



East Renfrewshire Council: Education Department
Practitioner Moderation Template



Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es' and Os'.

Curriculum Area(s)	Technologies
Level	Fourth Level
Stage(s)	S3
Specific subject (if applicable)	S3 Hospitality

Experiences and Outcomes:

I can explore the properties and functionality of ingredients, textiles and equipment to establish their suitability for a task at home or in the world of work.

TCH 4-04a

I can confidently apply preparation techniques and processes to make food and textile items using specialist skills, materials, equipment in my place of learning, at home or in the world of work.

TCH 4-04b

Learning Intentions:

To explore the properties and functionality of ingredients in pastry

Apply preparation techniques and processes to make pastry

Use specialist skills and equipment confidently

Success Criteria:

Demonstrate an understanding of the functional properties of ingredients when making pastry

Independently carry out a range of techniques and processes to make food items using pastry

Evaluate the quality and effectiveness of yourself and peers in preparing pastry

Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.

Prior Learning – The S3 pastry unit is the first area of focus for S3 Hospitality.

Pupils have two 50 minute practical lessons each week and one 50 minute theory lesson.

Lessons 1&2

Strawberry Tarts

Challenge – Pupils are given an introduction to preparing shortcrust pastry.

Application - Pupils apply their practical skills to prepare strawberry tarts.

Lesson 3

Theory - Pastry Techniques and Processes

Progression – Pupils are introduced to the theory of pastry making and properties of ingredients.

Lessons 4&5

Cheese and Onion Pastry

Challenge and Progression – Pupils develop shortcrust pastry skills further and progress to rolling out and glazing.

Lesson 6

Theory - Functions of Ingredients in Pastry

Depth and Relevance – Lesson covered the functions of ingredients in pastry making. Pupils then complete homework task to demonstrate their understanding.

Lessons 7&8

Cheese and Chive Flan

Progression and Challenge. Pupils are taught how to line a flan dish and blind bake

Lessons 9 &10

Apple Pie Assessment

Challenge and Application Apple pie practical peer assessment.

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

Write – Pupils are issued with pastry homework where they are required to demonstrate their written knowledge and understanding of techniques, processes and functions of ingredients in pastry making.

Pupils evaluate their own progression and write this on their assessment feedback sheet.

Do – Pupils complete peer assessments during the practical pastry assessment.

Make – Pupils make a range of four different practical dishes during practical lessons.

Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.

The oral/written feedback given to the pupil has been included on the evidence attached for each lesson.

Feedback relates directly to the learning intentions and success criteria for the unit

Pupil Voice:

What have you learned? How did you learn? What skills have you developed?

- Pupils are questioned during practical lessons on their progress and skills.
- Pupils provide a comment at the end of the unit which reflects their learning
- Pupils are very involved during the practical assessment through peer assessment.

Did the learner successfully attain the outcomes? **YES/NO**

End of Unit Teacher Comments

Unit Name: PASTRY

Pupil Name: [REDACTED] Class: S3P2

Teacher: Mrs H Rogers Date of Completion: 9th Oct 2017

PHOTOS of PRACTICAL WORK

Knowledge & Understanding

You have shown a very good level of understanding of the functions of ingredients used in pastry making Jess. Your understanding of seasonality and storage of ingredients will be developed further in the next unit.



Techniques & Processes

You have used the appropriate equipment to weigh and measure ingredients accurately. You can identify and have demonstrated the key preparation techniques and processes of rubbing in, rolling out, lining a flan case, baking blind and glazing. You have worked safely and hygienically.



Presentation

You are able to present your dishes to a high standard and should continue to develop presentation techniques including portioning, garnishing and decoration.



Next Steps

Continue to make good use of your recipes during lessons, rather than relying on teacher instruction. Complete evaluations, giving clear details of ingredients and equipment. Understanding of seasonality and storage of ingredients will be developed further. Your confidence in practical lessons is improving. Well done Jess.

Pastry Homework

Name: [REDACTED]

The Romans invented a flour and water paste which was wrapped round meat to be roasted ~~but it was not eaten~~. Later, fat and milk were added to this mixture to make a pastry similar to today's hot water crust pastry and they realised it was actually quite tasty! The wide range of pastries made today vary in texture and taste according to the proportion of fats used, the way in which it is incorporated with the flour, and the method used to shape the dough.

The basic ingredients for making pastry:

Flour
Shortening (fat) - butter or lard
Water

There are a few different types of pastry:

Short crust
Filo
Choux
Puff
Sweet crust
Suet crust

Below is a list of terminology used in pastry making please give the definition:

- Rubbing in:** Using your fingertips to mix the butter with the flour. Helps prevent gluten development. ✓
- Baking blind:** ^{why? By coating flour in fat.} When you either bake the pastry fully or partially. Prevents sogginess. ✓
- Lining:** Process of rolling out pastry and pressing it into a dish. ✓
- Glazing:** Glazing your pastry with a beaten egg to give sheen and a golden colour. ✓
- Egg wash:** Used to coat the pastry in egg to give sheen and colour. ✓
- Rolling out:** Rolling out the pastry dough to make sure it's the right and even thickness. ✓

Hospitality Practical Cookery

Pastry Making – Functions of Ingredients

It is important that you understand the role each ingredient plays in a recipe. It helps you to understand why you use certain techniques and processes and to develop problem solving skills to troubleshoot when your product does not turn out as you might have hoped.

Over the last few weeks you have been making shortcrust pastry using flour, fat, and water. When these ingredients are used together, in the correct proportions and using the correct processes you can produce a successful product.

Ingredients

FLOUR

The flour we used in our pastry was wheat flour. Explain what function the flour performs in shortcrust pastry.

Soft flour is used with a low gluten content. ✓

Flour forms the structure of the dough. ✓

Explain what happens to the gluten in flour when making shortcrust pastry. Does the gluten need to develop?

When water is added to the rubbed in fat and flour a very small amount of gluten will develop. This helps roll the pastry. ✓

FAT

Can you explain what type of fat you used to make your pastry? Explain why you used those fats.

Butter, margarine, vegetable shortening. ✓

Gives a short texture and adds flavour. ✓

What temperature were the fats you used in your shortcrust pastry recipe and why?

The fat needs to be as cold as possible to prevent the pastry from becoming oily.

- Explain why. This would be as a result of the fat melting.

Pupil Name: Jess
Date: 18/09/2017
Assessor:



Apple Pie Assessment:

Over the last few weeks you have working on varies types of shortcrust pastry, you should now understand varies processes; rubbing in , rolling out, blind baking, using an egg wash. This assessment demonstrated your skills, techniques and knowledge of processes.



Your Peer has assessed you with the following:

Part 1 – Lining flan ring and blind baking 20/20

Part 2 – Filling and decorating apple pie 20/20

TEACHER COMMENT:

you performed very well in your practical assessment. Your high peer assessment score demonstrates that you can confidently applied pastry preparation techniques and processes to produce your finished apple pie which was presented to a very high standard.

Pastry homework completed to a good standard? **YES**
Please see comments.

Teacher: [Redacted Signature]

Date: 18/09/17

Pupil Comments: I feel my pastry turned out well and I am happy with my assessment results. I feel more confident handling and making pastry now.

18/9