



Course Report 2016

Subject	Hospitality: Practical Cake Craft
Level	National 5

The statistics used in this report have been compiled before the completion of any Post Results Services.

This report provides information on the performance of candidates which it is hoped will be useful to teachers, lecturers and assessors in their preparation of candidates for future assessment. 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 assessment documents and marking instructions.

Section 1: Comments on the assessment

Practical Activity

The Practical Activity is conducted in three stages: designing, implementing, and evaluating. The intention is to extend and apply skills developed in the course units in the context of baking and finishing a cake to a given design brief. This performed as expected — candidates' work was of a very good standard, and assessment judgements were in line with the National Standard.

Centres made good use of the Marking Instructions, and feedback indicated this was received positively by centres, with marks fair and accessible for candidates. However, some visiting verification reports indicated that marking was lenient in the cake finishing techniques section.

Candidates' interpretation of the assessment criteria indicated a good understanding of the practical assignment requirements. Designs were constructed with flair and imagination, demonstrating personalisation and choice.

Candidates performed well, and the cakes presented for verification were of a high standard.

Candidate pro formas were completed to a very good standard; most were typed and neatly presented with clear photographic evidence of the completed cakes.

Section 2: Comments on candidate performance

Areas in which candidates performed well

Practical Activity

Overall, candidates performed well this year. Most candidates completed the task within the given timescale to the desired standard.

Designs briefs and detailed illustrations were carried out to a high standard in many instances. Where colour was included in the illustrations, it gave an indication of what the finished cake would look like in terms of colour, balance and design.

Work plans were completed in a logical order by most candidates, and this helped keep them on track during assessment.

Cake baking was carried out to a good standard with sound centre judgements made. Photographic evidence included in candidates' pro formas supported centre decisions.

Cake finishing techniques were executed to a good standard in most instances, in line with general marking principles and specific marking instructions. Candidates should be

encouraged to attempt all five techniques. Some only attempted three, so marks were not accessed in this section.

Areas which candidates found demanding

Practical Activity

A small number of candidates found the following finishing application techniques demanding:

- ◆ **Smoothing:** When sugar paste is used for the final coating, it must be softened and made pliable before rolling to help prevent finger marks, air bubbles, creasing or cracks on the finished coating.
- ◆ **Piping:** Piping must be two different techniques to gain the 9 marks available. Type/size of piping nozzle and technique design used, ie shells, scroll, stars, should be included in the plan and resources.
- ◆ **Modelling:** This technique must be executed to a high standard to attain full marks. Models should be in proportion and detailed as specified, to include facial features, ie hair, hands, feet where appropriate.
- ◆ **Crimping:** Crimping should be the use of crimping skills and not mistaken for embossing. Correct tool must be selected and used correctly.
- ◆ **Embossing:** Embossing should be the use of embossing skills. Correct tool must be selected and used correctly.

Evaluation comments were minimal; candidates are using statements and should be encouraged to use evaluative comments in all sections, not just one minimum requirement to achieve maximum marks.

Section 3: Advice for the preparation of future candidates

Practical Activity

It was clear that overall candidate performance in the assignment had improved this year. This reflects the support and preparation given by centres in facilitating opportunities for candidates to undertake more practice sessions and research, and allowing them the potential to achieve a good mark.

For future assessment, where SQA-devised assessment documents are being used for unit and course assessment, centres should ensure they use the most up-to-date versions. Candidates should be aware of the skills and knowledge that are being assessed.

Candidates should be encouraged to use evaluative comments in all sections of the assessment task and not just one minimum requirement to achieve maximum marks.

Grade Boundary and Statistical information

Statistical information: update on Courses

Number of resulted entries in 2015	1609
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Number of resulted entries in 2016	1785
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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 -				
A	30.6%	30.6%	546	82
B	31.7%	62.2%	565	71
C	24.9%	87.1%	444	60
D	7.2%	94.3%	128	54
No award	5.7%	-	102	-

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.