

## National 5 Hospitality: Practical Cake Craft Course Support Notes



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

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# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 5 Hospitality: Practical Cake Craft Course. They are intended for teachers and lecturers who are delivering the Course and its Units. They should be read in conjunction with the *Course Specification*, the *Course Assessment Specification* and the *Unit Specifications* for the Units in the Course.

# General guidance on the Course

## Aims

The Course aims to enable learners to:

- ◆ develop technical skills in cake baking
- ◆ develop technical and creative skills in cake finishing
- ◆ follow safe and hygienic working practices
- ◆ develop their knowledge and understanding of cake design and follow trends in cake production
- ◆ acquire and use organisational skills in the context of managing time and resources

The Course is practical and experiential, and its use of real-life hospitality contexts makes it relevant to the world of work.

## Progression into this Course

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills and knowledge required by the following or by equivalent experience and/or qualifications:

- ◆ National 4 Hospitality: Practical Cookery Course or relevant component Units

Nevertheless, colleges might offer this Course to people returning to work or mature students who have no previous qualifications or subject knowledge.

### Experiences and outcomes

Learners who have completed relevant Curriculum for Excellence experiences and outcomes will find these an appropriate basis for doing the Course.

This Course assumes that learners have overtaken the experiences and outcomes from the health and wellbeing and the technologies curriculum areas which are listed on the following page.

## Health and wellbeing

Organiser	Experiences and outcomes — curriculum level 4
<b>Physical wellbeing</b>	<p>I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.</p> <p style="text-align: right;"><b>HWB 3-17a/HWB 4-17a</b></p>
<b>Safe and hygienic practices</b>	<p>Having explored the conditions for bacterial growth, I can use this knowledge to inform my practice and control food safety risks.</p> <p style="text-align: right;"><b>HWB 4-33a</b></p>

## Technologies

Organiser	Experiences and outcomes — curriculum level 4
<b>Food and textiles</b>	<p>I can confidently apply preparation techniques and processes to make items using specialist skills, materials, equipment or software in my place of learning, at home or in the world of work.</p> <p style="text-align: right;"><b>TCH 4-10a</b></p>
	<p>I can explore the properties and functionality of ingredients, materials equipment or software to establish their suitability for a task at home or in the world of work.</p> <p style="text-align: right;"><b>TCH 4-10b</b></p>
	<p>Showing creativity and innovation, I can design, plan and produce increasingly complex food or textile items which satisfy the needs of the user, at home or in the world of work.</p> <p style="text-align: right;"><b>TCH 4-11a</b></p>
	<p>I can apply skills of critical thinking when evaluating the quality and effectiveness of my own or others' products.</p> <p style="text-align: right;"><b>TCH 4-11b</b></p>

## Skills, knowledge and understanding covered in this Course

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Course.

Note: teachers and lecturers should refer to the *Course Assessment Specification* for mandatory information about the skills, knowledge and understanding to be covered in this Course.

This Course is practical, and its key purpose is to develop learners' cake baking and finishing skills.

The following table summarises the skills, knowledge and understanding which will be covered in this Course.

<b>Mandatory skills, knowledge and understanding</b>	<b>Cake Baking</b>	<b>Cake Finishing</b>	<b>Course assessment</b>
interpreting a design brief			✓
carrying out a practical activity to meet the requirements of a design brief			✓
skills in baking and finishing in the production of cakes and other baked items	✓	✓	✓
creatively applying finishing techniques to cakes and other baked items		✓	✓
working safely and hygienically	✓	✓	✓
using specialist tools and equipment with dexterity and precision in routine and familiar tasks		✓	✓
organisational and time management skills	✓	✓	✓
the ability to evaluate both the product and the process	✓	✓	✓
knowledge of trends in the production of cakes and other baked items	✓	✓	✓

One of the ways in which the Course should engage learners is through introducing them to traditional cakes and modern trends in cake production, and teachers/lecturers should make sure that they cover the full range of cakes and other baked items given in the *Course Assessment Specification*.

Learners must observe personal and kitchen hygiene at all times. Teachers/lecturers should also ensure that the equipment, ingredients and baked items are handled safely and hygienically.

Learners should be given opportunities to evaluate the baked items in terms of their texture and appearance and, when appropriate, taste.

Effective organisational and time management skills are essential in cake production. Teachers/lecturers should demonstrate how to compile a plan of work and then get learners to complete and implement their own plans.

The mandatory skills, knowledge and understanding covered in this Course will support the development of aspects of numeracy, namely number processes and measurement, as well as employability and thinking skills. A fuller explanation of how these skills relate to the development of skills for learning, life and work is given further on in this document.

## **Progression from this Course**

This Course or its components may provide progression to:

- ◆ Hospitality Courses or Units at SCQF level 6
- ◆ further study, employment and/or training

# Approaches to learning and teaching

Learning and teaching approaches should be learner-centred, participative and practical in nature. There should be an appropriate balance between whole-class teaching and activity-based learning, with an activity approach being used to allow learners the opportunity to develop all the necessary cake-baking and cake-finishing skills and techniques. The underpinning knowledge should be integrated with practical activities and placed in the context of those activities.

In general, teaching strategies should enable learners to:

- ◆ learn progressively more independently and use initiative
- ◆ work co-operatively and collaboratively and assume shared responsibility
- ◆ prioritise tasks and work within deadlines
- ◆ acquire, extend and apply the knowledge, understanding and skills related to cake baking and finishing
- ◆ be involved in self-evaluation
- ◆ adopt a positive attitude to their work
- ◆ make links with their existing knowledge and experience

There are different ways of delivering the Course. Each Unit can be delivered on a free-standing basis, or both may be delivered as part of the Course. When the latter approach is used, the Units may either be taught in sequence or be fully combined.

When Units are delivered separately, the baked items will not then need a finishing technique applied. Similarly, the finishing techniques can be applied to any baked items — not necessarily those previously baked by the learners.

When both Units are delivered concurrently, learners would first bake their chosen cakes and, where relevant, other items and then finish them.

The safety and hygiene aspect should permeate the whole Course and must be integrated within the cake-baking and cake-finishing activities.

Suitable recipes for baked items and fillings and/or coatings (linked to mandatory information on Course coverage) are included in the relevant *Unit Support Notes*.

Teachers/lecturers should encourage personalisation and choice, as this will allow learners to express themselves creatively and further enhance the creative and expressive nature of this Course.

Personalisation and choice will be promoted through the choice of different:

- ◆ recipes
- ◆ cake designs and ways of presentation
- ◆ combinations of colour
- ◆ coatings, fillings and embellishments
- ◆ finishing application techniques
- ◆ finishing decoration techniques



An innovative use of everyday items as finishing tools should be encouraged, eg cotton reels for embossing wheels, straw ends/paperclips for smile tools, buttons for embossing, paint brushes for fine details, a garlic press for an extrusion tool.



*Figure 1: Sheep figures and a hay bale created using a garlic press as an extrusion tool*

Encouraging creativity is an important feature of the Course — particularly in cake finishing. Learners should have sufficient opportunities to enhance a broad range of artistic techniques. These artistic techniques could include brush embroidery, weaving and decoupage. Learners should be encouraged to draw on aspects of design including shape, texture, colour and balance.



*Figure 2: A basket created by weaving sugarpaste*

Themed approaches promote personalisation, choice and creativity, eg beds, cupcakes, muffin characters, coffee mugs, pillar box.



*Figure 3: A cupcake with models and texturing*



*Figure 4: A bed with pastillage headboard and footboard*



*Figure 5: A pillar box made using Swiss roll as the base cake*



*Figures 6 and 7: Halloween theme, with muffin characters (created by covering muffins with sugarpaste)*

Teachers/lecturers could demonstrate finishing techniques, eg modelling, using commercial cutters, embossing, piping, creating sugar flowers and stencilling.



*Figure 8: Sugar flowers and embossing, crimping and piping*



*Figure 9: Stencilling, piping, use of commercial aids (butterflies), crimping, and modelling (flower)*

***Please note that figures 1–9 are photographs of learners' work.***

To make the Course engaging, teachers/lecturers could use, and encourage learners to use, a wide variety of resources, such as video footage from websites, TV programmes, DVDs, CD-ROMs, film clips, photographs or slide shows of previously produced cakes, food brochures or cake books or magazines. Use could also be made of contacts with industry partners and visits to local cake shops, bakeries, supermarkets, cake shows and exhibitions.

Teachers/lecturers should adopt inclusive approaches to learning and teaching, adapting their teaching methods to suit the needs of all learners and using an appropriate balance of teaching methodologies. Learners with additional support needs should be offered adequate support.

Learning about Scotland and Scottish culture will enrich the learners' learning experience and help them to develop the skills for learning, life and work they will need to prepare them for taking their place in a diverse, inclusive and participative Scotland and beyond. Where there are opportunities to contextualise approaches to learning and teaching to Scottish contexts, teachers and lecturers should consider this.

## Developing skills for learning, skills for life and skills for work

The generic skills for learning, skills for life and skills for work which this Course develops include aspects of numeracy; employability, enterprise and citizenship; and thinking skills. It will be important for teachers/lecturers to offer learners ample opportunity to develop these skills as an integral part of their learning experience because this will highlight those skills' relevance.

The coverage of skills for learning, skills for life and skills for work is illustrated in the following table.

Skill	How it is developed
Numeracy	<ul style="list-style-type: none"> <li>◆ using common measuring instruments to weigh and measure ingredients</li> <li>◆ applying numerical skills to calculations involving measuring the sizes of tins, baking trays, paper or cakes</li> <li>◆ applying numerical skills to calculations involving controlling the baking temperature</li> <li>◆ applying numerical skills to calculations involving scaling recipes</li> <li>◆ applying numerical skills to calculations involving ratios for recipes (eg for Victoria sandwich or cream cheese frosting)</li> <li>◆ using fractions/percentages for dividing ingredients into segments</li> <li>◆ applying numerical skills to calculations involving time when planning the baking and finishing activities</li> <li>◆ adhering to preparation and finishing times</li> </ul>

Thinking skills	<ul style="list-style-type: none"> <li>◆ memorising and recalling relevant facts</li> <li>◆ recognising relevant information which has been previously examined</li> <li>◆ listing the order of (sequencing) tasks and explaining why this order has been chosen</li> <li>◆ understanding cake-baking and cake-finishing processes and techniques</li> <li>◆ understanding recipes</li> <li>◆ applying cake-baking and cake-finishing skills</li> <li>◆ using cake-baking and cake-finishing skills and techniques in different contexts</li> <li>◆ using knowledge of safety and hygiene to work safely and hygienically in different contexts</li> <li>◆ monitoring the baking and finishing processes</li> <li>◆ producing own designs to create innovative cakes and other baked items</li> <li>◆ evaluating own work and the work of peers</li> </ul>
Employability, enterprise and citizenship	<ul style="list-style-type: none"> <li>◆ researching recipes, trends and designs</li> <li>◆ planning tasks</li> <li>◆ working with others</li> <li>◆ maintaining appropriate personal appearance and dressing to comply with health, safety and hygiene guidelines</li> <li>◆ being punctual and managing time</li> <li>◆ showing flexibility, resilience, initiative and responsibility</li> </ul>

The development of both cake baking and finishing and generic skills will be central to this Course, and teachers/lecturers should make learners aware of the skills they are developing and of the transferability of the generic skills. It is this transferability that will help learners with further study and enhance their personal effectiveness and employability in a range of sectors, which might not necessarily be related to Hospitality. Manual dexterity, fine motor skills and hand-eye co-ordination are developed through this Course, and are valued in a range of sectors.

# Approaches to assessment

There are different approaches to assessment, and teachers/lecturers should use their subject knowledge and experience, as well as understanding of their learners, to determine the most appropriate approach. Teachers/lecturers should be able to determine when the learner is ready to be assessed.

The structure of the assessment used by a centre can vary. For example an assessment could:

- ◆ assess each individual Assessment Standard of an Outcome as it is delivered
- ◆ holistically assess one complete Outcome
- ◆ holistically assess all of the Outcomes of one (or more) Units

During practical assessment, teachers/lecturers will usually observe learners' performance and complete an observational checklist confirming whether the learner has met the requirement of each Assessment Standard. When a combined approach is used, the checklist will be useful in avoiding duplication of assessment.

Teachers/lecturers should give learners accurate and regular feedback about their learning and ensure that they are actively involved in the assessment process.

It is good practice for teachers/lecturers to maintain a portfolio of evidence including checklists which record competence of cake baking and finishing skills. Photographic or video evidence could also be used.

Teachers/lecturers should note that learners' day-to-day work may produce evidence which satisfies assessment requirements of a Unit, or Units, either in full or partially. Such naturally occurring evidence may be used as a contribution towards Unit assessment.

## Added value

Courses from National 4 to Advanced Higher include assessment of added value. At National 5 the added value will be assessed in the Course assessment.

Information given in the *Course Specification* and the *Course Assessment Specification* about the assessment of added value is mandatory.

The added value assessment amounts to more than the sum of Unit assessments, and teachers/lecturers should prepare their learners for the demands it imposes. Strategies for such preparation are outlined in the section below.

## Preparation for Course assessment

Each Course has additional time which may be used at the discretion of the teacher/lecturer to enable learners to prepare for Course assessment. This time may be used near the start of the Course and at various points throughout the Course for consolidation and support. It may also be used for preparation for Unit assessment, and towards the end of the Course, for further integration, revision and preparation for Course assessment.

Course assessment will take the form of a practical activity drawing on the knowledge, understanding and skills developed across the Course. The activity will require learners to extend their knowledge, understanding and skills in the context of baking and finishing a cake from a design brief. A rich fruit cake is recommended for this purpose, although alternative cake types can be selected from those listed in the *Course Assessment Specification*. This cake will be in addition to the cakes baked and finished to meet the requirements of the two Units.

Towards the end of the Course, learners should be given the opportunity to practise the techniques that they will apply during the Course assessment.

## Combining assessment across Units

Centres are free to deliver and assess Units and Outcomes in any order they wish. This provides an opportunity for flexibility in sequencing the delivery of the Course and/or Units.

When both Units are delivered as part of the Course, their assessment can be combined. In such cases, teachers/lecturers will assess baking and finishing together.

Where possible, using a combined approach to assessment is recommended because it will:

- ◆ enrich the assessment process for both learners and teachers/lecturers by bringing together elements of different Units
- ◆ make more sense to learners and avoid duplication of assessment
- ◆ allow for evidence for both Units to be drawn from a range of activities

When assessment across the Units is combined, teachers/lecturers should take particular care to track the evidence for each Unit to ensure that learners who do not achieve the entire Course may still get the credit for the Unit(s) they have achieved.



# Equality and inclusion

This Course has been designed to ensure that there are no unnecessary barriers to learning or assessment. The Course takes into account the needs of all learners and recognises that young people achieve in different ways and at a different pace. Centres will be free to use a range of teaching and delivery methods.

Equality and inclusion will also be promoted through a range of activities and assessment techniques which suit particular learning styles and allow the choice of different recipes and ingredients.

Learners with additional support needs should be offered adequate support (eg using Additional Support Needs (ASN) Assistants or commercially available aids or adapting the kitchen and/or the tools and equipment).

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Course Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: [www.sqa.org.uk/sqa//14977.html](http://www.sqa.org.uk/sqa//14977.html).

# Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: [www.sqa.org.uk/sqa//14977.html](http://www.sqa.org.uk/sqa//14977.html).
- ◆ [\*Building the Curriculum 4: Skills for learning, skills for life and skills for work\*](#)
- ◆ [\*Building the Curriculum 5: A framework for assessment\*](#)
- ◆ [\*Course Specifications\*](#)
- ◆ [\*Design Principles for National Courses\*](#)
- ◆ [\*Guide to Assessment\*](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [\*SCQF Handbook: User Guide\*](#) and [\*SCQF level descriptors\*](#)
- ◆ [\*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work\*](#)
- ◆ [\*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool\*](#)
- ◆ [\*Coursework Authenticity: A Guide for Teachers and Lecturers\*](#)

# Administrative information

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## History of changes to Course Support Notes

Version	Description of change	Authorised by	Date
1.1	'Approaches to learning and teaching section' — reference to recipes for baked items and fillings and/or coatings added.	Qualifications Manager	May 2015
2.1	References to 'colouring' deleted on page 9 and 10.	Qualifications Manager	May 2016

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Note: You are advised to check SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)) to ensure you are using the most up-to-date version.

## Unit Support Notes — Cake Baking (National 5)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Cake Baking* (National 5) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Assessment Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

# General guidance on the Unit

## Aims

The general aim of this Unit is to enable learners to develop the ability to bake cakes and other chosen items safely and hygienically. Learners will demonstrate a range of techniques and processes used in cake production and other baking contexts.

Learners who complete this Unit will be able to:

- ◆ Prepare for baking activities
- ◆ Bake a range of cakes and other chosen items

## Progression into this Unit

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills and knowledge required by one or more of the following or by equivalent qualifications or experience:

- ◆ National 4 Hospitality: Practical Cookery Course or relevant component Units
- ◆ Literacy (National 4) Unit
- ◆ Numeracy (National 4) Unit

Nevertheless, colleges might offer this Course to people returning to work or mature students who have no previous qualifications or subject knowledge.

## Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 5 Hospitality: Practical Cake Craft *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

## Progression from this Unit

This Unit or its components may provide progression to:

- ◆ other qualifications in Hospitality or related areas at SCQF level 6
- ◆ further study, employment or training

# Approaches to learning, teaching and assessment

Learning and teaching approaches should be learner-centred, participative and practical in nature. There should be an appropriate balance between whole-class teaching and activity-based learning, with an activity approach being used to enable learners to develop all the relevant cake-baking skills effectively. The underpinning knowledge should be combined with practical activities.

Other innovative approaches to learning and teaching are suggested in the *Course Support Notes*.

At least one item from each of the categories listed below should be baked. At least four of these items must be cakes:

- ◆ light/medium sponge-type cakes
- ◆ Madeira-type cakes
- ◆ lightly fruited cakes
- ◆ heavily fruited cakes
- ◆ tray bakes/biscuits

Some examples of baked items are provided below:

	Sponge-type cake variety	Fruit cake variety	Suitable for a traybake	Classified as a biscuit
<b>Swiss roll</b>	light sponge			
<b>Whisked sponge</b>	light sponge			
<b>Carrot cake</b>	medium sponge		✓	
<b>Cake pops</b>	medium sponge		✓	✓ (cake pops can be made with biscuit)
<b>Chocolate cake</b>	medium sponge		✓	
<b>Cupcakes</b>	medium sponge			
<b>Ginger cake</b>	medium sponge		✓	
<b>Lemon drizzle cake</b>	medium sponge		✓	
<b>Victoria sponge</b>	medium sponge		✓	
<b>Battenberg cake</b>	Madeira-type cake			
<b>Lemon semolina cake</b>	Madeira-type cake		✓	
<b>Madeira cake</b>	Madeira-type cake			

<b>Cherry cake</b>		lightly fruited cake		
<b>Sultana cake</b>		lightly fruited cake		
<b>Rich fruit cake</b>		heavily fruited cake		
<b>Wedding cake</b>		heavily fruited cake		
<b>Chocolate brownies</b>			✓	
<b>Gingerbread</b>				✓ (gingerbread people, houses, other cut-out shapes)
<b>Melting moments</b>				✓

Suitable recipes for each category of baked item (linked to further mandatory information on Course coverage) are given on the following pages.



## **Whisked sponge (Light sponge-type cake)**

### **Ingredients**

3	large eggs
75 g	caster sugar
75 g	plain flour

### **Method**

- 1 Pre-heat the oven to 180°C/gas mark 4 — adjust the temperature appropriately for fan-assisted ovens.
- 2 Prepare two 15 cm diameter cake tins appropriately.
- 3 Place the eggs and the sugar in a bowl.
- 4 Whisk until the mixture is pale, thick and creamy and is twice its original size. This should take around 10 minutes.
- 5 Sift the flour over the surface and fold in quickly using a metal spoon. The mixture should have the consistency of lightly whipped cream.
- 6 Divide the mixture between the two tins — avoid scraping the bowl as this will alter the consistency of the mix.
- 7 Bake immediately in the centre of the oven for 25 minutes, testing for readiness.
- 8 Turn out on to sugared paper — then place the sponges with the paper on a wire cooling rack.

## **Chocolate cake (Medium sponge-type cake)**

### **Ingredients**

150 g	self-raising flour
5 ml	baking powder
25 g	cocoa powder
175 g	soft margarine
175 g	dark brown sugar
3	medium eggs

### **Method**

- 1 Pre-heat the oven to 180°C/gas mark 4 — adjust the temperature appropriately for fan-assisted ovens.
- 2 Prepare two 20.5 cm diameter cake tins appropriately.
- 3 Sift the flour, baking powder and cocoa powder together.
- 4 Cream the margarine and sugar until light and aerated.
- 5 Add the dry ingredients and the eggs and mix until incorporated.
- 6 Deposit the mixture into the prepared cake tins.
- 7 Bake for 20–25 minutes in the centre of the oven, testing for readiness.
- 8 Remove the cakes from the oven. Allow to cool and store appropriately.

## **Madeira cake (Madeira-type cake)**

### **Ingredients**

175 g	butter or margarine
175 g	caster sugar
2	medium eggs (beaten)
175 g	self-raising flour (sifted)
75 g	plain flour (sifted)
10 ml	lemon juice

### **Method**

- 1 Pre-heat the oven to 180°C/gas mark 4 — adjust the temperature appropriately for fan-assisted ovens.
- 2 Prepare an 18 cm diameter cake tin appropriately.
- 3 Cream the butter or margarine with the caster sugar until pale and light.
- 4 Add the beaten eggs to the creamed mixture one at a time, following each with a spoonful of flour — beat thoroughly.
- 5 Sift the remainder of the flour and gently fold it into the creamed mixture, using a metal spoon. (The mixture should have a consistency of lightly whipped cream.) Then add the lemon juice.
- 6 Deposit the mixture into the prepared cake tin and smooth the top.
- 7 Bake for 1 hour in the centre of the oven, testing for readiness.
- 8 Leave the cake in the tin to cool for 10 minutes, then turn out on to sugared paper to cool.

## Light fruit cake (Lightly fruited cake)

### Ingredients

225 g	butter or margarine
225 g	caster sugar
4	medium eggs (lightly beaten)
225 g	plain flour (sifted)
225 g	dried mixed fruit

(You can create your own selection of dried fruit, eg dried apricots, pineapple, cranberries instead of the usual dried fruit mixture.)

### Method

- 1 Pre-heat the oven to 170°C/gas mark 3–4 — adjust the temperature appropriately for fan-assisted ovens.
- 2 Prepare a 20 cm diameter cake tin appropriately.
- 3 Cream the butter or margarine with the sugar until pale and light.
- 4 Add the eggs a little at a time. If the mixture curdles then add a spoonful of the flour.
- 5 Stir in the remainder of the flour and the dried fruit, until evenly mixed.
- 6 Deposit the mixture into the cake tin and make a small dip in the centre with a spoon.
- 7 Bake for approximately 1 hour and 30 minutes, in the centre of the oven, testing for readiness.
- 8 Leave the cake in the tin to cool before turning it out.

## Rich fruit cake (Heavily fruited cake)

### Ingredients

115 g	butter
115 g	dark brown molasses sugar
2	medium eggs (lightly beaten)
5 ml	glycerine
115 g	plain flour (sifted)
30 g	self-raising flour (sifted)
5 ml	mixed spice
5 ml	ground cinnamon
2.5 ml	nutmeg
1.25 ml	salt
115 g	sultanas
115 g	currants
115 g	raisins
60 g	glace cherries
30 g	mixed peel
30 g	ground almonds
30 g	walnuts (optional)

### Method

- 1 Pre-heat the oven to 215°C/gas mark 7. When you start to mix your cake, reduce the oven temperature to 160°C/gas mark 1–2 — adjust the temperature appropriately for fan-assisted ovens.
- 2 Prepare a 15 cm diameter round cake tin appropriately.
- 3 Beat the butter and the dark brown sugar together until amalgamated and smooth — do not over-beat.
- 4 Add the lightly beaten eggs with the glycerine, a little at a time, to the butter and sugar mixture. (If the mixture curdles at this stage, add a spoonful of the sifted flour.)
- 5 Stir in the plain flour, self-raising flour, spices and salt.
- 6 Add the dried fruit, cherries, mixed peel, ground almonds and walnuts, until evenly mixed. Do not beat the mixture.
- 7 Deposit the mixture into the prepared cake tin and make a small dip in the centre with a spoon.

- 8 Bake in the centre of the oven for 1 hour 30 minutes to 2 hours, testing for readiness.
- 9 Leave the cake in the tin to cool before turning it out.
- 10 Place on a wire cooling tray and leave until completely cool. When the cake is completely cooled, you can spike it with a skewer and pour 15 ml brandy over it.
- 11 Wrap the cake in greaseproof paper, but not aluminium foil or cling film.
- 12 Store in a cool dry place for at least a week before icing.

## **Melting moments (Biscuits)**

Makes 24 individual biscuits (12 sandwiched biscuits)

### **Ingredients**

250 g	butter
60 g	icing sugar
225 g	plain flour
30 g	cornflour

### **Method**

- 1 Pre-heat the oven to 170 °C/gas mark 4 — adjust the temperature appropriately for fan-assisted ovens.
- 2 Line a 20 cm x 24 cm baking tray/sheet with silicone paper.
- 3 Cream the butter and the icing sugar until pale and light.
- 4 Sift the flour and cornflour, add to the creamed mixture and mix well together.
- 5 With floured hands, roll 5 ml spoonfuls of the mixture into balls and place on the baking tray/sheet.
- 6 Flatten the balls slightly with a fork to create a textured design and bake for approximately 20 minutes or until they are light golden brown.
- 7 Remove from the oven and cool on a wire cooling rack.

Melting moments are semi-sweet biscuits and can be sandwiched together with an appropriate filling, eg passion fruit buttercream, lemon buttercream, orange buttercream, ganache.

## Chocolate brownies (Traybake)

### Ingredients

175 g	plain chocolate (with 70% cocoa)
175 g	butter (roughly cubed)
85 g	self-raising flour
1.25 ml	baking powder
1.25 ml	salt
40 g	cocoa powder
5	medium eggs
300 g	golden caster sugar
5 ml	vanilla essence/extract
115 g	walnut pieces

### Method

- 1 Pre-heat the oven to 180°C/gas mark 4 — adjust the temperature appropriately for fan-assisted ovens.
- 2 Line a tray of approximately 30 cm x 20 cm x 5 cm with silicone paper.
- 3 Break the chocolate into small pieces and melt with the butter. Do not overheat — it should be lukewarm but runny.
- 4 Sift in the flour, baking powder, salt and cocoa powder — set aside.
- 5 Whisk the eggs, sugar and vanilla essence until thick and mousse-like then stir in the dry ingredients.
- 6 Pour in the melted chocolate and mix until combined. This should have a batter-like consistency.
- 7 Add the walnut pieces.
- 8 Pour into the prepared tin and bake for approximately 25 minutes, testing for readiness. (It should form a crust on the top and crack around the edges but still be soft in the centre.)
- 9 Leave to cool in the tin.
- 10 To finish, dust with icing sugar or cocoa powder.



The table below suggests some activities which could support the delivery of this Unit.

<b>Topic</b>	<b>Skills, knowledge and understanding</b>	<b>Suggested experiences and activities</b>
Preparing for baking	<ul style="list-style-type: none"> <li>◆ selecting baking recipes</li> <li>◆ identifying and selecting appropriate processing techniques, such as weighing and measuring, whisking, creaming, mixing, folding, incorporating and depositing</li> <li>◆ planning the stages of baking in a logical sequence</li> <li>◆ preparing ingredients for baking</li> <li>◆ preparing equipment for baking</li> </ul>	<ul style="list-style-type: none"> <li>◆ carrying out research into cake baking using the internet, food brochures and cake books or magazines</li> <li>◆ watching TV programmes, DVDs, CD-ROMs, slide shows, film clips from websites, photographs</li> <li>◆ reading blogs</li> <li>◆ researching recipes and ingredients</li> <li>◆ watching live demonstrations</li> <li>◆ visiting local cake shops, bakeries or supermarkets where in-store baking takes place</li> <li>◆ attending local cake shows and exhibitions</li> <li>◆ listening to guest speakers/industry experts</li> <li>◆ video-conferencing between centres, if appropriate</li> <li>◆ group discussions and teacher-led discussion</li> <li>◆ preparing for local or national competitions</li> </ul>
Baking	<ul style="list-style-type: none"> <li>◆ following the appropriate production method for each of the baked items</li> <li>◆ depositing the mixture appropriately</li> <li>◆ carrying out readiness tests and responding appropriately</li> <li>◆ cooling the baked items and storing them correctly, using appropriate packaging</li> <li>◆ evaluating the baked items in terms of their texture and appearance and, where appropriate, taste</li> </ul>	<ul style="list-style-type: none"> <li>◆ practical workshops</li> <li>◆ team challenges</li> <li>◆ entering local or national competitions for cake baking</li> <li>◆ self and peer evaluation</li> </ul>

	<ul style="list-style-type: none"> <li>◆ working safely and hygienically</li> </ul>	<ul style="list-style-type: none"> <li>◆ listening to Environmental Health presentations</li> <li>◆ working towards food hygiene certificates</li> <li>◆ watching TV, DVDs/CD-ROMs</li> <li>◆ completing worksheets</li> <li>◆ peer/self-evaluation</li> <li>◆ keeping up to date with good practice in health and safety and food hygiene</li> </ul>
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Teachers/lecturers should give learners accurate and regular feedback about their learning and ensure that they are actively involved in the assessment process.

During practical assessment for this Unit, teachers/lecturers will usually observe learners' performance and complete an observational checklist confirming whether the learner has met the requirement of each Assessment Standard.

This Unit will be assessed by teachers/lecturers on a pass/fail basis. Unit assessment will be based on the *Unit Specification* for Cake Baking.

Learners' day-to-day work may produce evidence which satisfies the assessment requirements of this Unit either in full or partially. Such naturally occurring evidence may be used as a contribution towards Unit assessment.

## **Developing skills for learning, skills for life and skills for work**

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes*.

## **Combining assessment within Units**

The Outcomes in this Unit may be assessed either separately or holistically. When the latter approach is used, it must be clear how the evidence covers each Outcome. A combined assessment activity would cover preparing for baking and then baking a cake. Wherever possible, assessment within the Unit should be combined because both Outcomes lend themselves to being assessed together.

When assessment within the Unit is holistic, teachers/lecturers should take particular care to track the evidence for each individual Outcome to ensure that learners who do not achieve both Outcomes may still get the recognition for the Outcome they have achieved.

When the evidence for both Outcomes is recorded by observational checklist it must be clear how the evidence covers each Outcome.

# Equality and inclusion

This Unit has been designed to ensure that there are no unnecessary barriers to learning or assessment. The Unit takes into account the needs of all learners and recognises that young people achieve in different ways and at a different pace. Centres will be free to use a range of teaching and delivery methods.

Equality and inclusion will also be promoted through a range of activities and assessment techniques which suit particular learning styles and allow the choice of different recipes and ingredients.

Learners with additional support needs should be offered adequate support (eg using Additional Support Needs (ASN) Assistants or commercially available aids or adapting the kitchen and/or tools and equipment).

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

# Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: [www.sqa.org.uk/sqa//14977.html](http://www.sqa.org.uk/sqa//14977.html).
- ◆ [\*Building the Curriculum 4: Skills for learning, skills for life and skills for work\*](#)
- ◆ [\*Building the Curriculum 5: A framework for assessment\*](#)
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- ◆ [\*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool\*](#)
- ◆ [\*Coursework Authenticity: A Guide for Teachers and Lecturers\*](#)

# Administrative information

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**Published:** May 2016 (version 2.0)

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## History of changes to Unit Support Notes

Version	Description of change	Authorised by	Date
2.0	Image on cover page changed.  'Approaches to learning, teaching and assessment' section — examples of baked items in table amended; recipes for each category of baked item added.	Qualifications Manager	May 2015

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Note: You are advised to check SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)) to ensure you are using the most up-to-date version.

## Unit Support Notes — Cake Finishing (National 5)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).



# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Cake Finishing* (National 5) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Assessment Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

# General guidance on the Unit

## Aims

The general aim of this Unit is to equip learners with the ability to creatively finish cakes and other baked items safely and hygienically.

Learners who complete this Unit will be able to:

- ◆ Prepare for finishing cakes and other baked items
- ◆ Apply a range of finishing techniques to cakes and other baked items

## Progression into this Unit

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills and knowledge required by one or more of the following or by equivalent qualifications or experience:

- ◆ National 4 Hospitality: Practical Cookery Course or relevant component Units
- ◆ Literacy (National 4) Unit
- ◆ Numeracy (National 4) Unit

Nevertheless, colleges might offer this Course to people returning to work or mature students who have no previous qualifications or subject knowledge.

## Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 5 Hospitality: Practical Cake Craft *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

## Progression from this Unit

This Unit or its components may provide progression to:

- ◆ other qualifications in Hospitality or related areas at SCQF level 6
- ◆ further study, employment or training

# Approaches to learning, teaching and assessment

Learning and teaching approaches should be learner-centred, participative and practical in nature. There should be an appropriate balance between whole-class teaching and activity-based learning, with an activity approach being used to enable learners to develop all the relevant cake-finishing skills effectively. The underpinning knowledge should be combined with practical activities.

Other innovative approaches to learning and teaching are suggested in the *Course Support Notes*.

Fillings and coatings from those listed below should be used to finish the baked items produced:

	Filling	Coating
Buttercream	✓	✓
Frosting	✓	✓
Cream	✓	✓
Ganache	✓	✓
Melted chocolate		✓
Jams and curds	✓	
Marzipan/ almond paste		✓
Royal icing		✓
Sugarpaste		✓

Some suitable recipes for fillings and/or coatings (linked to further mandatory information on Course coverage) are given on the following pages.

## **Vanilla buttercream (filling or coating)**

(This recipe can be scaled as required. The quantities below will coat a cake with a diameter of 15 cm, or approximately 12 cupcakes.)

### **Ingredients**

140 g            softened butter  
280 g            icing sugar (sifted)  
5 ml             vanilla essence\*  
A few drops    food colouring (if required)

### **Method**

- 1 Beat the softened butter and half of the icing sugar together until light and well mixed.
- 2 Add vanilla essence and the remainder of the icing sugar. Continue to beat until a soft consistency is achieved.
- 3 If required, stir in colouring until well combined.

\* Vanilla essence can be substituted with other essences, flavourings or extracts, or with grated citrus peel in order to complement various baked items.

## **Vanilla frosting (filling or coating)**

(This recipe can be scaled as required. The quantities below will coat a cake with a diameter of 15 cm, or approximately 12 cupcakes.)

### **Ingredients**

80 g	softened butter
250 g	icing sugar
25 ml	whole milk
A few drops	vanilla essence*

### **Method**

- 1 Beat the softened butter and the icing sugar with an electric mixer until the mixture comes together and is well mixed.
- 2 Turn the mixer down to slow speed, combine the milk and vanilla essence in a separate bowl then slowly add to the butter mixture until combined.
- 3 Turn the mixer to high speed and beat until the frosting is light and pale.

\* Vanilla essence can be substituted with other essences, flavourings or extracts, or with grated citrus peel in order to complement various baked items.

## **Ganache (filling or coating)**

(This recipe can be scaled as required. The quantities below will coat a cake with a diameter of 15 cm, or approximately 12 cupcakes.)

### **Ingredients**

145 ml            fresh double cream  
250 g            chocolate (dark, milk or white)

### **Method**

- 1 Bring the cream to the boil.
- 2 Add the chocolate and stir until the chocolate has melted and the mixture is combined.

For filling and/or coating cakes and gateaux, the ganache should be allowed to cool enough to give a spreading consistency and used when still warm.

For piped shapes and designs, the ganache should be left until almost cold and then whisked until it holds its shape.

## Royal icing (coating)

### Ingredients

12.5 g	albumen powder*
90 ml	water
450 g	icing sugar (sifted)

### Method

- 1 Mix the albumen powder into the water. The resulting liquid will be lumpy and can give off a strong smell. Do not try and whisk out the lumps of coagulated albumen — leave it for at least 15 minutes to dissolve.
- 2 Sieve the albumen and water mixture into a mixing bowl.
- 3 Add half of the icing sugar and beat until the mixture has a smooth consistency. (An electric mixer can be used for this.) Remember to clean down the sides of the bowl to incorporate any sugar that may be sticking to it.
- 4 Add the remainder of the icing sugar and beat for 12–14 minutes.
- 5 The correct consistency is reached when the icing can stand up in soft peaks when using for coating, and firm peaks when using for piping.

\* Albumen powder contains a foaming agent that helps it reach the correct consistency more quickly than fresh egg white, therefore it requires less beating. If you overbeat it, your icing will be very hard and flinty. It is advisable to follow the manufacturer's instructions when using dried egg albumen as quantities can sometimes vary.

The table below suggests some activities which could support the delivery of this Unit.

Topic	Skills, knowledge and understanding	Suggested experiences and activities
Preparing for finishing	<ul style="list-style-type: none"> <li>◆ identifying fillings and coatings suitable for finishing</li> <li>◆ selecting appropriate recipes for the preparation of the chosen fillings and coatings where required</li> <li>◆ identifying and selecting appropriate finishing techniques</li> <li>◆ planning the stages of finishing in a logical sequence</li> <li>◆ preparing ingredients for finishing</li> <li>◆ identifying, selecting and preparing tools and equipment for finishing</li> </ul>	<ul style="list-style-type: none"> <li>◆ carrying out research into cake finishing using the internet, food brochures and cake books or magazines</li> <li>◆ watching TV programmes, DVDs, CD-ROMs, slide shows, film clips from websites, photographs</li> <li>◆ reading blogs</li> <li>◆ researching recipes and ingredients</li> <li>◆ watching live demonstrations</li> <li>◆ visiting local cake shops, bakeries or supermarkets where in-store baking takes place</li> <li>◆ attending local cake shows and exhibitions</li> <li>◆ listening to guest speakers/industry experts</li> <li>◆ video-conferencing between centres, if appropriate</li> <li>◆ group discussions and teacher-led discussion</li> <li>◆ preparing for local or national competitions</li> </ul>
Finishing	<ul style="list-style-type: none"> <li>◆ trimming the prepared baked items, where applicable, to create the desired shape, using appropriate tools and/or equipment where necessary</li> <li>◆ selecting and using the appropriate coatings and fillings</li> <li>◆ using the appropriate application techniques (such as: coating, piping, rolling, smoothing, spreading, and trimming), tools and/or equipment to finish the baked items</li> <li>◆ applying the appropriate finishing decoration techniques (such as: crimping, embossing, texturing, modelling, piping, stencilling, and using commercial cutters or aids) with creativity, flair and resourcefulness, using appropriate tools and equipment</li> </ul>	<ul style="list-style-type: none"> <li>◆ practical workshops</li> <li>◆ team challenges</li> <li>◆ entering local or national competitions for cake finishing</li> <li>◆ self and peer evaluation</li> </ul>



	<ul style="list-style-type: none"> <li>◆ storing the finished items correctly, using appropriate packaging</li> <li>◆ evaluating the finished items in terms of their overall appearance, (including shape, design proportion, texture and colour balance) and, where appropriate, taste</li> </ul>	
	<ul style="list-style-type: none"> <li>◆ working safely and hygienically</li> </ul>	<ul style="list-style-type: none"> <li>◆ listening to Environmental Health presentations</li> <li>◆ working towards food hygiene certificates</li> <li>◆ watching TV, DVDs/CD-ROMs</li> <li>◆ completing worksheets</li> <li>◆ peer/self-evaluation</li> <li>◆ keeping up to date with good practice in health and safety and food hygiene</li> </ul>

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## **Developing skills for learning, skills for life and skills for work**

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- ◆ [\*Coursework Authenticity: A Guide for Teachers and Lecturers\*](#)

# Administrative information

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**Published:** May 2016 (version 2.1)

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## History of changes to Unit Support Notes

Version	Description of change	Authorised by	Date
2.0	'Approaches to learning, teaching and assessment' section — recipes for suitable fillings and/or coatings added.	Qualifications Manager	May 2015
2.1	References to 'colouring' deleted on page 46.	Qualifications Manager	May 2016

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