



External Assessment Report 2012

Subject(s)	Hospitality: Professional Cookery
Level(s)	Intermediate 2 and Higher

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

Overall the external assessment from the candidates was of a consistently high standard and therefore the centres involved should be commended for their efforts. The practical and written elements demonstrated both excellent technological skills and abilities, and this was also evident relating to the knowledge and understanding. Evidence shows that centres are more familiar with the expectations of the question papers at both Intermediate 2 and Higher levels, and candidates' responses are demonstrating improved performances.

It is evident that many candidates do very well in the practical performances at both levels. As a key indicator for 2013, it is recommended for all centres to continue to allocate time throughout the year for the dissemination of examination techniques. The integral approach has proved beneficial to develop the student's confidence and abilities to be fully prepared for the final theory external assessments. The option is available to contact SQA to plan a development session for the delivery team.

Areas in which candidates performed well

Hospitality: Professional Cookery Intermediate 2

The majority of candidates' performed well in the practical activity. The responses for the culinary terms, cookery processes and health & safety questions were thorough.

Hospitality: Professional Cookery Higher

The candidates' responses to storage, quality of commodities, food hygiene and menu planning were thorough.

Areas which candidates found demanding

Hospitality: Professional Cookery Intermediate 2

A high percentage of candidates found Question 7 challenging in terms of explaining types of heat transference.

Hospitality: Professional Cookery Higher

General feedback is that many of the candidates find it demanding to be descriptive in their responses and subsequently omit detail. This was evident in question 2 (c), where the candidate was required to describe, in a detailed recipe style, the preparation and cooking of dishes from the menu.

Advice to centres for preparation of future candidates

The work carried out by centres is excellent. However, please remember it is good practice to continue to invest time with the candidates throughout the academic year to develop and practice examination techniques. For Intermediate 2 and Higher, continue to raise and apply the importance of core/soft skills to gain additional marks in the exam — and most importantly for employment and or progression to a higher level of study.

Specifically for Higher, continue to involve the candidates with research methodology as this will continue the learning process in terms of menu creativity and achieving the appropriate level of skill.

Continue to reflect to the excellent work that is being carried out, and to network with colleagues, other colleges and to continually update skills and knowledge via academic/scholarship activity/industrial placements.

Statistical information: update on Courses

Intermediate 2

Number of resulted entries in 2011	92
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Number of resulted entries in 2012	82
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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	37.8%	37.8%	31	77
B	37.8%	75.6%	31	66
C	17.1%	92.7%	14	55
D	4.9%	97.6%	4	49
No award	2.4%	100.0%	2	-

Statistical information: update on Courses

Higher

Number of resulted entries in 2011	77
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Number of resulted entries in 2012	84
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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	19.0%	19.0%	16	70
B	21.4%	40.5%	18	60
C	19.0%	59.5%	16	50
D	0.0%	59.5%	0	45
No award	40.5%	100.0%	34	-

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.