



National Course Assessment

Creative Cake Production

Intermediate 2

X06E 11

Practical Assignment

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1. Practical Assignment Course overview

The Practical Assignment is a practical activity in which the candidates choose a brief from three given options. From this the candidate has to plan, develop and evaluate a product that suits the chosen brief. The Practical Assignment integrates the knowledge, understanding and skills gained in the individual Course Units. The Practical Assignment should be introduced at an appropriate stage in the Course to allow candidates to develop and integrate their course experiences with a view towards their final assessment.

Assessment will be based on the outcome of the Practical Assignment. An overall grade (A, B and C) will be determined by assessment of each candidate's performance in producing and evaluating the product. This assessment will be subject to visiting assessment, at the end of the Practical Assignment i.e. once all three stages are complete. To gain the Course award, the candidate must pass all three Unit assessments, as well as the Practical Assignment.

NB. The centre must ensure that all cakes entered for the Practical Assignment can be viewed by the visiting assessor.

Candidates must undertake one of the approved Practical Assignment briefs. The Practical Assignment has been devised to enable candidates to achieve any grade across the range. The final grade will be based on the practical performance of each candidate.

The Practical Assignment is primarily concerned with practical activity in the creation of a cake that suits the project brief scenario, however, the Practical Assignment also includes basic skills relating to the planning and evaluating of the activity as well as its development.

Candidates are expected to demonstrate attainment relating to:

- ◆ planning a design suitable for the selected occasion
- ◆ selecting materials suitable to achieve the design
- ◆ preparing a base suitable to achieve the design
- ◆ applying base coatings that are appropriate
- ◆ applying finishings specified in their design
- ◆ evaluating the finished product

Candidate evidence is required as follows:

- ◆ Practical Assignment design plan
- ◆ developing stage work plan
- ◆ product portfolio
- ◆ teacher/lecturer observation checklists
- ◆ evaluation

Further information on the principles of assessment is provided in the relevant *Guide to Assessment and Quality Assurance* published in November 2009.

Copies of Units are available from the Scottish Qualifications Authority Customer Contact Centre, telephone 0845 279 1000; fax 0845 213 5000; email: customer@sqa.org.uk.

Note:

Please note that this specification should always be used in conjunction with the Creative Cake Production Arrangements document. The Arrangements document lays down the overall requirements for this course.

2. Recommended entry

The Practical Assignment is a holistic, integrative activity based on the Units in the National Course. For candidates who are undertaking the National Course, it is strongly recommended that the individual Course Units be completed before the candidate embarks on the external assessment.

However, there may be candidates who, for whatever reason, choose to undertake the external assessment on a stand-alone basis. Any such candidates who have not completed or embarked upon the Units of the National Course *prior* to undertaking the external assessment should have demonstrated attainment in, or attained, the following qualifications:

- ◆ Standard Grade Home Economics at General level
- ◆ a course of Units in Hospitality at Intermediate 1 — Practical Cookery
- ◆ a course of Units in Hospitality at Intermediate 2 — Practical Cookery, or Professional Cookery
- ◆ equivalent relevant experience

Candidates who achieve the external assessment will not be certificated for the Course until they have successfully completed the component Units.

3. Subject/occupationally related knowledge and skills

The Practical Assignment allows candidates to develop and apply skills in basic cake production principles, including the following skills:

- ◆ selecting
- ◆ weighing
- ◆ measuring
- ◆ depositing
- ◆ spreading
- ◆ creaming
- ◆ whisking
- ◆ incorporating

The basic principles of cake decorating including the following skills:

- ◆ rolling
- ◆ coating
- ◆ smoothing
- ◆ trimming
- ◆ crimping
- ◆ embossing
- ◆ use of commercially available aids/cutters
- ◆ piping
- ◆ modelling (optional)

Candidates will also develop skills in:

- ◆ interpreting recipe quantities and production methods
- ◆ using specialist equipment and utensils
- ◆ using safe and hygienic working practices
- ◆ planning work, requisitioning materials and equipment
- ◆ completing tasks to a given time

4. Practical Assignment briefs

The assignment briefs from which candidates may choose are:

Brief 1

Produce a novelty cake suitable for a retirement function.

Brief 2

Produce a celebration cake suitable for an anniversary.

Brief 3

Produce a celebration cake for a religious festival.

Materials and resources

Candidates are expected to select from the following materials and resources as appropriate:

Information sources:

- ◆ Recipe books, magazines
- ◆ Internet sites
- ◆ Course notes
- ◆ Shops
- ◆ Videos, CDs
- ◆ Family, friends, parents etc
- ◆ Cake decorating experts

Equipment to be used as required:

- ◆ Scales and weights or electronic scales
- ◆ Mixing bowl
- ◆ Cake sandwich/cake tin (15cm/ 6 inch minimum)
- ◆ Swiss-roll tray (25cm/20cm or 10inch x 8inch minimum)
- ◆ Spatula
- ◆ Whisk
- ◆ Wire cooling tray
- ◆ Electric mixer with bowl and flat beater attachment may be used
- ◆ Palette knife
- ◆ Rolling pin
- ◆ Smoothing tool
- ◆ Brush — apply liquids for adhesion
- ◆ Revolving cutter/pastry wheel
- ◆ Scraper
- ◆ Piping-bag and plain or shell piping nozzle
- ◆ Commercially available crimping tool
- ◆ Commercially available embossing tool
- ◆ Ready made cut-out shapes, and other edible cake decorating items

5. Outcome coverage

The component Units for the Course are:

Unit title	Credit value	Unit number
Cake Production	1	D9GM 11
Cake Decorating	1	D9GL 11
Creative Cake Production: Organisation of Practical Skills	1	D9GN 11

For the Practical Assignment all the Outcomes are covered and these are:

Unit: Cake Production

1. Demonstrate knowledge and understanding of the basic principles of cake making.
2. Select and use appropriate materials and techniques to prepare a specified product.
3. Produce the product to a commercially acceptable standard.
4. Use safe and hygienic working practices.

Unit: Cake Decorating

1. Demonstrate knowledge and understanding to the basic principles of cake decorating.
2. Select, prepare and apply fillings and coatings to cake bases.
3. Apply finishing decoration techniques to cakes.
4. Use safe and hygienic working practices.

Unit: Creative Cake Production: Organisation of Practical Skills

1. Prepare for tasks that require a minimum of twelve component parts and at least eighteen processes in their production.
2. Prepare a plan of work for the tasks chosen.
3. Carry out the tasks to achieve the desired Outcome.
4. Use safe working practices.

6. Candidate Evidence Requirements and allocation of marks

General information

The three stages of the Course project for Creative Cake Production are:

- ◆ planning
- ◆ developing
- ◆ evaluating

Planning

Candidates must complete a plan for their Practical Assignment which should cover the following points:

- ◆ rationale for selecting a particular brief
- ◆ information gathering and research
- ◆ detailed design illustration
- ◆ estimated timescales, tasks and specialist equipment required to carry out the project

The evaluation report proforma is available as a separate document.

Centres should ensure that candidates either already have or are taught the necessary skills to devise their own plan before they start the Practical Assignment.

The plan should be produced in a supervised environment, although candidates may carry out preparation beforehand. Candidates may communicate with each other when producing their plans and simulations but each activity must be tailored to the candidate's own Practical Assignment and the responses should relate to the work to be carried out by the individual candidate.

The work produced should always be the candidate's own. However, teachers/lecturers are expected to provide candidates with advice, guidance and constructive criticism as necessary when they are making their planning choices. It is important to note that, as these choices underpin the rest of the Practical Assignment, centres should ensure that no candidate proceeds to the developing stage until the candidate has created a design plan that is potentially workable and will produce a product which is to a commercially acceptable standard. The level of support that candidates need to create a design plan will of course vary from candidate to candidate. Centres should take into account the level of support needed for each candidate when marking. This should not inhibit centres from providing constructive comment nor the candidate from acting on their own initiative and taking on board the advice. In some cases, however, if the level of support and intervention needed is more than that which would normally be seen as reasonable, the authenticity of the candidate's work may be called into question.

If the level of input needed from the teacher/lecturer is above normal (for example, the quality of the plan is such that it would mean that the Practical Assignment would be unworkable if the plan was not revised) then candidates cannot score more than a percentage of the marks allowed for the planning and simulation stage. Specific information is given on this in the section on marking and grading.

Developing

Candidates must provide evidence that:

- ◆ testifies to the quality of the hands-on practical activity

The developing stage includes preparation; cake production; cake decorating: fillings and coatings; cake decorating: finishing decoration; overall presentation; and professional practice.

All of the evidence should be produced in a supervised environment. Candidates may communicate with each other but should produce work which can be clearly attributed to the candidate as being his or her own.

Evaluating

Candidates must produce an extended evaluation report which includes:

- ◆ the knowledge and skills which have been gained and/or developed
- ◆ an assessment of the strengths, weaknesses and quality of the end product
- ◆ an assessment of the effectiveness of the assignment
- ◆ an evaluation of photographic evidence

The evaluation report proforma is available as a separate document.

Candidates at Intermediate 2 should be allowed up to one hour 30 minutes to complete their evaluation. Candidates may carry out preparation beforehand.

Candidates should be allowed to take one side of an A4 page of notes (maximum 200 words or equivalent) which they have prepared, into the room with them. They should not be allowed to take a draft of the evaluation report into the room with them. The centre has the responsibility for ensuring that the notes brought in are the candidate's own work.

For this activity the accommodation should be arranged to reflect centre-invigilated conditions and candidates should not be allowed to communicate with each other in any way.

7. Allocation of marks and assessment arrangements — general information

The assessment evidence for this Practical Assignment is internally assessed and subject to visiting assessment by SQA.

The total mark for the Practical Assignment is 200, (this large mark allocation makes it easier to discriminate effectively between performances of candidates across the various parts of the assessment). These marks will be allocated to assessment evidence from the three Practical Assignment stages as follows in Table A.

Table A

Practical Assignment Stage	Assessment Evidence	Mark Allocation
Planning	Design plan	40
Developing	The assembled product and associated written material	120
Evaluation	Completed evaluation form	40

These marks are broken down as follows:

Planning	Assessment Evidence	Mark Allocation
Evidence:	Design plan (see Appendix, Part 1 Candidate Project Proforma)	40 marks
Conditions of assessment	Supervised	
Who assesses it?	Centre and SQA	

Developing	Assessment Evidence	Mark Allocation
Evidence:	Preparation and cake production. Product portfolio (see Appendix — Part 2 of Candidate Project Proforma) Teacher/lecturer checklist (see Appendix — Teacher/lecturer guidance and checklists)	120 marks
Conditions of assessment	Supervised	
Who assesses it?	Centre and Subject visiting assessment type 1	

Table A continued

Evaluation	
Evidence:	Evaluation report (see Appendix — Part 3 Candidate Project Proforma) 40 marks
Conditions of assessment	Supervised
Who assesses it?	Centre and SQA

Visiting Assessment Type 1

This practical assignment is subject to visiting assessment type 1. The visiting assessment is triggered at the completion of the project and so the provision of accurate completion dates is important. This means that the visiting assessment will take place when all the stages of the project including the evaluation have taken place

Centres should refer to *Project-based National Courses: procedural guide for centres* for full procedural details of type 1 visiting assessment.

8. Grade descriptions — detailed information

To complete the internal marking process, assessors are expected to:

- ◆ be familiar with, and apply the broad criteria outlined in *Table A*
- ◆ for each assessable Element, select a grade appropriate to the candidate's performance using the grade criteria given in *Table C*, which is on the next page
- ◆ use observation and judgement to decide on a particular mark for the candidate within the mark range given for that grade criteria
- ◆ maintain a brief record of why a certain mark was given (for internal Verification purposes)
- ◆ follow the internal Verification processes within their centre (see the section on internal Verification below)
- ◆ aggregate the internally verified marks for each candidate. That gives a total mark out of 200
- ◆ divide that total mark by two to give a percentage
- ◆ convert the overall % mark for each candidate into a grade and band using *Table B* below

Table B

% Mark range	Grade	Band
85 — 100	A (upper)	1
70 — 84	A (lower)	2
65 — 69	B (upper)	3
60 — 64	B (lower)	4
55 — 59	C (upper)	5
50 — 54	C (lower)	6
45 — 49	D	7
40 — 44	No Award	8
Less than 40	No Award	9

- ◆ Check the grade given to candidates against the grade descriptions tabled on the next page. This is to ensure that candidates have effectively integrated each stage of the Practical Assignment and that the overall grade is a fair reflection of the candidate's work. The grade descriptions are a touchstone against which grades can be checked.

Grade Descriptions for a Course Project at Intermediate 2

Table C

A	B	C
Content and scope appropriate for Intermediate 2		
Looking at the evidence as a whole:	Looking at the evidence as a whole:	Looking at the evidence as a whole:
<p>A Practical Assignment at Grade A:</p> <ul style="list-style-type: none"> ◆ produces high quality, clearly inter-related, documented and process or product-related evidence for the three essential phases of planning, developing and evaluating ◆ is an exercise to which candidates have brought an accurate and enthusiastic interpretation of the Practical Assignment brief ◆ is tightly structured, relevant to the content of the Units and displays a high level of subject/occupational expertise ◆ applies integrated and consolidated knowledge, understanding and skills effectively and consistently from the Course Units to situations and/or design specifications with varying degrees of complexity 	<p>A Practical Assignment at Grade B:</p> <ul style="list-style-type: none"> ◆ produces good quality, inter-related, documented and process or product-related evidence for the three essential phases of planning, developing and evaluating ◆ is an exercise to which candidates have brought an accurate and fairly innovative and enthusiastic interpretation of the Practical Assignment brief ◆ is well structured, relevant to the content of the Units and displays a good level of subject/occupational expertise ◆ applies integrated and consolidated knowledge, understanding and skills fairly effectively and consistently from the Course Units to situations and/or design specifications with varying degrees of complexity 	<p>A Practical Assignment at Grade C:</p> <ul style="list-style-type: none"> ◆ produces adequate, fairly well inter-related, documented and process or product-related evidence, for the three essential phases of planning, developing and evaluating ◆ an exercise to which candidates have brought an acceptable interpretation of the Practical Assignment brief ◆ is reasonably well structured, relevant to the content of the Units and displays an adequate level of subject/occupational expertise ◆ applies integrated and consolidated knowledge, understanding and skills from the Course Units with some lack of continuity and consistency

9. Re-assessment of Outcomes in individual Course Units

It may be permissible for activities undertaken or products produced in the Practical Assignment to be used as re-assessment evidence of completion of Outcomes within individual Course Units.

For this to be the case, the following conditions must be met:

- ◆ the individual Course Unit Outcome must first have been attempted as part of that Unit
- ◆ the Practical Assignment specification must clearly identify the Units and the Outcomes to which this is applicable
- ◆ the activity or product used from the Practical Assignment must meet the Performance Criteria as specified in the individual Unit specification

10. Internal Verification — within the centre

The internal verifier oversees:

- ◆ The internal Verification process to ensure consistency of judgement or *reliability of assessment*. This process will vary according to the nature of the evidence and the number of assessors and sites. It is likely to involve agreement trials and/or Marker standardisation. The internal moderator should be a specialist in the subject. (It may be helpful in the first few years of these Project-Based National Courses to do a cross-subject Verification of samples of like parts such as the plans of action and evaluation reports. Such additional cross-subject internal Verification is however not mandatory.
- ◆ A consideration of whether, in some cases, candidates with similar overall marks/bands have been fairly treated. For example, some candidates may have produced more fully integrated projects than others. This may lead to a reconsideration of marking of the individual components for some candidates.

(See *Guide to Assessment and Quality Assurance*, SQA November 2009 for further information relating to internal Verification. A guide to good practice for internal Verification is also available).

11. Ensuring evidence is authentic

All activities and documentation should be undertaken and completed under supervised or invigilated conditions. At all times conditions should be controlled to ensure reliability and credibility.

12. Core Skills

It is possible that successful attainment of this Course would lead to the automatic certification of particular Core Skills or Core Skills components. A final statement will be provided at a later date by the Scottish Qualifications Authority once full validation procedures are complete.

It should be noted that this project, in common with other Project-based Courses, follows the planning/developing/evaluation sequence. As a result of this it is highly likely that successful completion of the project will lead to automatic certification of the Problem Solving Core Skill at Access 3. The final Core Skills statement, as above, will confirm this.



Appendix 1

Creative Cake Production, Intermediate 2

Practical Assignment

Teacher/lecturer guidance

Guidance on mark allocations for the Design Plan

Design Plan

Rationale for selecting chosen brief — 2 marks

One mark allocated for two relevant points.

Candidates should include the following factors in their rationale:

- ◆ Who has requested the cake be made e.g. family member, teacher/headmaster/friend
- ◆ Who is the cake for/target group e.g. family and friends, teacher, janitor
- ◆ What event/occasion will the cake be used at eg Easter party, Christening, Retirement
- ◆ Purpose the cake will be used for eg table centrepiece, surprise presentation, birthday

Identify Information sources — 6 marks

List of possible information sources — one mark allocated for each possible source of information to a total of 6.

- ◆ Family member, friend
- ◆ Teacher
- ◆ Recipe folder
- ◆ Cake decoration books/magazines
- ◆ Specialist shops
- ◆ Specialist videos/CD Rom
- ◆ Internet

Information gathered — 10 marks

One mark per point. To gain the mark the information source must be identified with sufficient notes relating to the information gathered.

Design Illustration — 12 marks

The illustration may be drawn to scale and should show both top and side elevations, including points of detail relating to the decoration.

The illustration should be labelled to cover:

- ◆ Cake type
- ◆ Cake size/shape
- ◆ Cake coatings
- ◆ Colours
- ◆ Cake board size/shape/decoration
- ◆ Details of individual decorations
- ◆ Bought decorations to be used

Estimated length of time and tasks for the project* — 5 marks

Project tasks should be identified along with an estimated timescale for completion.

The project start would be once the investigation is completed.

The time spent on investigation should be stated.

The end of the project would be the completion of the Evaluation.

To gain marks candidates must complete timescale –

Exceptional – 5

Excellent – 4

Satisfactory – 3

Fair – 1-2

Unsatisfactory – 0

Identify Specialist ingredients and equipment required to carry out the project* — 5 marks

For each project task identified, the specialist ingredients and equipment needed should be identified.

To gain marks candidates must complete specialist ingredients and equipment required –

Exceptional –	5
Excellent –	4
Satisfactory –	3
Fair –	1-2
Unsatisfactory –	0

* These sections are designed to help candidates prepare for each lesson and make sure all parts of the project are completed in adequate time.

Guidance on mark breakdown for the developing stage

Preparation	(12 marks available)
Preparation of equipment —	2 marks
◆ all items of equipment have been collected	
All items —	2 marks
More than half the items —	1 mark
Less than half —	0 marks
Tin preparation —	4 marks
◆ base of tin prepared	
◆ sides of tin prepared	
◆ accurately greased	
◆ outside of tin protected	
Selection of ingredients —	2 marks
◆ all ingredients have been collected	
◆ the items are checked for quality	
Weighing and Measuring —	4 marks
◆ all items are the correct weight or measure —	4 marks
◆ majority of items the correct weight or measure —	3 marks
◆ half the items the correct weight or measure —	2 marks
◆ less than half of the items the correct weight — or measure	1 mark
Cake Production	(18 marks available)
Mixing —	4 marks
◆ correct equipment used	
◆ equipment prepared	
◆ mixing method used is appropriate	
◆ correct sequence of incorporating ingredients	
Consistency —	3 marks
◆ consistency correct to recipe	
◆ smooth/no lumps	
◆ correct colour	
Depositing —	2 marks
◆ correct equipment is used	
◆ mixture is smoothed/levelled/or dipped in centre for fruit cake	
Baking process —	6 marks
◆ shelf position checked	
◆ oven preheated	
◆ oven temperature correct prior to baking	
◆ cake placed in correct position in oven	
◆ cake monitored during cooking	
◆ cake tested for readiness	
Cooling —	3 marks
◆ cake turned out onto cooling tray	
◆ appropriate time given for cooling/resting	
◆ cake stored appropriately while cooling	

Cake Decorating: fillings and coatings

(30 marks available)

(5 marks for each process — maximum six processes to be marked)

Trimming /Filling — cake

- ◆ correct equipment/utensils used
- ◆ cake is trimmed in accordance with design
- ◆ smooth finish achieved
- ◆ wastage kept to a minimum
- ◆ cake base flush when placed on board

Spreading

- ◆ correct equipment/utensils used
- ◆ correct consistency of spread being used
- ◆ appropriate coverage of product being spread is achieved
- ◆ consistent layer achieved
- ◆ appropriate thickness of layer is achieved

Rolling

- ◆ correct equipment/utensils used
- ◆ product being rolled was prepared correctly
- ◆ shape after rolling is appropriate
- ◆ size of product is appropriate
- ◆ thickness of product is appropriate

Coating

- ◆ correct equipment/utensils used
- ◆ product was prepared correctly
- ◆ correct adhesive applied to cake base before coating
- ◆ coating is applied appropriately
- ◆ coating provides appropriate coverage of cake base

Smoothing of sugarpaste only

- ◆ correct equipment/utensils used
- ◆ product is prepared appropriately
- ◆ smooth finish is achieved — Top — 1 mark
Sides — 1 mark
- ◆ Excellent finish overall — 1 additional mark

Trimming — coating

- ◆ correct equipment/utensils used
- ◆ coating is trimmed at base
- ◆ correct method of trimming used
- ◆ smooth edge achieved
- ◆ wastage kept to a minimum

It is acceptable for a candidate to carry out one of the processes listed above more than once, for example — in making a celebration cake any six of the following seven processes could be used to accumulate marks:

1. cake **spread** with appropriate adhesive
2. **coated** with marzipan
3. marzipan is **trimmed**
4. marzipan **spread** with appropriate adhesive
5. **coated** with sugarpaste
6. sugarpaste is **smoothed**
7. sugarpaste is **trimmed**

Cake Decorating: finishing decoration

(8 marks for each process — maximum four techniques to be marked. The same technique may be repeated only once as long the technique creates a different effect)

Embossing

- ◆ correct utensil/tool is selected — 1 mark
- ◆ tool is used correctly — 1 mark
- ◆ positioning of the tool is in accordance with the design — 1 mark

Further marks can be gained for the following:

Colouring/Dusting

- ◆ equipment (brush) is correctly selected — 1 mark
- ◆ consistency of colour is correct — 1 mark
- ◆ application of colour is correct — 2 marks

Repeat design — marks should be allocated where a candidate has used a tool to create a design around the side of the cake or on the top forming a repeat pattern

- ◆ accurate spacing — 1 mark
- ◆ line — 1 mark
- ◆ sequencing of pattern — 1 mark
- ◆ excellent finish overall — 2 additional marks

Crimping

- ◆ correct utensil/tool is selected — 1 mark
- ◆ application of tool is correct — 1 mark
- ◆ positioning of the tool is in accordance with the design — 1 mark
- ◆ crimped prior to icing hardening — 1 mark
- ◆ crimped areas are evenly spaced or in accordance with design — 1 mark
- ◆ line is correct — 1 mark
- ◆ excellent finish overall — 2 additional marks

Use of commercial aid/cutter

- ◆ correct utensil/tool is selected — 1 mark
- ◆ product to be cut is prepared for cutting — 1 mark
- ◆ aid or cutter used appropriately — 1 mark
- ◆ adhesive used to attached cut item is appropriate — 1 mark
- ◆ items placed without damaging other parts of the cake — 1 mark
- ◆ items placed in accordance with the design — 1 mark
- ◆ excellent finish overall — 2 additional marks

Piping

- ◆ correct equipment is selected (correct nozzle size/type) — 1 mark
- ◆ piping icing correct consistency — 1 mark
- ◆ piping bag filled — 1 mark
- ◆ piping carried out effectively — 2 marks
- ◆ piping applied in accordance with design — 1 mark
- ◆ excellent finish overall — 2 additional marks

Modelling

- ◆ correct equipment selected — 1 mark
- ◆ medium coloured appropriately — 1 mark
- ◆ model correctly proportioned — 1 mark
- ◆ well shaped — 1 mark
- ◆ suitable adhesive used — 1 mark
- ◆ appropriate finishing techniques — piping, facial features etc. — 1 mark
- ◆ excellent finish overall — 2 additional marks

Overall presentation —**(20 marks available)**

A mark out of 20 should be awarded to the overall presentation of the finished cake. This should take into consideration the resemblance to the original design.

Satisfactorily completed	10 — 12 marks possible
Well finished	13 — 15 marks possible
Excellent finish	16 — 18 marks possible
Exceptional finish	19 — 20 marks possible

Professional Practice**(8 marks available)**

Safety —

3 marks

All three stages of the developing stage:

- ◆ Preparation
- ◆ Production
- ◆ Decoration

are carried out in accordance with safe working practices.

Hygiene —

5 marks

Correct hygiene practices are followed throughout the making and decorating of the cake, including times when the cake and decorations have to be stored.

Guidance on mark allocations for the evaluation stage

Identify the skills and knowledge you have gained/developed —

9 marks

One mark should be awarded for each example of where a skill or knowledge has been gained/developed — in relation to the practical task.

Assess your strengths and weaknesses and quality of your end product—

15 marks

One mark should be awarded for each reasoned comment relating to personal strengths and weaknesses, relating to the whole project and the candidates opinion of the quality of their finished product.

For example possible comments could be:

Strengths:

- ◆ Detailed research which makes sure that the end product is suitable to the occasion
- ◆ Patience when practicing a technique before applying it to the finished product

Weaknesses:

- ◆ Taking longer than necessary to write out the project plan, giving too much information so wasting time which could have been spent more effectively.
- ◆ Keeping workspace tidy, in the long run this wasted time as I had to stop and wash equipment I needed which I had used earlier.

Quality of practical activity:

- ◆ Royal icing not as smooth as I would have liked, I could have applied another coat as it was thin in some places.
- ◆ Piping of letters was very professional.

Assess the effectiveness of the assignment using the following headings —

7 marks

One mark should be allocated for each valid point of information given.

For example possible comments could be:

If you were to undertake this project again, what changes would you make and why?

- ◆ I would use sugar paste icing instead of royal icing the next time because I think I could get a better finish and it does not go as hard when dry.

If you were to make no changes to this project explain why not.

- ◆ My choice of colours for both the cake and the board were very effective and showed the decorations on the cake to the best advantage.

Evaluation of photographic evidence —

9 marks

Evaluative comments should be given for each of the 3 staged photographs.

— 3 marks for each.

For example possible comments could be:

Photo of prepared and trimmed cake base:

- ◆ the cake was not overcooked so did not require trimming of the edges.

Photo of base coating:

- ◆ coating polished to remove cracks so I had a smooth base to work on

Photo of finishing decoration:

- ◆ the cake is obviously for a Silver Wedding because of the piped 25 on top of it.