



National Course Assessment

Creative Cake Production

Intermediate 2

C06E 11

Practical Assignment

Centre Instructions

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1 Practical Assignment Course overview

The Practical Assignment is a practical activity in which the candidates choose a brief from three given options. From this the candidate has to plan, develop and evaluate a product that suits the chosen brief. The Practical Assignment integrates the knowledge, understanding and skills gained in the individual Course Units. The Practical Assignment should be introduced at an appropriate stage in the Course to allow candidates to develop and integrate their Course experiences with a view towards their final assessment.

Assessment will be based on the outcome of the Practical Assignment. An overall grade (A, B or C) will be determined by assessment of each candidate's performance in producing and evaluating the product. This assessment will be subject to visiting assessment, at the end of the Practical Assignment, ie once all three stages are complete. To gain the Course award, the candidate must pass all three Unit assessments, as well as the Practical Assignment.

NB: The centre must ensure that all cakes entered for the Practical Assignment can be viewed by the Visiting Assessor.

Candidates must undertake one of the approved Practical Assignment briefs. The Practical Assignment has been devised to enable candidates to achieve any grade across the range. The final grade will be based on the performance of each candidate and will be confirmed by the Visiting Assessor.

The Practical Assignment is primarily concerned with practical activity in the creation of a cake that suits the project brief scenario; however, it also includes basic skills relating to the planning and evaluating of the activity as well as its development.

Candidates are expected to demonstrate attainment relating to:

- ◆ planning a design suitable for the selected occasion
- ◆ selecting materials suitable to achieve the design
- ◆ preparing a base suitable to achieve the design
- ◆ applying base coatings that are appropriate
- ◆ applying finishings specified in their design
- ◆ evaluating the finished product

Candidate evidence is required as follows:

- ◆ Practical Assignment design plan
- ◆ developing stage work plan
- ◆ product portfolio
- ◆ teacher/lecturer observation checklists
- ◆ evaluation

Further information on the principles of assessment is provided in SQA's *Guide to Assessment* (AA4147) published in November 2009.

Note:

Please note that this specification should always be used in conjunction with the Creative Cake Production Arrangements document. The Arrangements document lays down the overall requirements for this Course.

2 Recommended entry

The Practical Assignment is a holistic, integrative activity based on the Units in the National Course. For candidates who are taking the National Course, it is strongly recommended that the individual Course Units be completed before the candidate embarks on the external assessment.

However, there may be candidates who, for whatever reason, choose to undertake the external assessment on a stand-alone basis. Any such candidates who have not completed or embarked upon the Units of the National Course *prior* to undertaking the external assessment should have demonstrated attainment in, or attained, the following:

- ◆ Standard Grade Home Economics at General level
- ◆ a Course or Units in Hospitality at Intermediate 1 — Practical Cookery
- ◆ a Course or Units in Hospitality at Intermediate 2 — Practical Cookery, or Professional Cookery
- ◆ equivalent relevant experience

Candidates who achieve the external assessment will not be certificated for the Course until they have successfully completed the component Units.

3 Subject/occupationally related knowledge and skills

The Practical Assignment allows candidates to develop and apply skills in basic cake production principles, including the following skills:

- ◆ selecting
- ◆ weighing
- ◆ measuring
- ◆ depositing
- ◆ spreading
- ◆ creaming
- ◆ whisking
- ◆ incorporating

Candidates will also develop and apply skills in the basic principles of cake decorating including:

- ◆ rolling
- ◆ coating
- ◆ smoothing
- ◆ trimming
- ◆ crimping
- ◆ embossing
- ◆ use of commercially available aids/cutters
- ◆ piping
- ◆ modelling (optional)

Candidates will also develop skills in:

- ◆ interpreting recipe quantities and production methods
- ◆ using specialist equipment and utensils
- ◆ using safe and hygienic working practices
- ◆ planning work, requisitioning materials and equipment
- ◆ completing tasks to a given time

4 Practical Assignment briefs

The assignment briefs from which candidates may choose are:

Brief 1

Produce a novelty cake suitable for a retirement function.

Brief 2

Produce a celebration cake suitable for an anniversary.

Brief 3

Produce a celebration cake for a religious festival.

Materials and resources

Candidates are expected to select from the following materials and resources as appropriate:

- ◆ Information sources:
 - recipe books, magazines
 - websites
 - Course notes
 - shops
 - videos, CDs, DVDs
 - family, friends, parents, etc
 - cake decorating experts
- ◆ Equipment to be used as required:
 - scales and weights or electronic scales
 - mixing bowl
 - cake sandwich tin/cake tin (15 cm/6 inch minimum)
 - Swiss roll tray (25 cm/20 cm or 10 inch x 8 inch minimum)
 - spatula
 - whisk
 - wire cooling tray
 - electric mixer with bowl and flat beater attachment
 - palette knife
 - rolling pin
 - smoothing tool
 - brush to apply liquids for adhesion
 - revolving cutter/pastry wheel
 - scraper
 - piping bag and plain or shell piping nozzle
 - commercially available crimping tool
 - commercially available embossing tool
 - readymade cut-out shapes, and other edible cake decorating items

5 Outcome coverage

The component Units for the Course are:

Unit title	Credit value	Unit number
Cake Production	1	D9GM 11
Cake Decorating	1	D9GL 11
Creative Cake Production: Organisation of Practical Skills	1	D9GN 11

For the Practical Assignment, all the Outcomes are covered and these are:

Cake Production

- 1 Demonstrate knowledge and understanding of the basic principles of cake making.
- 2 Select and use appropriate materials and techniques to prepare a specified product.
- 3 Produce the product to a commercially acceptable standard.
- 4 Use safe and hygienic working practices.

Cake Decorating

- 1 Demonstrate knowledge and understanding of the basic principles of cake decorating.
- 2 Select, prepare and apply fillings and coatings to cake bases.
- 3 Apply finishing decoration techniques to cakes.
- 4 Use safe and hygienic working practices.

Creative Cake Production: Organisation of Practical Skills

- 1 Prepare for tasks that require a minimum of twelve component parts and at least eighteen processes in their production.
- 2 Prepare a plan of work for the tasks chosen.
- 3 Carry out the tasks to achieve the desired outcome.
- 4 Use safe working practices.

6 Candidate Evidence Requirements and allocation of marks

General information

The three stages of the Course project for Creative Cake Production are:

- ◆ planning
- ◆ developing
- ◆ evaluating

Planning

Candidates must complete a plan for their Practical Assignment which should cover the following points:

- ◆ rationale for selecting a particular brief
- ◆ information gathering and research
- ◆ detailed design illustration
- ◆ estimated timescales, tasks and specialist equipment required to carry out the project

The Practical Assignment pro forma is available as a separate document.

Centres should ensure that candidates either already have or are taught the necessary skills to devise their own plan before they start the Practical Assignment.

The plan should be produced in a supervised environment, although candidates may carry out preparation beforehand. Candidates may communicate with each other when producing their plans and simulations. Each activity, however, must be tailored to the candidate's own Practical Assignment and the responses should relate to the work to be carried out by the individual candidate.

The work produced should always be the candidate's own. Teachers/lecturers are expected to provide candidates with advice, guidance and constructive criticism as necessary when they are making their planning choices. It is important to note that, as these choices underpin the rest of the Practical Assignment, centres should ensure that no candidate proceeds to the developing stage until they have created a design plan that is potentially workable and will produce a product which is to a commercially acceptable standard. The level of support that candidates need to create a design plan will, of course, vary from candidate to candidate. Centres should take into account the level of support needed for each candidate when marking. This should not inhibit centres from providing constructive comment or the candidate from acting on their own initiative and taking on board the advice. In some cases, however, if the level of support and intervention needed is more than that which would normally be seen as reasonable, the authenticity of the candidate's work may be called into question.

If the level of input needed from the teacher/lecturer is above normal (eg the quality of the plan is such that it would mean that the Practical Assignment would be unworkable if the plan was not revised) then candidates cannot score more than a percentage of the marks allowed for the planning and simulation stage. Specific information is given on this in Section 7.

Developing

Candidates must provide evidence that testifies to the quality of the hands-on practical activity.

The developing stage includes preparation; cake production; cake decorating: fillings and coatings; cake decorating: finishing decoration; overall presentation; and professional practice.

All of the evidence should be produced in a supervised environment. Candidates may communicate with each other but should produce work which can be clearly attributed to themselves.

Evaluating

Candidates must produce an extended project evaluation which includes:

- ◆ the knowledge and skills that have been gained and/or developed
- ◆ an assessment of the strengths, weaknesses and quality of the end product
- ◆ an assessment of the effectiveness of the assignment
- ◆ an evaluation of photographic evidence

The Practical Assignment pro forma is available as a separate document.

Candidates at Intermediate 2 should be allowed up to one hour and 30 minutes to complete their evaluation. Candidates may carry out preparation beforehand.

Candidates should be allowed to take one side of an A4 page of notes (maximum 200 words or equivalent) which they have prepared, into the room with them. They should not be allowed to take a draft of the project evaluation into the room with them. The centre has the responsibility for ensuring that the notes brought in are the candidate's own work.

For this activity the accommodation should be arranged to reflect centre-invigilated conditions and candidates should not be allowed to communicate with each other in any way.

7 Allocation of marks and assessment arrangements — general information

The assessment evidence for this Practical Assignment is internally assessed and subject to visiting assessment by SQA.

The total mark for the Practical Assignment is 200 (this large mark allocation makes it easier to discriminate effectively between performances of candidates across the various parts of the assessment). These marks will be allocated to assessment evidence from the three Practical Assignment stages as shown in Table A.

Table A

Practical Assignment stage	Assessment evidence	Mark allocation
Planning	Design plan (part 1 of Practical Assignment pro forma)	40
Developing	The assembled product and associated written material (part 2 of Practical Assignment pro forma)	120
Evaluation	Completed project evaluation (part 3 of Practical Assignment pro forma)	40

These marks are broken down as follows:

Planning	Assessment evidence	Mark allocation
Evidence	Design plan	40
Conditions of assessment	Supervised	
Who assesses it?	Centre and SQA	
Developing	Assessment evidence	Mark allocation
Evidence	Preparation and cake production and finishing Teacher/lecturer checklist (see Appendix 1 — Teacher/lecturer guidance)	120
Conditions of assessment	Supervised	
Who assesses it?	Centre and subject to visiting assessment type 1	
Evaluation	Assessment evidence	Mark allocation
Evidence	Project evaluation	40
Conditions of assessment	Supervised	
Who assesses it?	Centre and SQA	

Visiting assessment type 1

This Practical Assignment is subject to visiting assessment type 1. The visiting assessment is triggered at the completion of the project and so the provision of accurate completion dates is important. This means that the visiting assessment will take place when all three stages of the project, including the evaluation, have taken place.

Centres should refer to *Project-based National Courses: procedural guide for centres* for full procedural details of visiting assessment type 1.

8 Grade descriptions — detailed information

To complete the internal marking process, assessors are expected to:

- ◆ be familiar with, and apply the broad criteria outlined in Table A
- ◆ for each assessable element, select a grade appropriate to the candidate's performance using the grade criteria given in Table C, which is on the next page
- ◆ use observation and judgement to decide on a particular mark for the candidate within the mark range given for that grade criterion
- ◆ maintain a brief record of why a certain mark was given (for internal verification purposes)
- ◆ follow the internal verification processes within their centre (see the section on internal verification below)
- ◆ aggregate the internally verified marks for each candidate — that gives a total mark out of 200
- ◆ divide that total mark by two to give a percentage
- ◆ convert the overall percentage mark for each candidate into a grade and band using Table B below
- ◆ check the grade given to candidates against the grade descriptions tabled on the next page — this is to ensure that candidates have effectively integrated each stage of the Practical Assignment and that the overall grade is a fair reflection of the candidate's work. The grade descriptions are a touchstone against which grades can be checked

Table B

Percentage mark range	Grade	Band
85–100	A (upper)	1
70–84	A (lower)	2
65–69	B (upper)	3
60–64	B (lower)	4
55–59	C (upper)	5
50–54	C (lower)	6
45–49	D	7
40–44	No award	8
Less than 40	No award	9

Grade descriptions for a Course project at Intermediate 2

Table C

A	B	C
Content and scope appropriate for Intermediate 2		
Looking at the evidence as a whole:	Looking at the evidence as a whole:	Looking at the evidence as a whole:
<p>A Practical Assignment at Grade A:</p> <ul style="list-style-type: none"> ◆ produces high quality, clearly interrelated, documented and process or product-related evidence for the three essential phases of planning, developing and evaluating ◆ is an exercise to which candidates have brought an accurate and enthusiastic interpretation of the Practical Assignment brief ◆ is tightly structured, relevant to the content of the Units and displays a high level of subject/occupational expertise ◆ applies integrated and consolidated knowledge, understanding and skills effectively and consistently from the Course Units to situations and/or design specifications with varying degrees of complexity 	<p>A Practical Assignment at Grade B:</p> <ul style="list-style-type: none"> ◆ produces good quality, interrelated, documented and process or product-related evidence for the three essential phases of planning, developing and evaluating ◆ is an exercise to which candidates have brought an accurate and fairly innovative and enthusiastic interpretation of the Practical Assignment brief ◆ is well structured, relevant to the content of the Units and displays a good level of subject/occupational expertise ◆ applies integrated and consolidated knowledge, understanding and skills fairly effectively and consistently from the Course Units to situations and/or design specifications with varying degrees of complexity 	<p>A Practical Assignment at Grade C:</p> <ul style="list-style-type: none"> ◆ produces adequate, fairly well interrelated, documented and process or product-related evidence, for the three essential phases of planning, developing and evaluating ◆ is an exercise to which candidates have brought an acceptable interpretation of the Practical Assignment brief ◆ is reasonably well structured, relevant to the content of the Units and displays an adequate level of subject/occupational expertise ◆ applies integrated and consolidated knowledge, understanding and skills from the Course Units with some lack of continuity and consistency

9 Re-assessment of Outcomes in individual Course Units

It may be permissible for activities undertaken or products produced in the Practical Assignment to be used as re-assessment evidence of completion of Outcomes within individual Course Units.

For this to be the case, the following conditions must be met:

- ◆ The individual Course Unit Outcome must first have been attempted as part of that Unit.
- ◆ The Practical Assignment specification must clearly identify the Units and the Outcomes to which this is applicable.
- ◆ The activity or product used from the Practical Assignment must meet the Performance Criteria as specified in the individual Unit specification.

10 Internal verification — within the centre

The Internal Verifier oversees:

- ◆ the internal verification process to ensure consistency of judgement or reliability of assessment. This process will vary according to the nature of the evidence and the number of assessors and sites. It is likely to involve agreement trials and/or marker standardisation. The Internal Verifier should be a specialist in the subject. It may be helpful in the first few years of these Project-based National Courses to do a cross-subject verification of samples of like parts, such as the plans of action and evaluation reports. Such additional cross-subject internal verification is, however, not mandatory.
- ◆ whether, in some cases, candidates with similar overall marks/bands have been fairly treated, eg some candidates may have produced more fully integrated projects than others. This may lead to a reconsideration of marking of the individual components for some candidates.

(See *Guide to Assessment*, SQA, November 2009 for further information relating to internal verification.)

11 Ensuring evidence is authentic

All activities should be undertaken and all documentation should be completed under supervised or invigilated conditions. At all times, conditions should be controlled to ensure reliability and credibility.

12 Core Skills

Successful attainment of this Course leads to the automatic certification of particular Core Skills or Core Skills components.

This Course, in common with other Project-based National Courses, follows the planning/developing/evaluation sequence. As a result of this, successful completion of the Course will lead to automatic certification of the Core Skill of Problem Solving at Intermediate 2.

Appendix 1

Creative Cake Production Intermediate 2

Practical Assignment

Teacher/lecturer guidance

Guidance on mark allocations for the planning stage

Planning

(40 marks available)

Rationale for selecting chosen brief

2 marks

One mark allocated for two relevant points. Candidates should include the following factors in their rationale:

- ◆ Who has requested the cake is made? (Eg family member, teacher, friend.)
- ◆ What is the target group for the cake? (Eg family and friends, teacher, janitor.)
- ◆ At what event/occasion will the cake be presented? (Eg Easter party, christening, retirement.)
- ◆ For what purpose will the cake be used? (Eg table centrepiece, surprise presentation, birthday.)

Identify information sources

6 marks

List of possible information sources — one mark allocated for each possible source of information to a total of six.

- ◆ family member, friend
- ◆ teacher
- ◆ recipe folder
- ◆ cake decoration books/magazines
- ◆ specialist shops
- ◆ specialist videos/DVDs
- ◆ internet
- ◆ other relevant sources

Information gathered

10 marks

One mark per valid point. To gain the mark, the information source must be identified with sufficient notes relating to the information gathered.

Detailed design illustration

12 marks

The illustration may be drawn to scale and should show both top and side elevations, including points of detail relating to the decoration. The illustration should be labelled to cover:

- ◆ cake type
- ◆ cake size/shape
- ◆ cake coatings
- ◆ colours
- ◆ cake board size/shape/decoration
- ◆ details of individual decorations
- ◆ bought decorations to be used

Estimated length of time and tasks for the project*

5 marks

Project tasks should be identified along with an estimated timescale for completion. The project should start once the investigation has been completed.

The time spent on investigation should be stated. The project should end upon the completion of the project evaluation.

To gain marks candidates must complete the project within their timescales.

- | | |
|------------------|-----------|
| ◆ Exceptional | 5 marks |
| ◆ Excellent | 4 marks |
| ◆ Satisfactory | 3 marks |
| ◆ Fair | 1–2 marks |
| ◆ Unsatisfactory | 0 marks |

Identify specialist ingredients and equipment required to carry out the project*

5 marks

For each project task identified, the specialist ingredients and equipment required should be identified.

To gain marks, candidates must provide details of the specialist ingredients and equipment that they will require.

- | | |
|------------------|-----------|
| ◆ Exceptional | 5 marks |
| ◆ Excellent | 4 marks |
| ◆ Satisfactory | 3 marks |
| ◆ Fair | 1–2 marks |
| ◆ Unsatisfactory | 0 marks |

* These sections are designed to help candidates prepare for each lesson and to ensure that all parts of the project are completed in adequate time.

Guidance on mark breakdown for the developing stage

Preparation

(12 marks available)

Preparation of equipment

2 marks

All items of equipment have been collected.

- ◆ all items 2 marks
- ◆ more than half of the items 1 mark
- ◆ less than half of the items 0 marks

Preparation of tin(s)

4 marks

- ◆ base of tin(s) prepared
- ◆ sides of tin(s) prepared
- ◆ accurately greased
- ◆ outside of tin(s) protected

Selection of ingredients

2 marks

- ◆ all ingredients have been collected
- ◆ the items have been checked for quality

Weighing and measuring ingredients

4 marks

- ◆ all items have been correctly weighed or measured 4 marks
- ◆ the majority of items have been correctly weighed or measured 3 marks
- ◆ half of the items have been correctly weighed or measured 2 marks
- ◆ less than half of the items have been correctly weighed or measured 1 mark

Cake production

(18 marks available)

Mixing

4 marks

- ◆ correct equipment used
- ◆ equipment prepared
- ◆ appropriate mixing method used
- ◆ ingredients incorporated in the correct sequence

Consistency

3 marks

- ◆ consistency correct to recipe
- ◆ smooth/no lumps
- ◆ correct colour

Depositing**2 marks**

- ◆ correct equipment used
- ◆ mixture smoothed/levelled or dipped in centre for fruit cake

Baking process**6 marks**

- ◆ shelf position checked
- ◆ oven preheated
- ◆ oven temperature correct prior to baking
- ◆ cake placed in correct position in oven
- ◆ cake monitored during cooking
- ◆ cake tested for readiness

Cooling**3 marks**

- ◆ cake turned out on to cooling tray
- ◆ appropriate time given for cooling/resting
- ◆ cake stored appropriately while cooling

Cake decorating: fillings and coatings (30 marks available)

(5 marks for each process — maximum of six processes to be marked)

Trimming/filling — cake

- ◆ correct equipment/utensils used
- ◆ cake trimmed in accordance with design
- ◆ smooth finish achieved
- ◆ wastage kept to a minimum
- ◆ cake base flush when placed on board

Spreading

- ◆ correct equipment/utensils used
- ◆ correct consistency of spread used
- ◆ appropriate coverage of spread product achieved
- ◆ consistent layer achieved
- ◆ appropriate thickness of layer achieved

Rolling

- ◆ correct equipment/utensils used
- ◆ rolled product was prepared correctly
- ◆ shape after rolling appropriate
- ◆ size of rolled product appropriate
- ◆ thickness of rolled product appropriate

Coating

- ◆ correct equipment/utensils used
- ◆ coating product prepared correctly
- ◆ correct adhesive applied to cake base before coating
- ◆ coating applied appropriately
- ◆ coating provided appropriate coverage of cake base

Smoothing (of sugarpaste only)

- ◆ correct equipment/utensils used
- ◆ product prepared appropriately
- ◆ smooth finish achieved:
 - top 1 mark
 - sides 1 mark
- ◆ excellent finish overall:
 - polished finish with no creases, cracks or fingerprints 1 additional mark

Trimming — coating

- ◆ correct equipment/utensils used
- ◆ coating trimmed at base
- ◆ correct method of trimming used
- ◆ smooth edge achieved
- ◆ wastage kept to a minimum

It is acceptable for a candidate to carry out one of the processes listed above more than once, eg in making a celebration cake any six of the following seven processes could be used to accumulate marks:

- ◆ cake **spread** with appropriate adhesive
- ◆ **coated** with marzipan
- ◆ marzipan **trimmed**
- ◆ marzipan **spread** with appropriate adhesive
- ◆ **coated** with sugarpaste
- ◆ sugarpaste **smoothed**
- ◆ sugarpaste **trimmed**

Cake decorating: finishing decoration (32 marks available)

(8 marks are available for each process — a maximum of four techniques should be marked. The same technique may be repeated only once as long the technique creates a different effect.)

Embossing

- ◆ correct utensil/tool selected 1 mark
- ◆ tool used correctly 1 mark
- ◆ tool positioned in accordance with the design 1 mark

Further marks can be gained for the following:

Colouring/dusting

- ◆ equipment (brush) correctly selected 1 mark
- ◆ correct consistency of colour 1 mark
- ◆ correct application of colour 2 marks

Repeat design — marks should be allocated where a candidate has used a tool to create a design around the side of the cake or on the top forming a repeat pattern

- ◆ accurate spacing 1 mark
- ◆ line 1 mark
- ◆ sequencing of pattern 1 mark
- ◆ excellent finish overall 2 additional marks

Crimping

- ◆ correct utensil/tool selected 1 mark
- ◆ application of tool correct 1 mark
- ◆ tool positioned in accordance with the design 1 mark
- ◆ crimped prior to icing hardening 1 mark
- ◆ crimped areas evenly spaced or in accordance with design 1 mark
- ◆ line correct 1 mark
- ◆ excellent finish overall 2 additional marks

Use of commercial aid/cutter

- ◆ correct utensil/tool selected 1 mark
- ◆ product to be cut was prepared for cutting 1 mark
- ◆ aid or cutter used appropriately 1 mark
- ◆ adhesive appropriately used to attach cut item 1 mark
- ◆ items placed without damaging other parts of the cake 1 mark
- ◆ items placed in accordance with the design 1 mark
- ◆ excellent finish overall 2 additional marks

Piping

- ◆ correct equipment selected (correct nozzle size/type) 1 mark
- ◆ piping icing correct consistency 1 mark
- ◆ piping bag filled 1 mark
- ◆ piping carried out effectively 2 marks
- ◆ piping applied in accordance with design 1 mark
- ◆ excellent finish overall 2 additional marks

Modelling

- ◆ correct equipment selected 1 mark
- ◆ medium coloured appropriately 1 mark
- ◆ model correctly proportioned 1 mark
- ◆ well shaped 1 mark
- ◆ suitable adhesive used 1 mark
- ◆ appropriate finishing techniques — piping, facial features, etc 1 mark
- ◆ excellent finish overall 2 additional marks

Overall presentation

(20 marks available)

A mark out of 20 should be awarded to the overall presentation of the finished cake. This should take into consideration the resemblance of the finished cake to the original design:

- ◆ unsatisfactory finish 0– 9 marks possible
- ◆ satisfactory finish 10–12 marks possible
- ◆ well finished 13–15 marks possible
- ◆ excellent finish 16–18 marks possible
- ◆ exceptional finish 19–20 marks possible

Professional practice

(8 marks available)

Safety

3 marks

All three steps in the developing stage:

- ◆ preparation
- ◆ production
- ◆ decoration

are carried out in accordance with safe working practices.

Hygiene

5 marks

Correct hygiene practices are followed throughout the making and decorating of the cake, including times when the cake and decorations have to be stored.

Practical Assignment centre marking grid — Developing stage

Candidate name	Cake decorating: fillings and coatings						Cake decorating: finishing decoration						
	Process 5 marks	Process 5 marks	Process 5 marks	Process 5 marks	Process 5 marks	Process 5 marks	Technique carried out 8 marks	Technique carried out 8 marks	Technique carried out 8 marks	Technique carried out 8 marks	Overall presentation 20 marks	Safety 3 marks	Hygiene 5 marks
Teacher/lecturer signature:									Date completed:				

PROCESSES KEY:

- Sp = spreading
- Co = coating
- R = rolling
- Sm = smoothing
- T = trimming

TECHNIQUES KEY:

- E = embossing
- Cr = crimping
- P = piping
- U = use of commercial aids/cutters
- M = modelling

Guidance on mark allocations for the evaluating stage

Evaluating

(40 marks available)

Identify the skills and knowledge you have gained/developed **9 marks**

One mark should be awarded for each example of where a skill or knowledge has been gained/developed in relation to the practical task.

Assess your strengths, weaknesses and the quality of your end product **15 marks**

One mark should be awarded for each reasoned comment relating to personal strengths and weaknesses relating to the whole project, and the candidate's opinion of the quality of their finished product.

For example, possible comments could be:

- ◆ Strengths:
 - I carried out detailed research to make sure that the end product would be suitable for the occasion.
 - I was patient when practising a technique before applying it to the finished product.

- ◆ Weaknesses:
 - It took me longer than necessary to write out the project plan, because I included too much information. This wasted time, which could have been spent more effectively.
 - I did not adopt a 'clear as you go' policy at my workspace — in the long run this wasted time because I had to stop and wash the equipment that I had used earlier before I could re-use it.

- ◆ Quality of practical activity:
 - The royal icing was not as smooth as I would have liked. I could have applied another coat as it was thin in some places.
 - My piping of letters was very professional.

Assess the effectiveness of the assignment **7 marks**

One mark should be allocated for each valid point of information given.

For example, possible comments could be:

- ◆ If you were to undertake this project again, what changes would you make and why?
 - I would use sugarpaste icing instead of royal icing the next time because I think I could get a better finish and it does not go as hard when it dries.

- ◆ If you were to make no changes to this project explain why not.
 - My choice of colours for both the cake and the board were very effective and showed the decorations on the cake to the best advantage.

Evaluate the photographic evidence

9 marks

Evaluative comments should be given for each of the three staged photographs.

(3 marks for each)

For example, possible comments could be:

- ◆ Photograph of the prepared and trimmed/filled cake base:
 - The cake was not overcooked so did not require trimming of the edges.
- ◆ Photograph of the base coating:
 - The coating was polished to remove cracks so I had a smooth base to work with.
- ◆ Photograph of the finishing decoration:
 - The cake is obviously for a silver wedding celebration because of the piped 25 on top of it.