



External Assessment Report 2012

Subject(s)	Creative Cake Production
Level(s)	Intermediate 2

The statistics used in this report are pre-appeal.

This report provides information on the performance of candidates which it is hoped will be useful to teachers/lecturers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding. It would be helpful to read this report in conjunction with the published question papers and marking instructions for the examination.

Comments on candidate performance

General comments

This has once again been a positive and successful year. The number of centres presenting Creative Cake Production at Intermediate 11 was 60. A total of 870 candidates passed the course assessment.

Centre preparation for Visiting Assessment was well organised, with all cakes and associated documentation laid out in readiness for the visits. Project proformas were neatly presented and completed to a very good standard, and met the requirement of the award criteria for assessment.

Skill development was demonstrated well throughout the candidates' practical assignment projects. A wide range of innovative designs and techniques were displayed from planning, and developing, to finishing and final presentation of the cakes.

Candidates seemed well prepared for assessment and gained high marks in many instances. Marks allocated to the practical element of the course were appropriate in most instances: where variances occurred, marks breakdown was discussed with staff members, justified where appropriate and /or amended where necessary to meet the award criteria.

Standardisation procedures appear consistent, and are essential, to ensure parity between assessors and assisting in decision-making when marking candidates' assignments.

Centres who presented Creative Cake Production for the first time this year demonstrated accuracy in assessor judgement. Staff members showed good understanding of the course arrangements and award criteria for assessment. Standards were high in terms of the cakes presented.

The delivering staff members were keen to share good practice. All were continuing to update techniques and fill knowledge and skill gaps by attending specialist courses and networking with other experienced practitioners.

Many innovative approaches were used to support the delivery of the award. These included: research, internet demonstration video clips, demonstration CD-Roms, a wide range of books and up-to-date cake decorating magazines, recipe folios, and additional centre-devised underpinning knowledge questions and worksheets.

Good use was made of SQA support materials. Teacher/Lecturer guidance on the breakdown of marks has been another useful tool in assisting the marking of candidate practical assignments. Learning Teaching Scotland (LTS — now known as Education Scotland) materials are still being used within centres, and continue to be an additional and valuable resource in the delivery of Creative Cake Production.

Feedback from visiting assessors was positive and encouraging. Centres were complimented on the time spent preparing for the VA visits and ensuring candidates' cakes were nicely displayed. A wide range of approaches were highlighted in the reports which demonstrated good practice and enhanced delivery of the award. Candidates have clearly benefitted from having enthusiastic and motivated teachers delivering the course, all have been receptive to suggestions and ideas and so willing to share good practice.

Areas in which candidates performed well

The practical assignment proforma evidenced: planning, development and evaluation.

Planning: Most candidates knew how to research and plan the practical assignment. In general, projects were well researched and design plans matched the chosen brief. The use

of ICT facilities and additional support materials proved helpful. Candidates gleaned specific information from relevant internet sites, demonstration video clips, books magazines and visits to cake shops, as well as specific advice and tutoring from their class teacher/lecturer. They presented neatly typed practical assignment proformas, which eased marking and enhanced presentation

Development: Candidates who had completed the cake production and cake decorating units had prior knowledge in baking and decorating cakes. This resulted in the practical assignment assessment cake being baked to a good standard, which attracted high marks in this section. Marzipanning and coating the finished cake(s) required additional skill. This skill had been taught well — few candidates had difficulty with this part.

Techniques executed and applied to the finishing of the cakes were, in the main, creative and in many cases exceeded the requirements of Intermediate 2 level. However, there were a few instances where some finishing skills required more practice. Where this was evident full marks were not achieved.

Evaluation: Written evaluations were generally of a good standard, with photo evidence of completed cakes at the three stages of evaluation and in line with the award criteria.

Areas which candidates found demanding

Design drawing

Design drawing is an essential part of the planning, and attracts high marks when completed correctly. This task should be carried out and completed in detail prior to starting the development stage of the assignment.

In some instances, it may be necessary to make design changes to the finished cake.

Examples of changes may be due to:

- ◆ the planned design becoming too complicated, so it cannot be executed correctly
- ◆ planned colours on the original design did not work well on cake coating/decoration
- ◆ shape/type of cake is changed — due to original not working well with the finish
- ◆ shape/type/size of cake board is changed — due to original not complimenting the cake design

When changes to the finished cake design are made, a clear explanation must be provided in the appropriate evaluation sections of the project proforma.

Evaluation: it should be noted that when candidates have more than one cake, the evaluation and photo evidence should include all cakes showing the three process stages necessary to fulfil the award criteria.

Centres are advised to have a back up copy of the practical assignment cake photos if possible; this may prevent marks being lost in this section. Candidates should be encouraged to use evaluative comments; examples of this activity can be found in the SQA guidance on marking document.

Advice to centres for preparation of future candidates

General

Centre staff members have an enthusiastic approach to delivering and presenting Creative Cake Production and are motivated to achieve high standards with their candidates. They should be commended on providing additional opportunities, support and encouragement

during lunch breaks and after school hours for candidates to attend practice workshops to allow them to improve skill and techniques. They continue to inspire candidates with creative ideas in cake production and cake decoration.

Grades achieved in the practical assignment reflected the extent of commitment shown by the candidates.

Centre staff commented on the popularity of the Creative Cake Production course and how it was fun learning the skills of cake production and decoration. Candidate numbers have increased once again this year, with a number of centres still applying for course approval. Most centres visited this session had large waiting lists of candidates hoping to take up this exciting and challenging learning experience next term.

Visiting Assessors commented on having received a warm welcome and kind hospitality from all centres visited. We look forward to supporting existing and new centres during the next session.

For Future Consideration

Health and Safety in cake finishing: Thank you for your understanding of the points made in last year's report regarding the use of wires, cocktail sticks, fabric ribbons — where colour dye and small fibres may contaminate the cake coatings, etc. These issues have been taken on board by centre staff and are now resolved. Please do not hesitate to get in touch if any further explanation is required.

Design Drawing: Marks were not fully accessed in this stage of planning mainly due to rough sketches with little detailed information (eg size /shape of cake board, colours, cake type etc). Candidates should be encouraged to detail the design drawing in accordance with the given guidelines. Also, adding colour to the design drawing can often help candidates visualise the end result.

Evaluation: Any changes made to the design of the finished cake should be explained in the appropriate evaluation stages in the practical assignment proforma. Photo evidence is part of the practical assignment evaluation and assessment and should be available for visiting assessment.

Statistical information: update on Courses

Intermediate 2

Number of resulted entries in 2011	675
------------------------------------	-----

Number of resulted entries in 2012	870
------------------------------------	-----

Statistical information: Performance of candidates

Distribution of Course awards including grade boundaries

Distribution of Course awards	%	Cum. %	Number of candidates	Lowest mark
Maximum Mark 200				
A	78.9%	78.9%	686	140
B	14.5%	93.3%	126	120
C	5.3%	98.6%	46	100
D	0.2%	98.9%	2	90
No award	1.1%	100.0%	10	-

General commentary on grade boundaries

- ◆ While SQA aims to set examinations and create marking instructions which will allow a competent candidate to score a minimum of 50% of the available marks (the notional C boundary) and a well prepared, very competent candidate to score at least 70% of the available marks (the notional A boundary), it is very challenging to get the standard on target every year, in every subject at every level.
- ◆ Each year SQA therefore holds a grade boundary meeting for each subject at each level where it brings together all the information available (statistical and judgemental). The Principal Assessor and SQA Qualifications Manager meet with the relevant SQA Business Manager and Statistician to discuss the evidence and make decisions. The meetings are chaired by members of the management team at SQA.
- ◆ The grade boundaries can be adjusted downwards if there is evidence that the exam is more challenging than usual, allowing the pass rate to be unaffected by this circumstance.
- ◆ The grade boundaries can be adjusted upwards if there is evidence that the exam is less challenging than usual, allowing the pass rate to be unaffected by this circumstance.
- ◆ Where standards are comparable to previous years, similar grade boundaries are maintained.
- ◆ An exam paper at a particular level in a subject in one year tends to have a marginally different set of grade boundaries from exam papers in that subject at that level in other years. This is because the particular questions, and the mix of questions are different. This is also the case for exams set in centres. If SQA has already altered a boundary in a particular year in say Higher Chemistry this does not mean that centres should necessarily alter boundaries in their prelim exam in Higher Chemistry. The two are not that closely related as they do not contain identical questions.
- ◆ SQA's main aim is to be fair to candidates across all subjects and all levels and maintain comparable standards across the years, even as arrangements evolve and change.