

## KEY MESSAGES

- The inclusion of printed photographs as supporting evidence as stipulated in the Teacher's instructions is compulsory. In instances that centres are unable to provide all of the required evidence due to a lack of resources, one clear good quality picture of the candidate seated behind the serving table with all three dishes and one picture taken up close with all three dishes on the table only, will be sufficient for moderation. However, in a case that a centre was only able to submit the sufficient evidence, a report written by the teacher should accompany the evidence. There should be a place card with the candidate's number clearly indicated.
- Candidates are advised **always** to put cutlery on the serving table with completed dishes when photographs are being taken.
- The tablecloth should be of a plain colour. **Garnishes** should be suitable for a specific dish, not too much or covering the entire dish and they should not change the taste or flavour of the dish.
- Candidates should always put on their school uniforms during all assessments.
- All centres must ensure they are familiar with the instructions which are available at all centres. These instructions clearly state that the Examination numbers, Centre number, Centre name, Candidate name and assignment number are to be written on the Preparation Sheets and Practical Test Mark Sheets.
- Candidates must fill in all their details on each preparation sheet.
- Centres should ensure that they use the updated documents for the administration of the practical exercise.
- The Practical Exercise Summary Mark Sheet, attendance register and the MS1 should all be included with the work.
- The teachers **must** complete the summary assessment form in order of the checklist with candidate numbers in order.
- Examiners should refer to the scheme of assessment booklet and ensure that the mark scheme is accurately, rigorously and consistently applied.
- All examiners should refresh their knowledge regarding the instructions and mark scheme annually.
- There are still examiners who either do not read the Examiners' Reports or do not use prescribed mark schemes to mark the Practical Test. Mark schemes are provided every year in "Instructions to Teachers".

## 1. GENERAL COMMENTS

- Many centres presented work of a good standard and submitted work which met the assessment criteria. Many candidates need more guidance and practice so that they can accurately respond to the demands of the test allocated to them.
- Candidates should also be encouraged to develop the skill of systematic planning when writing their Time Plans. For example, while one dish is cooking, another can be prepared or decorated.
- In general, the timing of dishes should be more carefully considered, with dishes requiring cooling, being prepared first, while hot dishes should be planned for later in the test.
- Candidates are expected to complete the list of ingredients in the order of the courses.
  - Dish 1 as a starter,
  - Dish 2 as a main and
  - Dish 3 as a dessert.

- The dishes should also be served in that order as per course stated.
- Candidates should serve dishes according to the recommended temperatures and in appropriate serving dishes.
- They need to demonstrate sufficient skills in using a wide range of ingredients, in the manipulation of various mixtures as well as the use of different cooking methods, that make full and sensible use of the oven, grill and the top of the cooker.
- Candidates' Time Plans should include brief but accurate details of preparation and cooking methods, cooking times and oven temperatures.
- The time plan should be filled in to complete the whole 120 minutes with the time intervals or slots of 5 - 15 minutes only.
- Systematic planning has to be done in order to include cooking times as well as cleaning in between.
- All three dishes should be planned on one form and should not be planned separately or on individual forms.
- When candidates are indicating washing or cleaning up on the order of work, they should specify in detail e.g., wash up bowls and whisker, wipe the surface area, pack up unused equipment, clean the stove or floor.
- The special points on the order of work should not be filled with unnecessary information. Candidates should only write the oven temperatures as well the cooking time which is more than 10 minutes.
- Recipes which consist of ingredients whereby the candidate is given an option to choose either, candidates should not write both ingredients on the list of ingredients as well as on the shopping list but rather, candidates are expected to choose only one. Similarly, with the metric units, candidates are expected to use only one metric system and not both for each ingredient e.g. 125 ml (60g) cheese  $\longrightarrow$  125 ml cheese or  $\longrightarrow$  60 g cheese.
- Water should not be listed in any of the columns of the shopping list as it is readily available in the laboratories.
- Ingredients under the shopping list should not be listed with descriptions except for the sizes e.g. *small, medium, large* or *extra-large*.
- A pinch measurement is equal to 0.5 ml
- Teachers should always write a **report** with relevant reasons, in case a specific ingredient for a recipe has been substituted which should accompany the Practical component consignment.
- Centres are reminded that only one set of Preparation Sheets should be issued to each candidate. Only originals are to be forwarded to the Moderator.
- Teachers should remove carbon copies/copies and keep them at school for future references.
- Preparation sheets should be fastened together with staples in the correct order: List of ingredients must be provided without preparation techniques.
- Order of work should be planned to start at 08:00 **always** regardless the cooking time.
- Marks should be carefully totalled, scaled and transferred to the Practical Exercise Summary Mark Sheet and the MS1.
- These marks must be checked by a Head of Department/ subject Head/ senior teacher in the same department for accuracy and quality assurance.
- Teachers are motivated to mark the candidates' Preparation sheets with a red-inked pen.
- All candidates' work must show evidence of having been marked, with annotations clearly written on the work to give evidence of how and where credit has been awarded.

- Examiners need to annotate in sufficient detail to make the moderation process straightforward.
- In case a candidate did not finish cooking on time, he/she **should not** be awarded the mark of “good sense of timing” in the method of working column.

## 2. COMMENTS ON INDIVIDUAL QUESTIONS

### List of Ingredients

- Candidates should transfer all ingredients here
- Only one unit should be written per ingredient
- Candidates must not include **preparation techniques** e.g. chopping, grating, sliced, blanched, crushed, cubed, peeled, cored
- Also include ingredients that are part of **garnishing**
- Ingredients should be written in order of use
- There should be a clear difference between recipes by leaving a line open between recipes.
- Choose between **Spaghetti or Tagliateli or Vermicelli** and do not write both. Only choose what is going to be used.

### Shopping List

- Candidates are still ordering water yet writing water in the shopping list which is totally wrong.
- Ingredients should be placed under correct headings.
- Similar ingredients with the same units must be added together and not written as individuals.
- A pinch of any ingredients is equal to **0.5 ml**.
- Butter is animal product, so it falls under **milk and milk product** while margarine is plant oils, so it falls under **other ingredients**.
- **Olive oil and OIL** are not the same, so they should not be added together
- **Garlic cloves but not garlic**, as most candidates wrote only garlic instead of garlic cloves.

### Time Planning

- The practical session must be completed in two hours' time {120 minutes} but no longer or less than that.
- Time slot of 5, 10 and 15 minutes should be strictly adhered to

### Order of Work and Method

- Dishes should not be completed separately e.g. writing each dish on a separate form
- Washing up/cleaning up must be indicated throughout the whole practical session and not just at the end of the practical
- Serving of dishes should be clearly indicated
- If possible, a recipe that takes longer should always be prepared first.
- All dishes method of instruction must be written and not just one or two
- Be systematic

### Special Points

- Do not write unnecessarily information. Include only oven temperature, baking time and any cooking time that is longer than **10 minutes**.

### Evaluation

Marks will only be awarded when a learner comments on the following points:

- **Reason for choice** – it should be answering the question and not necessarily because candidates found some dishes to be easy, interesting or because they want to explore. Possible answer: **I chose these dishes because there is a starter [butternut soup], main meal [potato frittata and spaghetti in a creamy tomato sauce] dessert [Swiss roll with self-rising flour and pancakes with apple filling] and because of different techniques that are found in the dishes chosen.**
- **Techniques used** – candidates should state or comment on the techniques used and not **cooking methods** e.g. blanching, peeling, slicing, chopping, coring or crushing.
- **Work plan and time management** – how candidates used their time, did they finish on time and why. Did they systematically followed their work plan and why?
- **Rate of success or failure** – explain in detail how and why they failed/succeed.
- **Comment on each dish** about the **appearance, taste and texture**.

#### ➤ Butternut Soup

- ♦ Orange/yellow in colour
- ♦ Sweet with pepper taste
- ♦ Smooth texture

- Spaghetti in a Creamy Tomato Soup
  - ♦ Tossed
  - ♦ Creamy
  - ♦ Al dente
- Potato Frittata
  - ♦ Well set
  - ♦ Golden brown with greenish colour from baby marrows
  - ♦ Savoury taste
- Swiss Roll with Self Raising Flour
  - ♦ Golden brown
  - ♦ Sweet taste
  - ♦ Soft/fluffy
- Pancakes in Apple Filling
  - ♦ Light brown dusted with icing sugar
  - ♦ Sweet taste from apple filling and icing sugar
  - ♦ Very thin and moist

- Delicious, good, nice, beautiful **cannot** be used to describe taste.
- **Smooth** can only describe the texture of butternut soup yet many candidates confused **smooth with soft**.

### **General problems experienced with the practical test**

- 1 At some centres the order of the summary forms were still not completed according to the checklist with the candidates' numbers in order. An absent candidate should be indicated with 'A' and final mark as "999".
- 2 Please staple each candidate's preparation sheets and photographs together, with the mark sheet (photographs) on top. Pictures should be printed.
- 3 Ensure that candidates' name and number appear on each of the candidate preparation sheets as well as on the mark sheet.
- 4 Preparation sheets without the mark sheet are not acceptable.
- 5 Some centres were too lenient when awarding marks for time plans, shopping list and evaluation. The mark scheme provided during practical sessions, "Instructions to Teachers" must be used.
- 6 Include washing up in between recipes; leave enough time for last recipe to be cooked in time as well as the stirring/simmering time for the dish cooked.
- 7 Ingredients wrongly placed on shopping list receive no marks. Worcestershire is a condiment. Some centres are still listing water in the shopping list.
- 8 Give attention to and evaluate each dish separately.
- 9 Some centres still do not write descriptive comments on mark sheets. Some even provided no comments.
- 10 Some centres gave 4 marks for burnt/poor quality dishes. Teachers must be more realistic.

### **Problems experienced with Work Plan**

- 1 Many candidates chose dishes according to their preference and not according to the question.
- 2 Most centres still did not make a choice between ingredients given with option indicated with "or". Instead they included all dishes on both the list of ingredients and shopping list.
- 3 **List of ingredients** - Encourage candidates to order garnishes they have selected with suitable quantities.
  - Do not subtract marks for including techniques. However, techniques should be avoided.
  - Make sure there is a clear differentiation between dishes and ingredients should not overlap on to the next dish's ingredients list.

4 **Shopping list** - Do not order water.

- Basil, Worcestershire sauce, Chicken stock, vegetable stock as well as salts are condiments and spices.
- Castor Sugar is an 'other' ingredient.
- Apricot jam can be marked as both "canned or other" ingredient.
- Margarine is an 'other' ingredient

5 **Time planning** should include washing-up in between dishes.

- Follow through up to the end of the practical time allocated (2 hours)
- Ensure that the last recipe has enough cooking time.
- Always start at 08:00 regardless of the cooking time allocated by the teacher.
- Ensure that the dishes are garnished first before they are served.

6 **Evaluation** - Reason for choice - refers back to assignment, for example starter, main and dessert.

- Techniques (beating, blending, chopping, folding).
- Please encourage candidates to do a complete evaluation of each dish according to appearance, taste and texture as a whole, before they move to dishes two and three. They must use descriptive words such as smooth, soft, fluffy, sweet, salty, savoury, bland, brown, golden, burned, orange/ yellow, rolled or tossed.
- The word sweet is not the only way to evaluate sugary dishes. Teacher and candidates can equally refer to the flavour of the dish: eggy, apricot jam, apple or cinnamon.
- Reason for success or failure must be motivated with relevance to either success (positive comment) or failure (negative comment).

3. **POSITIVE SUGGESTION TO TEACHERS**

- Teachers are encouraged to give more practical exercises to candidates to enable them to apply their cookery skills.
- Practical should be incorporated into theory at all times, so that candidates are fully prepared for the practical end of year examination.
- Teachers, especially new teachers teaching senior secondary level (grade 10-11), are strongly advised to study their **syllabus** thoroughly and familiarise themselves with the scheme of assessment for paper 2 attached.
- They are further encouraged to visit best performing schools or nearby schools with senior teachers in the field to assist them in this regard.
- Teachers are encouraged to apply a consistent marking scheme in the future based on the marking requirements provided in this report.
- It is to the benefit of a candidate to receive a copy of a syllabus.
- All teachers are wished another successful year (2022) full of new experiences, innovative activities, growth as well strengths and perseverance in order to train and prepare the candidates successfully for yet another academic year and examination.