



NQ Verification 2016–17 Key Messages Round 2

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Section 1: Verification group information

Verification group name:	Hospitality: Practical Cake Craft
Verification event/visiting information	Visiting
Date published:	June 2017

National Courses/Units verified:

C738 75 National 5 Hospitality: Practical Cake Craft

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Section 2: Comments on assessment

Assessment approaches

Centres used the SQA assessment task to assess all candidates, and the marking instructions were applied effectively. Candidate performance was recorded appropriately by most centres. Information regarding the assessment task dated September 2016 (version 3) can be accessed through the most recent webinars on the SQA website.

Assessment judgements

Assessment judgements were reliable and accepted, with centre assessors marking to national standard. The published marking instructions were used effectively in providing detail of the distribution of marks against each assessment task. Visiting verifiers provided advice, support and guidance to the assessors when and if required. The Understanding Standards support notes and the recent webinars were found to be informative and helpful.

Section 3: General comments

Candidate booklets could be used more effectively by the candidates ticking, highlighting or circling the techniques to indicate which ones they wish to be included for assessment.

Centres selected for visiting verification are reminded that the Verification Sample Form should be completed prior to the visit. Evidence for up to 12 candidates' finished cakes and associated paperwork should be completed, marked and signed by the assessor — and should show evidence of internal verification.

Detailed assessor comments would have been useful to clarify the effectiveness of centre assessment decisions. Centres requiring additional support and guidance on internal verification were directed to the Internal Verification Toolkit available here: www.sqa.org.uk/IV/toolkit

Stage 1: Plan of work

Candidates used the practical activity assessment task in its given format as issued by SQA. Candidates should be encouraged to create plans of work in a logical sequence and include all key elements. The equipment list with explanation should only include equipment to finish and decorate the cake. The plan of work should include the baking, cooling and storing of the cake. Plans of work should be completed in advance of the practical activity and candidates should not progress to stage two until their plans have been marked by the assessor.

Stage 2: Implementing

Marks awarded for implementing were in most instances consistent with the national standard. Many assessors included comments/justification against marks achieved, which provided constructive feedback to the candidates.

In some instances, candidates did not attempt all five finishing techniques and therefore limited the number of marks they could have accessed.

Centres are reminded that it is unhygienic to insert cocktail sticks and wires into cakes to support models. Correct cake decoration equipment such as plastic flower picks, dry spaghetti or candy sticks are recommended as a safe option. Also, colour-headed pins should not be used to attach ribbon to cake boards. If using ribbon around a cake board it should be attached by using specialist double-sided tape available from cake decoration suppliers.

Cake-finishing techniques must be assessed and marked in line with current marking instructions. Identifying the difference between basic, straightforward and detailed models was an area that presented some confusion. The difference between texturing and embossing was also an issue. Some candidates met the criteria for executing cake-finishing techniques and were also within the mark ranges stated in the guidelines but the quality of their work was often not considered and in some instances fell into the lower mark range. Information

regarding the assessment task can also be accessed through the webinars which can be found on the SQA website.

Stage 3: Evaluating

Centres seemed to understand and teach evaluations effectively and have also made use of the Understanding Standards support materials for guidance. However, in some instances, evaluative comments were repetitive in their conclusion. Candidates should be encouraged to use evaluative comments which are appropriate to each task to prevent repetition of words.