (10) to twenty-five (25) percent of summative assessments;
- gives written feedback to the relevant quality assessor; and
- moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures for students who experience barriers to learning be customised and supported to enable these students to achieve their maximum potential.

### 4 PERIOD OF VALIDITY OF INTERNAL CONTINUOUS ASSESSMENT (ICASS)

The period of validity of the internal continuous assessment mark is determined by the *National Policy on the Conduct, Administration and Management of the Assessment of the National Certificates (Vocational)*.

The internal continuous assessment (ICASS) must be re-submitted with each examination enrolment for which it constitutes a component.

### 5 ASSESSOR REQUIREMENTS

Assessors must be subject specialists and should ideally be declared competent against the standards set by the ETDP SETA. If the lecturer conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments.

### 6 TYPES OF ASSESSMENT

Assessment benefits the student and the lecturer. It informs students about their progress and helps lecturers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

### 6.1 Baseline assessment

At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that students bring to the classroom. This knowledge assists lecturers to plan learning programmes and learning activities.

### 6.2 Diagnostic assessment

This assessment diagnoses the nature and causes of learning barriers experienced by specific students. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for students requiring specialist help.

### 6.3 Formative assessment

This assessment monitors and supports teaching and learning. It determines student strengths and weaknesses and provides feedback on progress. It determines if a student is ready for summative assessment.

### 6.4 Summative assessment

This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

## 7 PLANNING ASSESSMENT

An assessment plan should cover three main processes:

### 7.1 Collecting evidence

The assessment plan indicates which Subject Outcomes and Assessment Standards will be assessed, what assessment method or activity will be used and when this assessment will be conducted.

### 7.2 Recording

Recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.

### 7.3 Reporting

All the evidence is put together in a report to deliver a decision for the subject.

## 8 METHODS OF ASSESSMENT

Methods of assessment refer to who carries out the assessment and includes lecturer assessment, self-assessment, peer assessment and group assessment.

<b>LECTURER ASSESSMENT</b>	The lecturer assesses students' performance against given criteria in different contexts, such as individual work, group work, etc.
<b>SELF-ASSESSMENT</b>	Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
<b>PEER ASSESSMENT</b>	Students assess another student's or group of students' performance against given criteria in different contexts, such as individual work, group work, etc.
<b>GROUP ASSESSMENT</b>	Students assess the individual performance of other students within a group or the overall performance of a group of students against given criteria.

## 9 INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE

All evidence collected for assessment purposes is kept or recorded in the student's Portfolio of Evidence (PoE).

The following table summarises a variety of methods and instruments for collecting evidence. A method and instrument is chosen to give students ample opportunity to demonstrate that the Subject Outcome has been attained. This will only be possible if the chosen methods and instruments are appropriate for the target group and the Specific Outcome being assessed.

	METHODS FOR COLLECTING EVIDENCE		
	Observation-based (Less structured)	Task-based (Structured)	Test-based (More structured)
<b>Assessment instruments</b>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Class questions</li> <li>• Lecturer, student, parent discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments or tasks</li> <li>• Projects</li> <li>• Investigations or research</li> <li>• Case studies</li> <li>• Practical exercises</li> <li>• Demonstrations</li> <li>• Role-play</li> <li>• Interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Examinations</li> <li>• Class tests</li> <li>• Practical examinations</li> <li>• Oral tests</li> <li>• Open-book tests</li> </ul>
<b>Assessment tools</b>	<ul style="list-style-type: none"> <li>• Observation sheets</li> <li>• Lecturer's notes</li> <li>• Comments</li> </ul>	<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Rating scales</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Marks (e.g. %)</li> <li>• Rating scales (1-7)</li> </ul>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>• Focus on individual students</li> <li>• Subjective evidence based on lecturer observations and impressions</li> </ul>	<p><b>Open middle:</b> Students produce the same evidence but in different ways.</p> <p><b>Open end:</b> Students use same process to achieve different results.</p>	Students answer the same questions in the same way, within the same time.

## 10 TOOLS FOR ASSESSING STUDENT PERFORMANCE

**Rating scales** are marking systems where a symbol (such as 1 to 7) or a mark (such as 5/10 or 50%) is defined in detail. The detail is as important as the coded score. Traditional marking, assessment and evaluation mostly used rating scales without details such as what was right or wrong, weak or strong, etc.

**Task lists** and **checklists** show the student what needs to be done. These consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the student has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

**Rubrics** are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. Using rubrics is a different way of assessing and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly, two types of rubrics, namely holistic and analytical, are used.

## 11 SELECTING AND/OR DESIGNING RECORDING AND REPORTING SYSTEMS

The selection or design of recording and reporting systems depends on the purpose of recording and reporting student achievement. **Why** particular information is recorded and **how** it is recorded determine which instrument will be used.

Computer-based systems, for example spreadsheets, are cost and time effective. The recording system should be user-friendly and information should be easily accessed and retrieved.

## 12 COMPETENCE DESCRIPTIONS

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not be simply a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) a student must demonstrate to achieve each level of the rating scale.

When lecturers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a Subject Outcome. The relevant Assessment Standard must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.



### 13 STRATEGIES FOR COLLECTING EVIDENCE

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

#### 13.1 Record sheets

The lecturer observes students working in a group. These observations are recorded in a summary table at the end of each project. The lecturer can design a record sheet to observe students' interactive and problem-solving skills, attitudes towards group work and involvement in a group activity.

#### 13.2 Checklists

Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against which criteria they are evaluated. Space for comments is essential.

## SECTION C: ASSESSMENT IN FOOD PREPARATION

### 1 SCHEDULE OF ASSESSMENT

At NQF levels 2, 3 and 4, lecturers will conduct assessments as well as develop a schedule of formal assessments that will be undertaken in the year. All three levels also have an external examination that accounts for 50 percent of the total mark. The marks allocated to assessment tasks completed during the year, kept or recorded in a Portfolio of Evidence (PoE), account for the other 50 percent.

The Portfolio of Evidence (PoE) and the external assessment include practical and written components. The practical assessment in Food Preparation must, where necessary, be subjected to external moderation by Umalusi or an appropriate Education and Training Quality Assurance (ETQA) body, appointed by the Umalusi Council in terms of Section 28(2) of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

#### 1.1 Theoretical component

This component will be internally assessed through written tests, assignments, projects, case studies and reports. The theoretical component will form 40 percent of the internal assessment mark in Food Preparation.

FORM OF EVALUATION	NUMBER	FREQUENCY
Written tests	4	One per term
Assignments	2	One per term
Case study or report	2	First or second term
Project	1	Second or third term

#### 1.2 Practical component

This component will be internally assessed through practical performance tests and an integrated summative assessment task (ISAT) in a real or simulated work environment. The practical component will form 60 percent of the internal assessment mark in Food Preparation.

FORM OF EVALUATION	NUMBER	FREQUENCY
Practical performance tests	3	One in the first, second and third term
Integrated summative assessment task	1	Third or fourth term

## 2 RECORDING AND REPORTING

Food Preparation, as is the case for all the other Vocational subjects, is assessed according to five levels of competence. The level descriptions are explained in the following table.

### *Scale of Achievement for the Vocational component*

RATING CODE	RATING	MARKS %
5	Outstanding	<b>80-100</b>
4	Highly competent	70-79
3	Competent	50-69
2	Not yet competent	40-49
1	Not achieved	0-39

The programme of assessment should be recorded in the Lecturer's Portfolio of Assessment for each subject. The following at least should be included in the Lecturer's Assessment Portfolio:

- A contents page
- The formal schedule of assessment
- The requirements for each assessment task
- The tools used for each assessment task
- Recording instrument(s) for each assessment task
- A mark sheet and report for each assessment task

The college must standardise these documents.

The student's Portfolio of Evidence (PoE) must include at least:

- A contents page
- The assessment tasks according to the assessment schedule
- The assessment tools or instruments for the task
- A record of the marks (and comments) achieved for each task

Where a task cannot be contained as evidence in the Portfolio of Evidence (PoE), its exact location must be recorded and it must be readily available for moderation purposes.

**ASSESSMENT OF FOOD PREPARATION  
LEVEL 3**

### 3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN FOOD PREPARATION - LEVEL 3

#### Topic 1 Prepare and present basic fish dishes

1.1 SUBJECT OUTCOME	
<p><b>1.1 Produce a variety of fish dishes as per menu specifications.</b>  <b>In completing this, the student should be able to work with efficiency and in accordance with good hygiene practices</b></p>	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> <li>• Work is organised and efficient</li> <li>• Preparation areas are cleaned before and after use</li> <li>• Main contamination threats are understood</li> <li>• Various fish types are identified <i>Range of fish – sole, kingklip, hake, calamari, trout or similar and a linefish</i></li> <li>• Indicators of quality and freshness are recognised</li> <li>• Fish is prepared correctly in accordance with recipes and organisational requirements <i>Range of preparation methods – washing, trimming, gutting, filleting, portioning, de-scaling and skinning (4)</i></li> <li>• A range of fish dishes is prepared and cooked for a variety of occasions in accordance with menu and organisational requirements <i>Range of cooking methods – baking, grilling, braaiing, frying, poaching or boiling (4).</i></li> <li>• Unexpected operational situations are appropriately dealt with <i>Unexpected situations – injury, equipment breakdown, freezer-burn on fish, fish not fresh, over-cooked fish.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Clean preparation areas before and after use.</li> <li>• Understand the main contamination threats when cooking basic fish dishes.</li> <li>• Identify the various fish types.</li> <li>• Know and recognise the indicators of quality and freshness.</li> <li>• Prepare the fish correctly in accordance with recipes and organisational requirements.</li> <li>• Prepare and cook a range of fish dishes for a variety of occasions in accordance with menu and organisational requirements.</li> <li>• Work in an organised and efficient manner.</li> <li>• Respond appropriately to unexpected operational situations</li> </ul>
ASSESSMENT TASKS OR ACTIVITIES	
<p><b>Activity 1: Practical</b></p> <ul style="list-style-type: none"> <li>• Students are to complete a practical exercise preparing, cooking and presenting four fish dishes.</li> </ul> <p><b>Activity 2: Assignment</b></p> <ul style="list-style-type: none"> <li>• Students are to select five dishes for a Mediterranean Buffet. They are to prepare a work schedule for producing the dishes in a specified time frame and indicate how they would garnish and present the dishes.</li> </ul> <p><b>Activity 3: Assessed practical</b></p> <ul style="list-style-type: none"> <li>• Students are to complete a practical exercise preparing, cooking and presenting five fish dishes for a Mediterranean Buffet.</li> <li>• The practical to be followed by a structured interview.</li> </ul>	

**Topic 2: Prepare and present hot and cold soups, including stocks and sauces related to the preparation of soups**

<b>SUBJECT OUTCOME</b>	
<p><b>2.1 Produce a variety of hot and cold soups, including stocks and sauces related to the preparation of soups, according to organisational requirements.</b></p> <p><b>In completing this, the student should be able to work efficiently and in accordance with good hygiene practices</b></p>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>• Main contamination threats are identified</li> <li>• Food hygiene regulations are demonstrated</li> <li>• Different types of stocks are identified and explained <i>Range of stocks: white stock, brown stock, fish stock.</i></li> <li>• Correct procedures for preparation, cooking and storage of stocks is followed</li> <li>• Different types of sauces are identified and described <i>Range of sauces: béchamel, velouté, cooked and uncooked.</i></li> <li>• Different types of soups are identified and described <i>Range of soups: cream, broth, consommé, puree</i></li> <li>• Procedures for the preparation, cooking and storage of sauces and soups are followed</li> <li>• A range of sauces and soups are finished, garnished and presented <i>Service styles: A la Carte, buffet, take-away and room service</i></li> <li>• Range of operational problems are appropriately dealt with <i>Range of operational problems: scalds or burns, power cuts or low gas supply, weevils in thickening agents, burnt soups, too thick, too salty, lumpy.</i></li> <li>• All activities are completed in an efficient and organised manner within the time constraints involved.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the main contamination threats in preparing sauces, stocks, white sauces and hot and cold soups.</li> <li>• Demonstrate an understanding of all the relevant food hygiene regulations.</li> <li>• Identify and explain different types of stock</li> <li>• Follow correct procedures for the preparation, cooking and storage of a range of stocks.</li> <li>• Identify and describe the different types of cooked hot and cold sauces.</li> <li>• Identify and describe the different types of cooked hot and cold soups.</li> <li>• Follow procedures for the preparation, cooking and storage of a range of basic sauces (including white sauces) and hot and cold soups.</li> <li>• Finish, garnish and present a range of sauces and soups with accompaniments for different styles of service.</li> <li>• Respond appropriately to a range of operational problems.</li> <li>• Complete all activities in an efficient and organised manner and within the time constraints involved.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Activity 1: Assignment</b></p> <ul style="list-style-type: none"> <li>• Students are to source soup recipes for three defined occasions and prepare a shopping list</li> </ul> <p><b>Activity 2: Practical exercise</b></p> <ul style="list-style-type: none"> <li>• Students are to complete the preparation, cooking and storage of two stocks</li> </ul> <p><b>Activity 3: Practical exercise</b></p> <p>Students are to complete the preparation, cooking and presentation of two hot soups and two cold soups.</p>	

**Topic 3: Prepare and present basic cakes and biscuits**

<b>SUBJECT OUTCOME</b>	
<b>3.1 Produce a variety of basic decorated cakes and biscuits to satisfy customers as well as organisational requirements. In completing this, the student should be able to work with efficiency and in accordance with good hygiene practices</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>• Preparation areas are cleaned before and after use</li> <li>• The main contamination threats are understood</li> <li>• Different types of cake and biscuit products are identified, and correct ingredients are selected <i>Range of mixtures – cake, sponge and biscuit (3).</i></li> <li>• Various preparation methods are selected and demonstrated in accordance with the recipes provided <i>Range of preparation methods – creaming, beating, whisking, folding, rubbing-in and melting (3).</i></li> <li>• A range of cake and biscuit products is prepared, baked and finished <i>Range of finishing methods – turning out, cooling, spreading and rolling (3).</i> <i>Range of decorations – glaze icing, butter cream, whipped cream, chocolate, custard, fruit, jam and dusting (3)</i></li> <li>• Prepared mixtures and finished products are stored hygienically</li> <li>• Unexpected situations are appropriately dealt with <i>Unexpected situations – oven not working, cakes not rising, cakes stick to tin, burnt products, dropped products.</i></li> <li>• Work is efficiently completed</li> </ul>	<ul style="list-style-type: none"> <li>• Clean preparation areas before and after use. Understand why this is important.</li> <li>• Understand the main contamination threats when preparing and cooking basic cakes and biscuits.</li> <li>• Identify the different types of cake and biscuit products and select the correct ingredients in terms of quantity, quality and type.</li> <li>• Select and demonstrate the various preparation methods in accordance with the recipes provided.</li> <li>• Prepare, bake and finish a range of cake and biscuit products in accordance with recipes and for a variety of occasions.</li> <li>• Understand the relationship between time and temperature when cooking cake and biscuit products and the implications for food quality, costs and customer satisfaction.</li> <li>• Store prepared mixtures and finished products hygienically when not required for immediate use.</li> <li>• Respond appropriately to unexpected operational situations.</li> <li>• Complete all work efficiently</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Activity 1: Practical with test</b></p> <ul style="list-style-type: none"> <li>• Students are to complete a practical exercise followed by a short answer test (may be open book).</li> </ul> <p><b>Activity 2: Case study assignment</b></p> <ul style="list-style-type: none"> <li>• Students are to source recipes for a number (e.g. six) of different situations. They are also to prepare a shopping list for six portions.</li> </ul> <p><b>Activity 3: Assessed practical</b></p> <ul style="list-style-type: none"> <li>• Students are to plan, prepare and complete a practical exercise.</li> </ul> <p><b>Activity 4: Assessed practical (“Bakery Bonanza”)</b></p> <ul style="list-style-type: none"> <li>• Students are to plan, prepare and complete a practical exercise.</li> </ul>	

#### Topic 4: Prepare and present basic dough products

SUBJECT OUTCOME	
<b>4.1 Produce a variety of basic dough products according to organisational requirements. In completing this, the student should be able to work with efficiently with minimal impact on others and in accordance with good hygiene practices.</b>	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> <li>Preparation areas are cleaned before and after use</li> <li>Main contamination threats are understood</li> <li>Basic dough ingredients are described and identified, correct type, quantity and quality selected for specified recipes <i>Range of dough types – white dough, wholemeal/wheat meal/cornmeal dough, enriched dough (2 types)</i></li> <li>Various preparation methods are demonstrated, and selected according to recipes provided <i>Preparation methods – mixing, proving, folding, shaping/plaiting, rolling and glazing (3 methods)</i></li> <li>Range of products are prepared and presented</li> <li>Relationship between time and temperature understood <i>Range of products – scones, muffins, bread rolls and loaves, doughnuts, pizza, naan and pitta breads (4 products).</i></li> <li>Dough and finished dough products stored appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Clean preparation areas before and after use.</li> <li>Understand the main contamination threats when preparing and cooking dough products.</li> <li>Describe and identify basic dough ingredients. Select the correct type, quantity and quality for specified recipes.</li> <li>Demonstrate the various preparation methods and select in accordance with the recipes provided.</li> <li>Prepare and present a range of dough products for a variety of occasions in accordance with recipes and using a variety of cooking methods.</li> <li>Understand the relationship between time and temperature when cooking dough products and the implications for food quality, costs and customer satisfaction.</li> <li>Store dough and finished dough products appropriately and safely if not for immediate use.</li> </ul>
ASSESSMENT TASKS OR ACTIVITIES	
<p><b>Activity 1: Practical</b></p> <ul style="list-style-type: none"> <li>Students are to plan, prepare and cook four specified dough products.</li> </ul> <p><b>Activity 2: Case study assignment</b></p> <ul style="list-style-type: none"> <li>Students are to complete a case study. They should source dough products and recipes for a variety of occasions.</li> </ul> <p><b>Activity 3: Plan, prepare and complete a practical exercise</b></p> <ul style="list-style-type: none"> <li>Students are to (a) complete a costing exercise (b) plan and prepare for a practical and (c) cook six specified dough products.</li> </ul> <p><b>Activity 4: Practical</b> <i>Combined with (Basic pastry) below</i></p>	

#### Topic 5: Prepare and present basic pastry products

SUBJECT OUTCOMES	
<b>5.1 Produce a variety of basic sweet and savoury pastry dishes according to organisational and customer requirements. In completing this, the student should be able to work with efficiency with minimal impact on others and in accordance with good hygiene practices.</b>	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> <li>Preparation areas are cleaned before and after use</li> <li>Main contamination threats are understood</li> <li>Correct ingredients are selected for the different types of pastry <i>Range of pastry types – short, sweet, choux and puff (3 types)</i></li> <li>Various preparation methods are demonstrated, and selected in accordance with recipes provided <i>Preparation methods – mixing, folding, kneading, rolling, resting, cutting and glazing (3 methods)</i></li> <li>A range of pastry dishes are prepared and cooked in accordance with recipes <i>Range of products – pies or pasties, sausage or vegetarian rolls, tarts or flans, vol-au-vent or bouchées (3 products)</i></li> <li>Relationship between time and temperature is understood</li> <li>Pastry and cooked pastry dishes are stored hygienically</li> </ul>	<ul style="list-style-type: none"> <li>Clean preparation areas before and after use. Understand why this is important.</li> <li>Understand the main contamination threats when preparing and cooking basic pastry dishes.</li> <li>For the different types of pastry, select the correct ingredients in terms of quantity, quality and type.</li> <li>Demonstrate the various preparation methods and select in accordance with the recipes provided.</li> <li>Prepare and cook a range of pastry dishes in accordance with recipes and for a variety of occasions.</li> <li>Understand the relationship between time and temperature when cooking pastry products and the implications for food quality, costs and customer satisfaction.</li> <li>Store prepared pastry and cooked pastry dishes hygienically when not required for immediate use.</li> </ul>

**ASSESSMENT TASKS OR ACTIVITIES**

**Activity 1: Assignment**

- Students are to select eight products suitable for a cocktail party. They are to complete a costing exercise for function of 30 people and a work schedule for preparation.

**Activity 2: Practical**

- Students are to produce and present four products from their assignment.

**Activity 3: Plan, prepare and complete a practical exercise**

- Students are to (a) complete a costing exercise (b) plan and prepare for a practical and (c) cook six specified dough and pastry products.

**Topic 6: Prepare food for cold presentation**

**SUBJECT OUTCOMES**

**6.1 Prepare, garnish and present a variety of dishes for cold presentation to satisfy customers as well as organisational requirements**

**ASSESSMENT STANDARD**

- The main contamination threats are described
- Preparation areas are cleaned correctly before and after use
- The various types of bases and toppings are identified  
*Range of items – 3 bases, 4 other ingredients, 2 food products and 2 methods.*  
*Other ingredients – cooked or cured meats, poultry and fish, vegetables and fruit, eggs, cheese, cream.*  
*Bases – toast or bread, pre-prepared puff or short pastry, rye or crisp bread, biscuits.*
- A range of canapés, sandwiches and other cold foods are prepared and garnished in accordance with organisational requirements  
*Food products – pre-prepared pates or terrines, pies, quiches, fish or shellfish.*  
*Methods – slicing, portioning, dressing, garnishing.*
- Finished products are stored in accordance with hygiene regulations and procedures
- Preparation and work activities are completed in an organised and efficient manner
- Unexpected operational situations are appropriately dealt with  
*Unexpected situations – burns/scalds, power cuts, burnt products, etc.*

**LEARNING OUTCOME**

- Describe the main contamination threats when preparing and storing canapés, open sandwiches and food for cold preparation.
- Clean preparation areas correctly before and after use. Understand why this is important.
- Identify the various types of bases and a range of appropriate toppings in terms of quantity and quality.
- Prepare and garnish a range of canapés, sandwiches and other cold foods in accordance with organisational requirements.
- Store finished products in accordance with hygiene regulations and procedures.
- Complete preparation and work activities in an organised and efficient manner.
- Respond appropriately to unexpected operational situations

**ASSESSMENT TASKS OR ACTIVITIES**

**Activity 1: Assignment and presentation**

- Students are to source dishes and recipes appropriate for a specified occasion. They are to present their choices to the class

**Activity 2: Practical**

- Students are to prepare six specified food items

**Activity 3: Case study assignment**

- Students are to source dishes and recipes appropriate for the case study provided. They are to complete a costing exercise and describe how they would garnish and present each item and how they would transport the food to an external venue.

**Activity 4: Assessed practical**

- Students are to prepare and present the specified food items



## 4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN FOOD PREPARATION - LEVEL 3

### 4.1 Integrated Summative Assessment Task (ISAT)

A compulsory component of ESASS is the **Integrated Summative Assessment Task (ISAT)**, which is a major assessment task that draws on the student's cumulative learning achieved throughout the full year. The task requires **integrated application of competence** and is executed and recorded in compliance with assessment conditions.

The ISAT for Hospitality Generics should be a once-off seven to eight hour performance assessment event that assesses the following competencies:

- Prior planning and preparation
- Application of knowledge, skills, value and attitude in a food production context
- Application of occupational health, hygiene and safety principles and procedures
- Teamwork
- Preparation methods, cooking methods, garnishing and finishing with regard to a selection of topics covered during the year

The ISAT will be set by the externally appointed examiner and be conveyed to colleges within the first quarter of each year. The integrated assessment approach allows for the student to be assessed in more than one subject within the same ISAT.

### 4.2 National examination

A national examination is conducted annually in October or November each year by means of a paper set externally and marked and moderated externally. The following distribution of cognitive application is suggested:

<b>LEVEL 3</b>	<b>KNOWLEDGE AND COMPREHENSION</b>	<b>APPLICATION</b>	<b>ANALYSIS, SYNTHESIS AND EVALUATION</b>
	35%	40%	25%