



## External Assessment Report 2009

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Subject	Hospitality General Operations
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**

Once again the practical assignment was completed to a good standard. The written assignment proves challenging for many candidates however, some questions are completely ignored.

Generally responses to questions were not as good or as well researched as in previous years.

Most assignments are now word processed which improves presentation.

### **Areas in which candidates performed well**

Question 1 – this question is always answered well with most candidates identifying the main points

Question 2 – menus are well laid out and most candidates remember to include tea and coffee

Question 3 – menu quantities are improving and most recipe references are now stated.

Question 4 – dining area plans are well laid out with good reasons for choice

### **Areas which candidates found demanding**

Question 2 – candidates struggle to give good logical reasons for the choice of their menu. No marks are given for stating it is suitable for vegetarians as this is in brief. When discussing balance of menu, they do so in general terms rather than choosing dishes from their menus.

Question 3 – many candidates forget to multiply quantities of some of the ingredients in their recipes to 24 portions. The timed integrated plan of work is not answered well. Some give separate plans for different chefs and many time plans are unrealistic. Brief states the meal starts at 7.30pm.

Question 5 – candidates were forgetting to mention basic items of crockery and cutlery.

Question 6 – again candidates were not reading the brief carefully. The meal starts at 7.30 and finishes at 9pm and the schedules should show preparation for food service and the actual service.

Question 7 – some candidates are still not linking temperature control and handling of foods to their own menus and write general statements.

Question 8 - usually candidates have good ideas to add to the successful running of the event but this year few candidates even attempted this question.

### **Advice to centres for preparation of future candidates**

Continue to support candidates in the completion of the practical and written assignment.

As the written assignment has eight questions, a bit more encouragement and guidance might be needed to ensure candidates complete all questions.

Emphasise to candidates to read the questions thoroughly and attempt all questions.

The timed integrated plan of work proves very challenging to many of the candidates. More guidance could be given on how to answer this question.

## Statistical information: update on Courses

Number of resulted entries in 2008	133
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Number of resulted entries in 2009	71
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## Statistical information: Performance of candidates

### Distribution of Course awards including grade boundaries

Distribution of Course awards	%	Cum. %	Number of candidates	Lowest mark
Maximum Mark - 100				
A	21.1%	21.1%	15	77
B	43.7%	64.8%	31	64
C	18.3%	83.1%	13	52
D	1.4%	84.5%	1	46
No award	15.5%	100.0%	11	-

## 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.