



External Assessment Report 2010

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

The practical assignment was completed to a good standard.

The standard of the written assignment was varied. A few candidates made an excellent attempt and answered all questions thoroughly. However, many candidates did not attempt all questions.

The Units that the candidates complete before attempting the external assessment should allow them to research venues and recipes, but in some centres no initiative is shown and all candidates are using the same venue and similar recipes.

Areas in which candidates performed well

- ◆ Question 1 — most candidates did well in this question and identified the main points.
- ◆ Question 2 — most menus were well laid out and included tea and coffee.
- ◆ Question 3 — nearly all candidates detailed recipe references.
- ◆ Question 4 — dining room plans were good, with good reasons given for layout.
- ◆ Question 5 — most candidates correctly identified the food service equipment.
- ◆ Question 7 — this question was answered better than in previous years, although some candidates still did not relate temperature controls and handling of foods to their menus.

Areas which candidates found demanding

- ◆ Question 2 — some candidates used recipes more suited to domestic situations than to the hospitality industry. Explanations for requirements of guests, and suitability and balance of menu from many candidates, were too brief and sometimes not attempted.
- ◆ Question 3 — some candidates did not give accurate quantities for 24 portions. A few candidates made an excellent attempt at the timed integrated plan of work, but most candidates seemed to find this very challenging.
- ◆ Question 8 — very few candidates attempted this question.

Advice to centres for preparation of future candidates

- ◆ Continue to support candidates, particularly in research skills. This will allow them to show initiative when choosing venues, and make for more creative menus.
- ◆ Ensure candidates are aware of the challenges involved in undertaking an external assessment and are ready to complete such an assessment.
- ◆ Emphasise to candidates to read the questions thoroughly and attempt all questions.
- ◆ As in previous years, 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 2009	71
Number of resulted entries in 2010	71

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	39.4%	39.4%	28	77
B	33.8%	73.2%	24	64
C	8.5%	81.7%	6	52
D	1.4%	83.1%	1	46
No award	16.9%	100.0%	12	–

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, therefore, SQA 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 Head of Service 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.