

## APPENDIX 1

# FOOD AND CULINARY SKILLS ASSESSMENT

Total mark : 100 Planning and Preparation : 20 Implementation : 50 Presentation and Evaluation : 30

## □ Planning and Preparation

Analysis	<ul style="list-style-type: none"><li>• Identification of the factors involved i.e. human factors : nutritional needs, age, health etc. material factors : time, money, equipment, methods of cooking, availability of ingredients etc.</li><li>• <i>Investigation</i> of possible dishes and equipment to meet the brief.</li><li>• <i>Decision making / Solution</i> devising a menu/dishes to satisfy the stated criteria, cooking methods, resources etc.</li></ul>	10
Planning and Preparation.	<ul style="list-style-type: none"><li>• Making a time plan.</li><li>• Lists of ingredients, equipment, appliances, serving dishes.</li><li>• Advance preparation of equipment and ingredients.</li><li>• Organisation of work place.</li><li>• Personal hygiene, appropriate dress.</li></ul>	10

## □ Implementation

Culinary Skills	<ul style="list-style-type: none"><li>• Practical application of knowledge and skills.</li><li>• Co-ordination and dexterity in the use of equipment.</li><li>• Manipulative skills.</li></ul>	20
Application of Cooking Principles	<ul style="list-style-type: none"><li>• Correct application of cooking principles.</li><li>• Use of correct temperature.</li><li>• Correct timing.</li></ul>	10
Resource Management	<ul style="list-style-type: none"><li>• Economic use of Resources.</li><li>• Task carried out in the correct sequence.</li><li>• Time management - adherence to time plan. Task completed within the given time.</li></ul>	10
Hygiene and Safety	<ul style="list-style-type: none"><li>• Personal hygiene.</li><li>• Adherence to hygienic work practices, work area - surfaces and equipment, hygienic handling of food, storage of food during assessment, correct cleaning procedure.</li><li>• Adherence to safe work practices in relation to - electrical appliances, utensils, hot liquids, positioning of cooking utensils, temperature control, spillages etc.</li></ul>	10

## □ Presentation and Evaluation

Appearance	<ul style="list-style-type: none"><li>• Attractive presentation, creativity (nicely garnished or decorated), colour - not under or over cooked in appearance.</li></ul>	10
Flavour and Taste	<ul style="list-style-type: none"><li>• Palatability.</li><li>• Consistency and texture.</li><li>• Adequately cooked.</li></ul>	10
Evaluation	<ul style="list-style-type: none"><li>• Critical appraisal of the completed task.</li><li>• Does it meet the brief.</li><li>• Proposal for modification.</li></ul>	10

# FOOD AND CULINARY SKILLS ASSESSMENT

HP 4A1

Grades:	
A	85 - 100
B	70 - 84
C	55 - 69
D	40 - 54
E	25 - 39
F	10 - 24
N/G	0 - 9

School Name and Address \_\_\_\_\_  
 \_\_\_\_\_  
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<b>KEY</b>	Excellent	10
	Very Good	8 - 9
	Good	6 - 7
	Satisfactory	4 - 5
	Unsatisfactory	2 - 3
	Very weak	0 - 1

Exam. No.	Task No.	Analysis	Planning/Preparation	Skills	Cooking Principles	Resource Management	Hygiene/Safety	Appearance	Flavour and Taste	Evaluation	TOTAL	GRADE	Revised Total	GRADE
		10	10	20	10	10	10	10	10	10	100			

Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Signature of Examiner \_\_\_\_\_ Bunk No. \_\_\_\_\_ Date \_\_\_\_\_

# APPENDIX 1 (A)

## Cookery Practical

2003

Use 'Key' on assessment sheet for degree of efficiency or error and **Performance Criteria** sheet.  
(Full sentences required not just words. If work is **excellent** do not be tied to breakdown of marks)  
**Bullet points** are a guide only, all are not always necessary.

Analysis	Marks
Identification	3 - expect <b>three</b> factors <b>two</b> of which should be specific to key aspects of task. Stating task in own words is acceptable as a factor. Comparisons should be included where specified.
Investigation	3 - expect investigation of <b>two</b> solutions for each aspect of task.
Decision/Solutions	2 - appropriate solution/s / menu / etc. Menu must be 'boxed in', in menu format, or on card. 2 - <b>two</b> good reasons for choice/s. Accept any main course/dish if it has 3 or 4 food groups included = <i>balanced</i> .
Plan /Prep	4 - work plan/sequence to include evaluation, lists of equipment and ingredients. (Written) 6 - organisation of work place and ingredients, personal hygiene and dress. (Visual) <u>Over preparation deduct here use Key.</u>
Skills	20 – <b>Marks for skills must be earned</b> - expect proper chopping, dicing, mixing, kneading, rolling, use of processor etc. <i>Deduct here for over use of convenience food see *C*</i>
Cook/Prin.	10 - methods-sauté, frying etc. temp. (boiling H <sub>2</sub> O. for pasta, veg., oven temp.), timing, judgement. <i>Allocate this mark for skills if no cooking is required in task.</i>
Res/Man.	10 - economy, waste, correct timing etc. <i>Deduct -2 if wasteful. Deduct here if <u>not finished</u> on time.</i>
Hyg/Safe.	10 - hygienic working, wash up - mark wash up here. Safe work practices - no fatal error.
Appear.	10 - simple garnish, clean, neat, edible.
Taste/Flav.	10 - palatable, correct consistency/texture, adequately cooked.
Eval.	10 - refer to <u>whole task</u> not just dish - critical appraisal ( time, skills, finished dish, flav/taste). Must say why it meets the brief. A description of dish is not an Eval. Problems must be identified. Substitute specific evaluations where they apply. Itemised costing and nutritive value can be done beforehand if required. <u>No marks if Evaluation is completed beforehand.</u>

### Scenario

- \*A\* If solution does not 'quite' meet the brief deduct: - 8. (Analysis - 4, Skills - 2, Evaluation - 2) Use Key.
- \*B\* If solution does not meet brief 'fully' deduct a maximum of - 20 at end. Use key for degree of error.
- \*C\* If one dish is omitted where two are specified, mark out of max. **half marks** where appropriate. Use key
- \*D\* Over use of convenience foods -deduct a max of - 20 (Skills -10, Cook Principles-5, Taste/Flav-5). Use Key.  
If 'pre made' products are used e.g. pastry (even when a sample is made during the exam) deduct -10 at end.
- \*E\* If dish is burned or undercooked deduct under:- Cook Principles., Appearance, and Taste/Flav. Use Key.
- \*F\* If dish not a 'cooked' dish deduct : - 21 (Analysis - 1, Skills - 10, Cook Principles (all) - 10).
- \*G\* If solution (or Task) completed is totally incorrect deduct: - 30 at end.

# CHILD CARE PROJECT ASSESSMENT

Total mark : 100

<b>Aim of Project</b>	<ul style="list-style-type: none"> <li>• clear statement.</li> <li>• relevance.</li> </ul>	10
<b>Research methodology/ Problem analysis</b>	<ul style="list-style-type: none"> <li>• Information gathering - techniques used. and/or</li> <li>• investigation of task.</li> </ul>	20
<b>Content</b>	<ul style="list-style-type: none"> <li>• Relevance to aim.</li> <li>• Depth of treatment.</li> <li>• Testing information/ practical work, models etc.</li> <li>• Accurate information.</li> <li>• Organisation of materials.</li> </ul>	40
<b>Conclusion</b>	<p>Conclusion drawn from results of investigation to include a critical evaluation of any product produced against stated aims.</p>	10
<b>Originality</b>	<ul style="list-style-type: none"> <li>• Indication of original input by way of analysis, interpretation or/and development of topic by the candidate.</li> </ul>	10
<b>Presentation</b>	<ul style="list-style-type: none"> <li>• Layout.</li> <li>• Spellings/writing skills.</li> <li>• Quality of graphics etc.</li> <li>• Finish of product.</li> </ul>	10

## APPENDIX 2 (A)

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### CHILDCARE

- Candidates must present a *written/* typed project c. 1500 words.
- Marks not to be deducted for longer projects or typed presentation.
- Project *content to relate to Childcare syllabus* with Child Development (from conception –10 years) clearly identified as a key focus: if not *allow a maximum of half marks for aim (5), content (20) and conclusion (5)*.
- If a product is presented as part of the project *allow up to half of content mark* for same.
- Expect *two forms of research*.
- If a *product* is presented e.g. matinee coat, soft toys etc. and *little written support material related to Childcare content*, examiner should consider marking project as Design and Craftwork



# APPENDIX 3

## DESIGN AND CRAFTWORK PROJECT ASSESSMENT

Total mark : 100 Design Folder : 30 Product : 70

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### Design Folder

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#### Problem and Analysis

- Statement of Brief.
- Identification of key requirements of the design brief.
- Investigation, alternative solutions.

10

#### Solution

- Design, drawings and diagrams, pattern, model.
- Materials, equipment and techniques, work plan.

10

#### Evaluation

- Critical appraisal of the craft item.
- Proposed modifications.

10

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### Product

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#### Meeting the Brief/ Suitability

- Does the solution meet the brief.
- Choice of craft and materials related to the function of the item.

10

#### Application of Skills

- Use of materials, equipment and skills appropriate to the task.
- Skill factor.

40

#### Design Features

- Aesthetic considerations.
- Creativity.

10

#### Quality of Product

- Finish of product

10





- Item should be Textile based, *if no textiles used* e.g. ceramics, jewellery - *allow no marks*.
- Item includes *some textile process / skill* e.g. weaving of sughan chair - *allow a maximum of half marks under each criterion*.
- Item includes **insufficient craft process / skill** - *allow a maximum of half marks under each criterion*.
- *Textile item* with *no craft element* e.g.. Bean Bag / Cushion **or** *Tie dying/ batik/ fabric painting on fabric, with no decorative or functional stitching* allow a maximum of *half marks under problem and analysis (5), meeting the brief (5), and application of skills (20)*
- **Kits** - *use performance key and deduct marks if appropriate* under - Solution / Meeting the Brief / Choice of Craft and materials / and Design Features. If products are all the same treat as for Kit use Key
- **Commercial pattern used** – allow full marks where candidate introduces **two** elements of design; if no design introduced deduct (2) *marks under Solution and (10) marks under Design Features*
- Where *traditional craft* selected, mark *research / history* of craft under *Solution*
- **Evaluation** must refer to brief undertaken i.e craft and item and expect **two other** good points for full marks.
- Soft Toy making is acceptable as a craft.
- If no Design Folder is presented, when marking the Product allow a maximum of **(5) marks for Meeting the Brief and a maximum of (5) marks for Design Features**.

# TEXTILES SKILLS PROJECT ASSESSMENT

Total mark: 100

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## Item/s of Clothing

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**Suitability**

- Choice of materials, fabric, pattern and sewing processes.

10

**Application of skills**

- Use of materials, equipment and skills appropriate to the item/s.
- Skill factor

40

**Design / Fashion  
Features**

- Application of design principles.
- Fashion appeal.
- Aesthetic considerations.

10

**Quality of Product/s**

- Finish of item/s.
- Presentation of item/s.

20

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## Support Study Folder

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**Support Study**

- Factors determining choice of garment.
- Details of pattern used, modifications etc.
- Details of fabric - amount, cost, composition etc.
- Details of sewing accessories / notions.
- Details of equipment used.
- Evaluation of item/s of clothing - finish, fit, cost etc.

20

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### TEXTILES

- Garment should have a minimum of *two processes* - sleeve/ pocket/collar/zip/buttonholes etc. (seams, hem etc. are part of basic garment construction).
- Garment with *one process* - allow a maximum of *(5) marks for Suitability* and *(30) marks for Application of Skills*.
- Garment with *no process* -allow a maximum of *(5) marks for Suitability, (20) marks for Application of Skills and (5) marks for Quality of Product/s*.
- Unfinished garment/s – using performance criteria, deduct marks under *skills, design / fashion feature* and *quality of product/s*.
- Support Study – expect reference to **five** factors. *Factors determining choice of garment and Evaluation of items/s* essential plus any three others.
- If two garments presented mark as a unit.