

National 5 Practical Cake Craft



Guidance on gathering key evidence for producing estimates in session 2020–21

Document updated 18 February 2021 —new content for component 2: assignment (page 3) and component 3: practical activity (page 4).

This document provides subject-level guidance to SQA approved centres on gathering key evidence to support estimates for National 5 Practical Cake Craft in session 2020–21. You should read this guidance alongside [National Courses: guidance on gathering evidence and producing estimates](#) and the SQA Academy resource, [Quality assurance of estimates for National Courses](#).

This document also includes information on subject-level assessment resources.

Gathering key evidence to produce estimates for National 5 Practical Cake Craft

Every year you provide estimates for your candidates. This document and *National Courses: guidance on gathering evidence and producing estimates* will give you additional support and guidance to support your decision making for session 2020–21. Evidence should be gathered later in the course, as a realistic reflection of a candidate's attainment. It is important to note that it is not the **quantity** of evidence, but the **quality** of evidence, in relation to its predictive value, that will support you during the estimation process.

The following types of key evidence are likely to provide a good predictive value and may be helpful, although there may be other types of key evidence you feel you would like to use.

Types of key evidence and assessment resources

A holistic review of a candidate's performance in National 5 Practical Cake Craft should have as its focus three key pieces of evidence generated from completion of:

- ◆ a question paper
- ◆ an assignment
- ◆ a practical activity

The relative weightings of marks, which contribute to the National 5 Practical Cake Craft course assessment, are given below. You should take these into account when reviewing candidates' evidence across the three components. These have been altered this session in recognition of the fact that centres are experiencing difficulties in carrying out practical work.

Component 1: question paper

The question paper has a relative weighting of 25% of the overall course assessment.

Candidates do not need to produce evidence for the question paper component on a single occasion, but it is important that all assessment tasks are unseen. It is important to remember, assessment that generates evidence from across a range of course content, will have better predictive value.

You can generate the most valid evidence in response to a question paper that replicates, as far as possible, the same standard, duration, format and security as SQA question papers. You should gather evidence for this component from occasions where you give candidates opportunities to demonstrate their skills, knowledge and understanding from across the course in unseen situations.

The question paper your candidates sit must include subject content on:

- ◆ methods of cake making
- ◆ processing techniques and
- ◆ categories of ingredients

When devising a question paper, please refer to the specimen question paper and marking instructions, the 2018 and 2019 past papers and marking instructions, and the 2021 National 5 question paper and marking instructions. These illustrate the standard, structure, and requirements of the question paper.

The past papers, which you can download from the [National 5 Practical Cake Craft web page](#), should not be used in their entirety. You should combine questions from several papers, or amend the context of existing questions to create a new question paper.

By the end of the year, information from the Preparing Assessment Materials webinar, which gives advice on devising your own question paper, will be available on the [SQA Understanding Standards web page](#).

Evidence with a high predictive value for the question paper may be generated using a class test conducted under a high degree of supervision and control, where possible.

Candidates should:

- ◆ be within direct sight of a teacher or lecturer
- ◆ not interact with other candidates
- ◆ not access email, the internet or mobile phones
- ◆ complete their work independently
- ◆ not have access to learning and teaching materials or their own notes
- ◆ not have sight of display materials that might provide assistance — you should cover or remove these

Evidence generated later in the year, once learning and teaching has taken place and candidates have had opportunities to consolidate knowledge and understanding, should have a higher predictive value than evidence generated earlier in the course.

Note: existing unit assessment support packs are open book assessments and will not have the same predictive value as a closed book assessment, where candidates do not have access to their notes or any other resources.

Component 2: assignment

The assignment has a relative weighting of 20% of the overall course assessment.

Evidence with the highest predictive value should be based on the suggested modifications to the assessment of the assignment for this session, available on the [SQA National Courses 2020–21 web page](#). Only a completed candidate booklet with evidence of a design illustration, resources and a plan of work will be acceptable this session.

To support you, SQA will provide an amended candidate workbook and recording sheet. The existing marking instructions for section 1 of the assignment will still apply.

New content added 18 February 2021

To maintain the reliability and validity of candidate evidence, you should, if possible, adhere to the assignment assessment conditions in the course specification.

To provide further flexibility in session 2020–21 only, you can relax the assessment conditions for the assignment to allow candidates to complete this assessment outwith the learning and teaching setting. You must exercise professional responsibility to ensure that evidence submitted by a candidate is the candidate's own work.

If relaxing the assessment conditions results in a higher standard of candidate evidence than usual, you should raise the thresholds you use to determine your provisional results.

(End of new content).

Component 3: practical activity

The practical activity has a relative weighting of 55% of the overall course assessment.

Evidence with the highest predictive value is a portfolio, demonstrating practical application of knowledge and skills and sampling across the course content.

Where centres have difficulty with the delivery of practical lessons, evidence should be generated from a minimum of one cake with a coating and at least two of the 9-mark finishing decoration techniques, and three of the 4-mark finishing decoration techniques.

You should include photographic evidence, with supporting commentary explaining the marks awarded. A recording sheet for the marks awarded will be provided to support you. This component has 70 marks, scaled to 55 marks for this session.

You should use the existing marking instructions for the practical activity, with one minor exception. As the marks may not be based on a single cake, it is not appropriate to award marks for the finished product. Instead, both hygiene and safety will be marked out of 5, to reflect the increased number of occasions when work is being assessed.

When combined with the marks from the other two components, this will give an overall mark for course assessment of 100 marks.

New content added 18 February 2021

SQA's advice for all courses remains to prioritise learning and teaching. We recognise that disruption due to centre closures in 2021 may have impacted the development of practical skills.

Assessment should take place in the later stages of session 2020–21, once learning and teaching has taken place. If centres prioritised practical skills during August to December 2020, quality evidence generated during this time can be used to inform provisional results. This approach may not be appropriate for all candidates, and depends on the opportunities they have had to generate evidence.

Decisions on making provisional results should be based on demonstrated attainment, and it is beneficial to have professional discussions with colleagues in your centre or locality. The following scenarios will help with this process.

Scenario 1

You have candidates who have undertaken most if not all the assessments set during the session. In this case, you are well placed to form a professional judgement on their evidence, and to provide a provisional result based on demonstrated attainment.

Scenario 2

You are considering a provisional result for a candidate whose ability to generate practical evidence was disrupted by centre closures in 2021. You should first consider any assessments completed towards the end of the session. While reviewing this, it is evident that the candidate's practical skills have declined during the centre closure and are not representative of their previous attainment. You have evidence from this candidate gathered earlier in the session that you consider more realistically demonstrates their practical skills.

As the provisional result must reflect their demonstrated attainment, you should holistically consider the evidence for this candidate. Therefore, in this scenario, you should consider the evidence gathered at the end of the course, as well as evidence of the candidate's practical skills from earlier in the course.

(End of new content).

Using additional assessment resources for session 2020–21: key information

It is important that you use valid and reliable assessment when gathering evidence to produce estimates for National 5 in session 2020–21.

In National 5 Practical Cake Craft, SQA will provide a question paper for session 2020–21, which you can use when gathering evidence to support your estimates. Please note that the marking instructions have not been standardised based on candidate responses. You may therefore need to agree within your centre how to consistently mark an item if a candidate response is not covered by the marking instructions.

The National 5 question paper will only be available on SQA's secure website — you must treat this confidentially, in the same way as other live assessment materials.

You should carefully consider how best to use these materials to support candidates, to integrate with your programme of learning, and to help you collate evidence of candidate attainment. Given current public health advice and to maximise learning and teaching time, it is important to stress that there is no expectation that schools and colleges hold a formal diet of prelims for National 5. One of the key reasons for moving to an alternative model was to create additional teaching time through removing the need for prelims and replacing the final examination diet with more flexible classroom-based assessment.

If you use a question paper in part or in its entirety, you should remind candidates that they must not discuss the content of the paper with anyone, including friends, family or on social media.

Understanding the national standard

National standards are exemplified through examples of candidates' responses and assessment commentaries on the SQA Understanding Standards website. You can find assessment materials, with commentaries of how marks were applied, on [SQA Understanding Standards National 5 Practical Cake Craft web page](#).

What is reliable evidence

The closer the internal assessment is to the standard, format and duration of the course assessments, the more reliable the evidence your candidates produce will be.

The course assessment

The course assessment meets the key purposes and aims of the course by addressing:

- ◆ breadth — drawing on knowledge and skills from across the course
- ◆ challenge — requiring greater depth or extension of knowledge and/or skills
- ◆ application — requiring application of knowledge and/or skills as appropriate

Grading

Types of questions that assess skills at grade C

At grade C, candidates typically demonstrated successful performance in the question paper in relation to the skills, knowledge and understanding for the course. They provide basic responses to most content areas, but may lack knowledge in some areas. Few, if any, developed responses will be evident.

Examples of questions at grade C

From the 2019 National 5 Practical Cake Craft question paper:

Question 1(a)

'State two rules to follow to ensure accurate results when using scales to weigh ingredients in the preparation of a baked sponge cake' (2 marks)

This is familiar content area, with no description or explanation required.

Question 2(b)

'Describe two rules to follow to achieve good results when using crimping as a decorative finish on a cake coated with sugar paste' (2 marks)

This is familiar content area, with only two descriptions required.

Types of questions that assess skills at grade A

At grade A, candidates typically demonstrate a consistently high level of performance in the question paper component in relation to the skills, knowledge and understanding for the course. They provide in-depth responses where appropriate.

Examples of questions at grade A

From the 2019 National 5 Practical Cake Craft question paper:

Question 1(d)

'Explain two factors that would have to be taken into consideration when making a chocolate ganache' (2 marks)

This question requires knowledge of a less familiar section of the course content. In addition, it requires application of knowledge, not simply recall.

Question 3(b)

'Evaluate the use of butter when making the lemon drizzle cake' (3 marks)

An evaluation question, which many candidates find more challenging. In addition, the mark allocation requires either more in-depth knowledge, or a developed response.

Assignment performance at grade C

- ◆ the design illustration shows most aspects of the design in detail. Detail is limited for some aspects
- ◆ a suitable recipe is identified and briefly justified. The recipe is accurate, but quantities may not be suitable for size of cake
- ◆ most necessary specialist equipment is identified with some justification for choice
- ◆ the plan of work includes most aspects of preparing, baking and finishing the cake
- ◆ detail may be lacking
- ◆ most tasks are correctly sequenced

Assignment performance at grade A

- ◆ the design illustration shows all aspects of the design in detail. This includes all points listed in the marking criteria
- ◆ a suitable recipe is identified and justified. All aspects of the recipe are accurate and in suitable quantities for size of cake
- ◆ all necessary specialist equipment is identified, and choice correctly justified
- ◆ the plan of work includes all aspects of preparing, baking and finishing the cake
- ◆ the plan is sufficiently detailed to show clearly what each stage entails
- ◆ tasks are correctly sequenced

Practical activity performance at grade C

- ◆ candidates demonstrate skills of an acceptable level in all aspects of preparing and baking the cake, and preparing it for finishing
- ◆ two 9-mark finishing decoration techniques or three 4-mark finishing decoration techniques may not be evident in sufficient quantity or quality to meet the marking criteria to access all available marks
- ◆ acceptable standards of safety and hygiene are demonstrated throughout all practical activities

Practical activity performance at grade A

- ◆ candidates consistently demonstrate skills of a high quality in all aspects of preparing and baking the cake, and preparing it for finishing
- ◆ a minimum of two 9-mark finishing decoration techniques and three 4-mark finishing decoration techniques is demonstrated, which meet the marking criteria for all marks to be accessed
- ◆ high standards of safety and hygiene are demonstrated throughout all practical activities

History of changes

Date	Description of change
18 February 2021	Additional information added in 'Component 2: assignment' section (page 3) and 'Component 3: practical activity' section (page 4).

Note: please check SQA's website to ensure you are using the most up-to-date version of this document.

© Scottish Qualifications Authority 2021

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is reproduced, SQA should be clearly acknowledged as the source. If it is to be used for any other purpose, written permission must be obtained from permissions@sqa.org.uk.