



## Course report 2019

Subject	Hospitality: Practical Cake Craft
Level	National 5

This report provides information on candidates' performance. Teachers, lecturers and assessors may find it useful when preparing candidates for future assessment. The report 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.

The statistics used in this report have been compiled before the completion of any post-results services.

## **Section 1: comments on the assessment**

### **Question paper**

The question paper largely performed as expected. Feedback from the marking team suggested that the question paper was fair in terms of course coverage and appropriately demanding. Some questions were accessible to all candidates while others were more challenging. Most candidates attempted all three questions, and completed the paper in the allocated time, which is encouraging.

Question 1(d) proved to be slightly more demanding than intended. This was taken into account when setting grade boundaries.

### **Assignment**

There was a general improvement from last year. Candidates produced more detailed design illustrations and plans of work. Most candidates attempted to complete the evaluating stage.

### **Practical activity**

The practical activity was at the same level of demand as previous years, and therefore met with expectations. Centres provided the opportunity for personalisation and choice for every candidate, which resulted in a wide variety of special occasion cakes, many of which were executed to a very high standard.

## **Section 2: comments on candidate performance**

### **Areas that candidates performed well in**

#### **Question paper**

Question 1(a): Most candidates could state two rules to ensure accurate results.

Question 1(b): Most candidates could describe two tests to indicate the creaming process was completed successfully, although some candidates described the creaming process instead.

Question 1(c)(i): Most candidates could identify a method of aerating. The most common response was whisking. Very few candidates identified chemical aerators.

Question 2(a): Most candidates could explain one step to ensure good results when coating a madeira cake with sugarpaste. Few candidates were able to give three explanations. Some candidates mentioned stages that did not relate to the coating of the cake.

Question 2(b): Most candidates could describe two rules to follow to achieve good results when crimping.

#### **Assignment**

##### **Section 1(a) design illustration**

Most candidates performed well in this section. The majority of candidates submitted their design illustrations on a separate A3 sheet of paper. This is good practice as it allowed the candidates space to provide a detailed drawing. Most candidates included details of the colours they would be using. Good practice was demonstrated when the design illustration was coloured in using their chosen colour scheme.

##### **Section 1(b) resources**

Most candidates were able to choose an appropriate recipe and provide a justification for their chosen recipe. Most candidates were able to identify the majority of their required equipment and describe their use.

##### **Section 1(c) plan of work**

Most candidates created a plan of work that was correctly sequenced and provided adequate detail as to how they planned to make their cake.

#### **Practical activity**

The majority of candidates performed well in the practical activity, and the marks submitted reflect this.

### **Areas that candidates found demanding**

#### **Question paper**

Question 1(c)(ii): Most candidates were able to describe the process of aeration but could not explain how the process added air to the mixture.

Question 1(d): Most candidates had a basic knowledge of the two ingredients in a chocolate ganache, but very few showed knowledge of the factors to be considered in its production. Some candidates explained the application of a chocolate ganache rather than the making of it.

Question 2(c): This question asked candidates to evaluate the suitability of a Madeira cake as a base for a birthday cake for a pre-school child. Few candidates understood the technique required to answer an evaluate question. While many candidates demonstrated an understanding of the facts about Madeira cake, they did not relate the facts about Madeira cake back to the question in order to make an appropriate evaluative comment.

Question 2(d)(i) 2(d)(ii): Most candidates could not describe how the faults could have been prevented.

Question 3(a): Most candidates were able to identify two advantages of making a lemon drizzle cake as a tray bake, but did not explain the advantages.

Question 3(b): Many candidates found evaluation difficult and provided statements instead. Most candidates could demonstrate knowledge of facts about butter and provided three statements about butter. Candidates did not link the facts about butter to making a lemon drizzle tray bake.

Question 3(c)(i) and 3(c)(ii): Candidates could identify the functional properties of flour and egg but could not explain their use in a lemon drizzle cake.

### **Assignment: section 2 evaluating**

Almost all candidates gave some response to all sections of the evaluation. This is an improvement, as in the 2018 assignment many candidates did not attempt the evaluation. However, candidates are making statements rather than evaluations. An evaluation should include a fact, judgement and consequence.

#### Section 3(a): Evaluation of given criteria

Some candidates struggled to provide evaluative comments, particularly in relation to shape.

#### Section 3(b): Evaluation against design illustration

Some candidates performed well in this section, making evaluative comments in relation to their design illustration and changes made by the candidate. However many candidates made a statement.

#### Section 3(c): Evaluation of overall quality

Many candidates made comments that were evaluative, but the comments did not relate to the quality of their cake. Some candidates made comments that were repetitions of comments given previously or that contradicted comments given previously.

## **Section 3: preparing candidates for future assessment**

### **Question paper**

The question paper continues to present a challenge for many candidates. Candidates should have opportunities to develop their exam technique. Good practice would be to give candidates an opportunity to practise question papers and to give guidance on answering questions with different command words. Centres and candidates can access the specimen question paper, past papers and marking instructions on SQA's website.

Understanding standards example responses and commentaries are also available to centres. Centres can make use of these to help candidates to understand how the question paper is marked and the level of response required.

### **Assignment**

Candidates should complete the design illustration, resources and plan of work independently and under assessment conditions. These components must be completed before candidates start to make the cake. Design illustrations, resources and plans of work must not be retrospective.

Measurements for recipes, cake tins and cake boards should be metric measurements rather than imperial.

The design illustration can be completed on a separate A4 or A3 sheet of paper. This is good practice as it allows the candidate more space for their illustration. Candidates should be given blank paper, no template should be provided. The design illustration should be completed before making the cake. Candidates should identify the shape of their cake and cake board on their illustration. Many candidates omit this detail as they think it is implied by their illustration. A photocopy should be given to the candidate and the original sent with the assignment booklet to SQA. The photocopy must be kept for verification.

In section B 'Resources', candidates should only list the equipment required for the finishing decoration techniques. Candidates must include the recipe and method they use to make the cake in the assignment, along with the exact quantities used. Candidates can use centre recipes and include these in their workbook, there is no requirement for candidates to write out the recipe.

In section C 'Plan of work', candidates should always complete their plan before they embark on their cake. Good practice is to have a detailed and logical plan. Plans do not need to be excessive, but they should include the key steps:

- ◆ preparing for baking and finishing
- ◆ baking, cooling and storing the cake
- ◆ chosen finishing application techniques
- ◆ chosen finishing decoration techniques

Centres should ensure that the photographs of the trimmed and filled cake and the completed cake are included in the assignment. These photographs are vital for marking

evaluations. Most centres include colour photographs and this is good practice as it clearly shows the detail of finishing techniques used and the colour scheme of the finished cake.

Candidates who choose to evaluate colour balance can only be awarded marks if the centre supplies a colour photograph.

### **Practical activity**

Centres should encourage candidates to demonstrate five finishing decoration techniques to maximise the marks that can be awarded. Candidates may choose to incorporate more than five finishing decoration techniques in their cake, but techniques carried out in addition to the five techniques they have selected for assessment will not be awarded marks.

Candidates must select two of their five techniques from crimping, modelling and piping. These techniques can be awarded up to 9 marks each. A further three techniques, which can be awarded up to 4 marks each, should be selected from embossing, stencilling, texturing and use of commercial aids/cutters.

## Grade boundary and statistical information:

### Statistical information: update on courses

Number of resulted entries in 2018	1394
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Number of resulted entries in 2019	1276
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### Statistical information: performance of candidates

#### Distribution of course awards including grade boundaries

Distribution of course awards	Percentage	Cumulative %	Number of candidates	Lowest mark
<b>Maximum mark</b>				
<b>A</b>	13.8%	13.8%	176	76
<b>B</b>	22.2%	36.0%	283	67
<b>C</b>	24.3%	60.3%	310	59
<b>D</b>	24.8%	85.1%	317	50
<b>No award</b>	14.9%	-	190	-

## General commentary on grade boundaries

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.

SQA aims to set examinations and create marking instructions that allow:

- ◆ a competent candidate to score a minimum of 50% of the available marks (the notional C boundary)
- ◆ 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.

Therefore, SQA holds a grade boundary meeting every year for each subject at each level to bring 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. Members of the SQA management team chair these meetings. SQA can adjust the grade boundaries as a result of the meetings. This allows the pass rate to be unaffected in circumstances where there is evidence that the question paper has been more, or less, challenging than usual.

- ◆ The grade boundaries can be adjusted downwards if there is evidence that the question paper is more challenging than usual.
- ◆ The grade boundaries can be adjusted upwards if there is evidence that the exam is less challenging than usual.
- ◆ Where standards are comparable to previous years, similar grade boundaries are maintained.

Grade boundaries from question papers in the same subject at the same level tend to be marginally different year to year. This is because the particular questions, and the mix of questions, are different. This is also the case for question papers set by centres. If SQA alters a boundary, this does not mean that centres should necessarily alter their boundary in the question papers that they set themselves.