

Principal Assessor Report 2004

Assessment Panel:

Hospitality

Qualification area

**Subject(s) and Level(s)
Included in this report**

Creative Cake Production — Intermediate 2

Statistical information: update

Number of entries in 2003	N/A
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Number of entries in 2004	151
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General comments re entry numbers

There has been a good uptake in the first year of this course, and also in the number of candidates undertaking the project in its first year. However, a few candidates who entered did not complete the final project. It is likely there will be additional growth in this area for next year.

Statistical Information: Performance of candidates

Distribution of awards

Grade	%
A	78.8%
B	13.3%
C	1.3%
D	0.6%
No award	6.0%

Comments on any significant changes in percentages or distribution of awards

First year of this course.

Grade boundaries for each subject area included in the report

Distribution of awards	%	Cum %	Number of candidates	Lowest mark
A	78.8	78.8	119	140
B	13.3	92.1	20	120
C	1.3	93.4	2	100
D	0.6	94.0	1	
No award	6.0	100.0	9	

Comments on grade boundaries for each subject area

Grade boundaries for Creative Cake Production Intermediate 2 were raised to set an appropriate national standard.

Comments on candidate performance

General comments

There was a high standard of candidate performance in this first year of a new and very challenging course with all candidates working extremely well to achieve high standards. The practical activity ie (*baking and decorating cakes*) demonstrated a very good skill level in most instances and attracted high marks, while the written elements of the project proforma seemed to be more difficult for some candidates to complete

Good practice was evident in all centres and assessment conditions were fair for all candidates. Some staff felt that the wording of the project proforma could have been expressed in simpler terms and there were some instances of repetition. Some centres encouraged the use of IT in the completion of the project proforma, this resulted in assignments being well presented; this also encouraged candidates with poorer writing skills to submit a better presented assignment.

Staff involved in the delivery of this course should be commended for the enthusiasm and support they provided for their candidates. The project required significant time spent in becoming familiar with new procedures as well as further development in their own skills through staff development in this wide subject area. It is hoped that this course will continue to attract future candidates and that staff members continue to encourage, motivate and provide essential knowledge for candidates and achieve continued success.

Areas of external assessment in which candidates performed well

All candidates attempted the practical activity part of the assignment (*baking and decorating cakes*) with great enthusiasm, motivation and creativity; high marks were gained in this section.

This was perhaps due to practise and experience gained in the Cake Production and Cake Decoration units prior to undertaking the project. Some candidates may have had prior knowledge and skill.

Areas of external assessment in which candidates had difficulty

Some candidates had difficulty with the written part of the project, particularly with the evaluation part of the project. While poor grammar and writing skills were evident in some instances other issues include misinterpretation of wording, some headings seemed to be repetitive and candidates did not express themselves as well as they could have. Some candidates found difficulty in balancing the detail of the answer to the value of the marks and in doing this they sometimes gave too brief an answer and did not achieve all the marks they could have.

Recommendations

Feedback to centres

This assignment was well planned and delivered by all centres and assessment conditions were fair for all candidates with National Standards being adhered to. Candidate performance was very good. There were mixed responses by staff members concerning the interpretation and wording of the project pro forma and its requirements. Some candidates attempted this with much enthusiasm and motivation while others found it more challenging if not difficult to provide the detail of information required. Practical assignments did not need to be word processed but some centres encouraged the use of this method, and those who did, completed well presented assignments.

A great deal of time and effort was spent by staff members and thanks is given to them for the continuous guidance and support they gave to the candidates while leading them through this challenging first year of Creative Cake Production. However, timing and delivery of this course may need to be reviewed by some centres to allow sufficient time for completion prior to study time and school leaving dates. It may be more appropriate to offer the stand alone units within the cake production course at an earlier stage and the project in the following term. These decisions must be decided by individual schools taking account of their own systems. FE college were not affected as start and end dates seemed to be more flexible.

In order to achieve continued success with this course, centres should ensure that candidates are well prepared in exam techniques in order to express themselves fully when asked for detail in the project pro forma. Emphasis should be placed on the importance of networking with colleagues, FE colleges, other specialist groups and the continual updating of knowledge and skills through research and development as being essential to the delivery of this course.