



External Assessment Report 2009

| | |
|---------|--|
| Subject | Hospitality – Creative Cake Production |
| Level | 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

Many centres encouraged their candidates to use ICT approaches in the completion of their project booklets. Work presented using this method were well presented and assisted marking. This also helped alleviate spelling and grammatical errors as well as providing easy access to making any necessary or last minute changes in their design plans. However, it should be clear that this method of presentation did not and is not intended to provide additional marks.

Candidate performance was evidenced by practical activity in the production of 1 cake prepared, baked and finished to a standard specified in the design plan. Candidates produced a project proforma detailing accurate information of their chosen design and an evaluation of the effectiveness of the end product.

Practical activity marks were generally high, other relevant written work required for the completion of the project proforma proved to be more difficult for some candidates, while some candidates, who had completed well written projects, had more difficulty with practical skills.

Centre staff members encouraged candidates at all times to learn new skills, enhance existing skills during workshops and additional lunchtime classes. One centre even provided a Pre-entry 3 day course. Centre staff should be complemented on the candidate work presented for this exam, all of them took steps to ensure the success of this coursework. Sharing good practices were high on the agenda, and all of the above evidenced in the visiting assessor's reports.

Areas in which candidates performed well

- Baking and the cakes and learning new skills throughout the coursework
- The completion of the NABS and learning the importance of knowledge and understanding in relation to the Production , Baking and the organisation of Practical Skills in relation to Creative Cake Production
- Gathering information, internet research methods and the completion of the project proformas
- Producing the final cake - planned, designed, baked and decorated individually using a wide range of skill and techniques. Evidenced by end results

Areas which candidates found demanding

Some candidates found the project proforma had a degree of difficulty mainly in the evaluation section. Candidates' should be encouraged to make evaluative comments rather than broad statements.

Advice to centres for preparation of future candidates

Centres should ensure that future candidates have reached the required entry level. Specific guidance given to candidates on the course content, this requires a clear and concise explanation prior to the start date. Centres are encouraged to continue networking, sharing good practise with colleagues and other centres, and should not hesitate to seek help and advice at any time from the SQA.

Statistical information: update on Courses

| | |
|------------------------------------|-----|
| Number of resulted entries in 2008 | 417 |
|------------------------------------|-----|

| | |
|------------------------------------|-----|
| Number of resulted entries in 2009 | 502 |
|------------------------------------|-----|

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 | 76.7% | 76.7% | 385 | 140 |
| B | 13.1% | 89.8% | 66 | 120 |
| C | 7.2% | 97.0% | 36 | 100 |
| D | 1.4% | 98.4% | 7 | 90 |
| No award | 1.6% | 100.0% | 8 | - |

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.