



## Course report 2022

Subject	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 appeals.

# Grade boundary and statistical information

## Statistical information: update on courses

Number of resulted entries in 2022	1465
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## Statistical information: performance of candidates

### Distribution of course awards including grade boundaries

<b>A</b>	Percentage	28.4	Cumulative percentage	28.4	Number of candidates	415	Minimum mark required	76
<b>B</b>	Percentage	24.5	Cumulative percentage	52.9	Number of candidates	360	Minimum mark required	67
<b>C</b>	Percentage	23.8	Cumulative percentage	76.7	Number of candidates	350	Minimum mark required	58
<b>D</b>	Percentage	13.5	Cumulative percentage	90.2	Number of candidates	195	Minimum mark required	49
<b>No award</b>	Percentage	9.8	Cumulative percentage	N/A	Number of candidates	145	Minimum mark required	N/A

You can read the general commentary on grade boundaries in appendix 1 of this report.

In this report:

- ◆ 'most' means greater than 70%
- ◆ 'many' means 50% to 69%
- ◆ 'some' means 25% to 49%
- ◆ 'a few' means less than 25%

You can find more statistical reports on the statistics page of [SQA's website](#).

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

### **Question paper**

The question paper performed in line with expectations. Feedback from the marking team suggested that the question paper was fair in terms of course coverage and overall level of demand.

Most candidates attempted all three questions and completed the paper in the allocated time.

### **Assignment**

The modifications to the practical activity were carried forward to this session with section 2: Evaluating removed.

Feedback from the marking team suggested that most candidates completed all stages of the assignment.

### **Practical Activity**

The practical activity was at the same level of demand as in previous years. Most candidates performed well in the practical component and had a good understanding of finishing techniques and the marks available.

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

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

#### **Question paper**

Question 1(a) Most candidates could describe two steps that should be followed when preparing tins for a Victoria Sandwich.

Question 3(a) Most candidates could describe three steps involved in the application of sugarpaste to a rich fruit cake that has previously been coated in marzipan. Some candidates incorrectly identified apricot jam as an adhesive for sugarpaste.

Question 3(c) Most candidates could name a suitable adhesive for applying small sugarpaste flowers.

#### **Assignment**

Most centres clearly demonstrated that the assignment was carried out, as required, prior to completing the practical activity. However, the marking team highlighted an increase in the number of retrospective design illustrations and plans of work from candidates. This significantly reduced the marks that candidates could access.

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

Most candidates performed well, providing a detailed drawing which clearly included the occasion, cake type, coatings, size of cake and cake board and finishing techniques to be demonstrated.

Good practice was demonstrated when the illustration was coloured in their chosen colour scheme, and completed on a separate A3 sheet of paper, as it allowed candidates the space to provide a detailed drawing of their cake, and showcase their chosen finishing techniques.

#### **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 required equipment for their finishing techniques 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**

Most candidates attempted two of the 9 mark techniques and three of the 4 mark finishing techniques.

Candidates seemed to enjoy the challenges in choosing a theme for their cake, baking a cake of their choice and finishing the cake with their chosen finishing decoration techniques.

A wide range of application and finishing techniques were demonstrated, to a very high standard.

## **Areas which candidates found demanding**

### **Question paper**

#### Question 1(b)

Candidates were asked to explain the functional properties of margarine and baking powder in the manufacture of a Victoria Sandwich. Candidates could identify a functional property of margarine and/ or baking powder, but did not explain their use in a Victoria Sandwich and therefore were awarded no marks.

#### Question 1(c)

This question asked candidates to evaluate the suitability of a Victoria Sandwich for a children's birthday party. It was not answered well, as candidates have difficulty with evaluate questions.

While many candidates could demonstrate a valid fact about a Victoria Sandwich, they did not then give a judgement and a consequence that related back to the question, about its suitability at a child's birthday party. Some candidates wrote under the heading's fact, opinion and judgement and correctly evaluated the question, but then no further answers.

Candidates are required to provided three responses which should include a fact, judgement and opinion.

#### Question 1(d)

This question asked candidates to explain two steps that should be taken when modelling teddy bears from sugarpaste to ensure good results. Many candidates could identify a fact about the use of sugarpaste but failed to explain how it would ensure good results when modelling, and therefore achieved no marks.

#### Question 2(b)

This question asked candidates to explain why two faults had occurred in a Swiss roll. Most candidates could not explain why these faults had occurred, often giving a statement.

### **Practical activity**

A few candidates incorrectly interpreted the finishing decoration techniques — texturing and embossing, which led to marks the centre had awarded being amended during verification.

A few candidates were not aware of the difference between embossing and crimping, which led to marks being amended during verification.

Some candidates did not place finishing techniques such as embossing carefully on their cake board which meant the technique was no longer visible after the cake had been placed on the board, so no marks could be awarded.

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

### **Question paper**

For many candidates the question paper continues to be a challenge. Candidates should be given the opportunity to practice questions/papers, and to be given 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.

### **Assignment**

All components of the assignment must be completed before candidates start to make the cake.

Design illustrations, resources and plans of work must not be retrospective. Candidates should complete the design illustration, resources and plan of work independently under examination conditions. No templates should be provided.

The design illustration can be completed on a separate A4 or A3 sheet of paper. This is good practice, as it allows more space for the illustration. A photocopy of the design illustration should be given to the candidate for the practical activity, as the original must be sent with the assignment booklet to SQA.

Candidates should refer to coating as sugarpaste and not fondant.

Candidates with illegible handwriting should be encouraged to type the workbook. Candidates can type the information for design illustration and then stick the information on to the design illustration sheet, this will make it easier for the candidate to follow and for the marker to identify the required information.

Measurements for recipes, cake tins and cake boards should be in metric, not imperial.

In section B 'resources', candidates should only list the equipment required for the finishing decoration techniques.

Candidates should make a clear justification as to why they chose the type of cake to make for their chosen occasion. Some candidates gave a very brief statement with no justification.

Candidates should include the recipe and the method they will use to make their chosen cake. The recipe should be for the exact quantities required for the size of their chosen cake or cakes. Some candidates are including recipes that do not reflect the quantity of cake required for their chosen size of cake.

The recipe does not need to be written or typed by the candidate, as some candidates made important omissions when copying out a recipe. Instead, candidates can include a photocopy of an appropriate recipe and attach it to their workbook.

### **Practical activity**

Candidates can choose which type of cake they wish to make. However, centres should make candidates aware that as the cake must be stored and kept for verification; this may limit their choice in the type of cake they choose to bake, and coatings they apply.

A few candidates had identified that they were texturing on a model, and wished both texturing and modelling to be marked.

If models are to be detailed, additional techniques such as texturing or embossing can be added to the model and included in the marking. These techniques should not be marked as a separate technique.

A few candidates used two cake boards. This gave candidates more space to demonstrate finishing techniques such as eight repetitions or texturing equivalent to 25% of the top of the cake. If a technique is not clearly visible, it cannot be awarded marks.

## Appendix 1: general commentary on grade boundaries

SQA's main aim when setting grade boundaries is to be fair to candidates across all subjects and levels and maintain comparable standards across the years, even as arrangements evolve and change.

For most National Courses, SQA aims to set examinations and other external assessments and create marking instructions that allow:

- ◆ a competent candidate to score a minimum of 50% of the available marks (the notional grade C boundary)
- ◆ a well-prepared, very competent candidate to score at least 70% of the available marks (the notional grade 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 for each course to bring together all the information available (statistical and qualitative) and to make final decisions on grade boundaries based on this information. Members of SQA's Executive Management Team normally chair these meetings.

Principal assessors utilise their subject expertise to evaluate the performance of the assessment and propose suitable grade boundaries based on the full range of evidence. SQA can adjust the grade boundaries as a result of the discussion at these meetings. This allows the pass rate to be unaffected in circumstances where there is evidence that the question paper or other assessment has been more, or less, difficult than usual.

- ◆ The grade boundaries can be adjusted downwards if there is evidence that the question paper or other assessment has been more difficult than usual.
- ◆ The grade boundaries can be adjusted upwards if there is evidence that the question paper or other assessment has been less difficult than usual.
- ◆ Where levels of difficulty 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 on year. This is because the specific questions, and the mix of questions, are different and this has an impact on candidate performance.

This year, a package of support measures including assessment modifications and revision support, was introduced to support candidates as they returned to formal national exams and other forms of external assessment. This was designed to address the ongoing disruption to learning and teaching that young people have experienced as a result of the COVID-19 pandemic. In addition, SQA adopted a more generous approach to grading for National 5, Higher and Advanced Higher courses than it would do in a normal exam year, to help ensure fairness for candidates while maintaining standards. This is in recognition of the fact that those preparing for and sitting exams have done so in very different circumstances from those who sat exams in 2019.



The key difference this year is that decisions about where the grade boundaries have been set have also been influenced, where necessary and where appropriate, by the unique circumstances in 2022. On a course-by-course basis, SQA has determined grade boundaries in a way that is fair to candidates, taking into account how the assessment (exams and coursework) has functioned and the impact of assessment modifications and revision support.

The grade boundaries used in 2022 relate to the specific experience of this year's cohort and should not be used by centres if these assessments are used in the future for exam preparation.

For full details of the approach please refer to the [National Qualifications 2022 Awarding—Methodology Report](#).