



National 5 Practical Cake Craft

Course code:	XXXX XX
Course assessment code:	XXXX XX
SCQF:	level 5 (24 SCQF credit points)
Valid from:	session 2025-2026

The course specification provides detailed information about the course and course assessment to ensure consistent and transparent assessment year on year. It describes the structure of the course and the course assessment in terms of the skills, knowledge and understanding that are assessed.

This document is for teachers and lecturers and contains all the mandatory information you need to deliver the course.

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Contents

Course overview	1
Course rationale	2
Purpose and aims	3
Who is this course for?	3
Course content	4
Skills, knowledge and understanding	4
Skills for learning, skills for life and skills for work	8
Course assessment	9
Course assessment structure: assignment and practical activity	10
Grading	15
Equality and inclusion	16
Further information	17
Appendix 1: course support notes	18
Introduction	18
Developing skills, knowledge and understanding	18
Approaches to learning and teaching	19
Preparing for course assessment	21
Developing skills for learning, skills for life and skills for work	22
Appendix 2: suitable recipes for each category of baked item	24
Appendix 3: fillings and coatings	32

Course overview

The course consists of 24 SCQF credit points which includes time for preparation for course assessment. The notional length of time for a candidate to complete the course is 160 hours.

The course assessment has two components.

Component	Marks	Duration
Component 1: assignment	30	See course assessment section
Component 2: practical activity	70	

Components 1 and 2 are interconnected and will be assessed through a single activity. Candidates will complete one task — designing, planning, making, finishing, demonstrating knowledge and understanding, and evaluating a cake- — which will serve as evidence for both components.

Recommended entry	Progression
<p>Entry to this course is at the discretion of the centre.</p> <p>Candidates should have achieved the fourth curriculum level or equivalent qualifications and/or experience prior to starting this course.</p>	<ul style="list-style-type: none">♦ other qualifications in hospitality or related areas♦ further study, employment or training

Conditions of award

The grade awarded is based on the total marks achieved across all course assessment components.

Course rationale

National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

Every course provides opportunities for candidates to develop breadth, challenge and application. The focus and balance of assessment is tailored to each subject area.

The course builds on the principles and practice and the relevant experiences and outcomes for the technologies and health and wellbeing curriculum areas. It enables candidates to participate in engaging, motivating learning experiences, to develop and demonstrate highly imaginative techniques in the production of cakes and other baked items.

The course provides opportunities for candidates to achieve through participating in engaging, motivating and relevant learning experiences, and develop confidence as individuals who derive satisfaction from creating cakes and from having their achievements and skills recognised.

The course also develops candidates' abilities to participate safely and hygienically in practical activities and take on organisational tasks, as well as effectively share their views with others.

In this course, there is an emphasis on skills development and the application of those skills. Assessment approaches are proportionate and fit for purpose and promote best practice, enabling candidates to achieve the highest standards they can.

This course provides candidates with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities, as well as skills for learning, skills for life and skills for work, which have a universal application. They include aspects of numeracy, thinking and employability skills.

Purpose and aims

The course aims to enable candidates to:

- ◆ acquire knowledge and understanding of methods of cake production
- ◆ develop knowledge and understanding of functional properties of ingredients used in cake production
- ◆ 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 relevant to the world of work. It enables candidates to develop a range of artistic techniques and to consolidate them through practical activities. Drawing on all aspects of design, such as shape, colour, texture, balance and precision, candidates are given the opportunity to produce a variety of individualised cakes and other baked items, and to creatively interpret a design brief.

The course makes an important contribution to general education through developing a range of essential skills which stand candidates in good stead for their future. Its contribution to vocational education is significant because it is a springboard for a range of careers in the bakery, confectionary and hospitality industries.

Who is this course for?

This course is designed for those wishing to acquire cake baking and finishing skills and to develop and demonstrate innovativeness in these areas. An interest in the creative and artistic aspect of the course would be an important consideration.

The course considers the needs of all learners in that it recognises that young people achieve in different ways and at a different pace.

Course content

This hands-on and experiential course focuses on developing a variety of cake baking and finishing skills. It allows candidates to refine and showcase their creativity through the production of cakes and other baked goods.

The course enhances critical thinking abilities such as understanding, analysis, evaluation, and creation. It also emphasises numeracy, employability skills, and safe, hygienic work practices.

Candidates gain a solid understanding of cake production methods, and the functional properties of ingredients used in cakes and other baked items. They develop practical skills in baking a wide range of cakes and other baked goods, applying specialist techniques and processes safely and hygienically.

Additionally, the course helps candidates improve their ability to finish cakes and baked items with precision.

Skills, knowledge and understanding

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- ◆ interpreting a design brief
- ◆ carrying out a practical activity to meet the requirements of a design brief
- ◆ knowledge of methods of cake baking and finishing
- ◆ knowledge of functional properties of ingredients used in production of cakes and other baked items
- ◆ 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 against a set of criteria

Skills, knowledge and understanding for the course assessment

The following provides details of skills, knowledge and understanding sampled in the course assessment.

Assignment and practical activity

The purpose of the assignment is to assess practical application of knowledge and skills from across the course to design and make a cake for a given brief. It will assess candidates' skills in designing, implementing and evaluating a baked item.

The practical activity will require candidates to clearly demonstrate application of knowledge and skills, at an appropriate level, related to the course content, as defined in the table below.

Categories of baked items	<p>At least one item from each of the categories listed below should be baked and finished:</p> <ul style="list-style-type: none">◆ light/medium sponge-type cakes◆ madeira-type cakes◆ lightly fruited cakes◆ heavily fruited cakes◆ tray bakes/biscuits <p>Candidates should be able to demonstrate knowledge of all processes involved in the production of the categories listed.</p>
Categories of ingredients	<p>Functional properties of ingredients used in cake baking:</p> <ul style="list-style-type: none">◆ flour◆ fat◆ sugar◆ eggs◆ raising agents
Preparing for baking	<ul style="list-style-type: none">◆ selecting baking recipes◆ identifying and selecting appropriate processing techniques◆ planning the stages of baking in a logical sequence◆ preparing ingredients for baking◆ preparing equipment for baking

Processing techniques	<ul style="list-style-type: none"> ◆ weighing and measuring ◆ whisking ◆ creaming ◆ rubbing in ◆ melting ◆ mixing ◆ folding ◆ incorporating ◆ depositing
Baking	<ul style="list-style-type: none"> ◆ following the appropriate production method for each of the baked items ◆ depositing the mixture appropriately ◆ carrying out readiness tests and responding appropriately ◆ cooling the baked items and storing them correctly, using appropriate packaging ◆ evaluating the baked items in terms of their texture and appearance and, where appropriate, taste ◆ working safely and hygienically
Coatings and fillings	<p>The completed baked items must be finished appropriately and include the fillings and coatings listed below:</p> <ul style="list-style-type: none"> ◆ buttercream/frosting ◆ cream ◆ ganache/melted chocolate ◆ jams/curds ◆ marzipan/almond paste ◆ royal icing ◆ sugar-paste
Finishing application techniques	<ul style="list-style-type: none"> ◆ coating ◆ rolling ◆ smoothing ◆ spreading ◆ trimming
Finishing decoration techniques	<ul style="list-style-type: none"> ◆ crimping ◆ embossing ◆ texturing ◆ modelling ◆ piping ◆ stencilling ◆ using commercial cutters/aids

Preparing for finishing	<ul style="list-style-type: none"> ◆ identifying fillings and coatings suitable for finishing; selecting appropriate recipes for the preparation of the chosen fillings and coatings where required ◆ identifying and selecting appropriate finishing techniques ◆ planning the stages of finishing in a logical sequence ◆ preparing ingredients for finishing ◆ identifying, selecting and preparing tools and equipment for finishing
Finishing	<ul style="list-style-type: none"> ◆ trimming the prepared baked items, where applicable, to create the desired shape, using appropriate tools and/or equipment where necessary, selecting and using the appropriate coatings and fillings ◆ using the appropriate application techniques, tools and/or equipment to finish the baked items ◆ applying the appropriate finishing decoration techniques with creativity, flair and resourcefulness, using appropriate tools and equipment ◆ storing the finished items correctly, using appropriate packaging ◆ working safely and hygienically ◆ evaluating the finished baked items

Skills, knowledge and understanding included in the course are appropriate to the SCQF level of the course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level (www.scqf.org.uk).

Skills for learning, skills for life and skills for work

This course helps candidates to develop broad, generic skills. These skills are based on [SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#) and draw from the following main skills areas:

2 Numeracy

2.2 Money, time and measurement

4 Employability, enterprise and citizenship

4.1 Employability

5 Thinking skills

5.2 Understanding

5.4 Analysing and evaluating

5.5 Creating

These skills must be built into the course where there are appropriate opportunities and the level should be appropriate to the level of the course.

Further information on building in skills for learning, skills for life and skills for work is given in the course support notes.

Course assessment

Course assessment is based on the information provided in this document.

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 in practical or theoretical contexts as appropriate

This enables candidates to:

- ◆ demonstrate knowledge and understanding of methods of cake production
- ◆ demonstrate knowledge of the functional properties of ingredients used in cake production
- ◆ interpret a given design brief that extends skills in cake baking and cake finishing in unfamiliar contexts
- ◆ independently select resources and make efficient use of them when following the design brief
- ◆ demonstrate flair, creativity and resourcefulness in fulfilling the requirements of the design brief
- ◆ evaluate their finished cake
- ◆ work safely and hygienically to fulfil the requirements of the design brief

Breadth, challenge and application are demonstrated in the context of a practical activity requiring candidates to bake and finish a cake according to a given design brief.

Course assessment structure: assignment and practical activity

Assignment

30 marks

Practical activity

70 marks

Components 1 and 2 are interconnected and will be assessed through a single activity. Candidates will complete one task — designing, planning, making, finishing, demonstrating knowledge and understanding, and evaluating a cake — which will serve as evidence for both component

The purpose of the assignment and practical activity is to assess candidates' ability to extend and apply their skills in the context of baking and finishing a cake to a given design brief.

This assignment and practical activity offer candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ skills in cake baking and finishing
- ◆ using specialist tools and equipment
- ◆ demonstrating creativity
- ◆ effective organisational skills
- ◆ working safely and hygienically
- ◆ demonstrating knowledge and understanding of the cake making process
- ◆ skills in evaluating

The assignment and practical activity are completed in the following order:

- ◆ stage 1: designing (assignment, section 1)
- ◆ stage 2: implementing (practical activity)
- ◆ stage 3: demonstrating knowledge and understanding (assignment, section 2)
- ◆ stage 4: evaluating (assignment, section 3)

The assignment and practical activity together have a total mark allocation of 100 marks. This is 100% of the overall marks for course assessment.

Coursework overview

As the assignment and practical are inter-related, candidates should work independently to complete the assessment task in the designated order, based on the design brief.

- ◆ stage 1: designing (assignment, section 1)
- ◆ stage 2: implementing (practical activity)
- ◆ stage 3: demonstrating knowledge and understanding (assignment, section 2)
- ◆ stage 4: evaluating (assignment, section 3)

The assignment sections must be completed using the SQA candidate workbook.

The practical activity must be carried out by baking and finishing the cake according to the design brief and must meet the following criteria:

- ◆ any type of cake can be selected from the categories of baked items listed in the 'Skills, knowledge and understanding for the course assessment' section
- ◆ the cake may be any shape
- ◆ the cake must be a minimum of 15 cm in length, breadth or diameter
- ◆ cake fillings and coatings included must be suitable for the selected cake type
- ◆ specialist tools, aids and equipment for finishing must be used in accordance with the design brief

The assignment and practical activity has four stages (100 marks):

Stage 1: designing — assignment, section 1 (17 marks)

Candidates must conduct this section of the assignment under some supervision and control. Candidates do not need to be directly supervised throughout the session(s).

This stage gives candidates the opportunity to:

- ◆ produce a design illustration for their chosen cake based on the design brief
- ◆ select a suitable recipe and include a copy of it in the pro forma
- ◆ identify the finishing decoration techniques to be carried out
- ◆ identify and describe specialist equipment required for carrying out finishing decoration techniques
- ◆ prepare a plan of work for baking and finishing their cake for stage 2

Although the design illustration, resources and plan of work should be produced independently under the supervision of the teacher or lecturer, candidates should be encouraged to carry out their own research prior to undertaking these tasks.

Candidates' original design illustration, resources and plan of work should be copied and the original retained while stage 3 and 4 are completed. Teacher or lecturer input on the copy of the designing stage is acceptable to allow candidates to progress to the next stage of the assessment.

It is important to note that, as planning choices underpin the practical activity, the teacher or lecturer should ensure that no candidate proceeds to stage 2 until they have created a workable design illustration and plan of work on their copied evidence. If a candidate has not produced a sufficiently effective design illustration or logical plan of work, the teacher or lecturer may provide candidates with advice and guidance as necessary.

Stage 2: implementing — practical activity (70 marks)

Candidates must complete this stage under supervision before assessment of stage 3 can take place. Candidates can complete the tasks listed below on different days.

This stage gives candidates the opportunity to:

- ◆ weigh, measure and prepare ingredients
- ◆ bake and store the chosen cake (this should be completed as close to finishing the cake as possible, but no later than on the day before)
- ◆ complete any necessary decorative items for finishing, if applicable
- ◆ prepare the base cake for finishing
- ◆ apply finishing techniques using appropriate tools and equipment to achieve the required appearance
- ◆ work safely and hygienically

Stage 3: demonstrating knowledge and understanding – assignment section 2 (8 marks)

Candidates must conduct stage 3 and stage 4 of the assignment under a high degree of supervision and control, with a maximum of **1 hour** to complete both sections.

Candidates must be within direct sight of the supervisor throughout the session(s).

Candidates must not interact with other candidates.

Redrafting is not permitted in these sections of the assignment. Once candidates have submitted their evidence, this must not be changed by either the teacher or candidate.

This stage gives candidates the opportunity to:

- ◆ explain why the chosen cake is suitable
- ◆ identify and explain functional properties of their cake
- ◆ identify and explain processing techniques
- ◆ identify and explain faults in the cake making process

Stage 4: evaluating — assignment, section 3 (5 marks)

This is the same as stage 3 as both stages have to be completed at the same time.

This stage gives candidates the opportunity to:

- ◆ evaluate the completed cake against specific criteria
- ◆ evaluate finishing techniques used on their cake
- ◆ evaluate the finished cake in relation to their design illustration

Setting, conducting and marking the assignment and practical activity

The assignment and practical activity are set by SQA and conducted under supervision and control.

Assignment: stage 1: designing; stage 3: demonstrating knowledge and understanding; and stage 4: evaluating, will be submitted to SQA for marking.

Practical activity: stage 2: implementing, will be internally marked and quality assured by centre staff in line with SQA marking instructions.

All marking is quality assured by SQA.

Assessment conditions

Time

This assessment is carried out over a period of time. Candidates should start at an appropriate point in the course. This is normally when they have developed the appropriate skills, knowledge and understanding gained while working through the course.

Supervision, control and authentication

Teachers and lecturers must exercise their professional responsibility in ensuring that evidence submitted by a candidate is the candidate's own work.

Candidates must use the SQA candidate workbook to complete their assignment.

Stage 1 is conducted under some supervision and control. Candidates do not need to be directly supervised throughout the session(s).

Stage 2 must be carried out independently. This should be made clear to the candidate. The teacher or lecturer can answer questions from candidates about accessing ingredients and equipment. The teacher or lecturer may intervene to ensure that the health and safety of candidates is not compromised.

Stages 3 and 4 must be closed book and are conducted under a high degree of supervision and control, with a maximum of 1 hour to complete both stages. Candidates must be within direct sight of the supervisor throughout the session(s). Candidates must not interact with other candidates.

All work submitted by candidates must be their own.

The teacher or lecturer must retain candidates' work between sessions.

Redrafting is not permitted in any section of the assignment. Once candidates have submitted their evidence, this must not be changed by either the teacher or candidate.

Resources

Teachers and lecturers must exercise their professional responsibility in ensuring that evidence submitted by a candidate is the candidate's own work.

Candidates must use the SQA candidate workbook to complete their assignment.

There are no restrictions on the resources available to the candidate in stage 1; however, this does not include model answers or writing frames such as outlines or headings.

Reasonable assistance

Candidates must undertake the assessment independently. However, reasonable assistance may be provided to try to balance the need for support with the need to avoid giving too much assistance. If any candidates require more than what is deemed to be 'reasonable assistance', they may not be ready for assessment.

Evidence to be gathered

The following candidate evidence is required for this assessment:

Assignment:

- ◆ the completed candidate workbook
- ◆ design illustration
- ◆ recipe
- ◆ photograph of the completed cake

Practical activity:

- ◆ the candidate's completed cake
- ◆ a copy of the assignment: section 1, for the candidate's use in stage 2
- ◆ the completed practical activity assessment record

Volume

There is no word count.

Grading

A candidate's overall grade is determined by their performance across the course assessment. The course assessment is graded A–D on the basis of the total mark for all course assessment components.

Grade description for C

For the award of grade C, candidates will typically have demonstrated successful performance in relation to the skills, knowledge and understanding for the course.

Grade description for A

For the award of grade A, candidates will typically have demonstrated a consistently high level of performance in relation to the skills, knowledge and understanding for the course.

Equality and inclusion

This course is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the assessment arrangements web page: www.sqa.org.uk/assessmentarrangements.

Further information

The following reference documents provide useful information and background.

- ◆ [Assessment arrangements](#)
- ◆ [Building the Curriculum 3–5](#)
- ◆ [Guidance on conditions of assessment for coursework](#)
- ◆ [Guide to Assessment](#)
- ◆ [Recent SQA research](#)
- ◆ [Remote assessment](#)
- ◆ [SCQF Handbook](#)
- ◆ [Know Your SCQF Level - Scottish Credit and Qualifications Framework](#)
- ◆ [SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)

Appendix 1: course support notes

Introduction

These support notes are not mandatory. They provide advice and guidance to teachers and lecturers on approaches to delivering the course. They should be read in conjunction with this course specification and the coursework.

Developing skills, knowledge and understanding

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the course. Teachers and lecturers should refer to this course specification for the skills, knowledge and understanding for the course assessment. Course planners have considerable flexibility to select coherent contexts which will stimulate and challenge their candidates, offering both breadth and depth.

One of the ways this course engages candidates is through introducing them to traditional cakes and modern trends in cake production. Teachers and lecturers should make sure that they cover the full range of cakes and other baked items given in the course specification.

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

Candidates are to 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 and lecturers are to demonstrate how to compile a plan of work to ensure that candidates can complete and implement their own plans.

The 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.

Approaches to learning and teaching

Learning and teaching approaches are to be candidate-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 candidates 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.

Teaching strategies should enable candidates 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-and peer-evaluation activities
- ◆ adopt a positive attitude to their work
- ◆ make links with their existing knowledge and experience

Teachers and lecturers are to encourage personalisation and choice, as this allows candidates to express themselves creatively and further enhance the creative and expressive nature of this course.

Personalisation and choice are promoted through the choice of different:

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

Candidates should produce a range of cakes which reflect both traditional and modern trends in cake production. Suitable recipes for baked items and fillings and/or coatings are included in appendices 2 and 3.

To encourage personalisation and choice, teachers and lecturers are to demonstrate finishing techniques, eg modelling, crimping, using commercial cutters, embossing, piping, texturing and stencilling.

To allow candidates to express themselves creatively, an innovative use of everyday items, such as finishing tools, is to 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.

Teachers and lecturers should adopt inclusive approaches to learning and teaching, adapting their teaching methods to suit the needs of all candidates and using an appropriate balance of teaching methodologies.

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

Course aims	Suggested learning approaches
<ul style="list-style-type: none"> ◆ acquire knowledge and understanding of methods of cake production ◆ develop knowledge and understanding of functional properties of ingredients used in cake production ◆ develop knowledge and understanding of cake design and follow trends in cake production 	<ul style="list-style-type: none"> ◆ carrying out research into cake baking and cake finishing using the internet, food brochures and cake books or magazines ◆ watching TV programmes or short videos ◆ reading blogs ◆ researching recipes and ingredients ◆ watching live demonstrations ◆ visiting local cake shops, bakeries or supermarkets where in-store baking takes place ◆ attending local cake shows and exhibitions ◆ listening to guest speakers and industry experts ◆ virtual collaboration between centres, if appropriate ◆ group discussions and teacher-led discussion
<ul style="list-style-type: none"> ◆ develop technical skills in cake baking ◆ develop technical and creative skills in cake finishing ◆ follow safe and hygienic working practices ◆ acquire and use organisational skills in the context of managing time and resources 	<ul style="list-style-type: none"> ◆ practical workshops ◆ use of themed approaches to promote personalisation, choice and creativity ◆ team challenges ◆ entering local or national competitions for cake baking ◆ self and peer evaluation ◆ working towards food hygiene certificates ◆ watching TV programmes or short videos ◆ researching recipes and ingredients ◆ watching live demonstrations ◆ visiting local cake shops, bakeries or supermarkets where in-store baking takes place ◆ attending local cake shows and exhibitions ◆ listening to guest speakers and industry experts ◆ virtual collaboration between centres, if appropriate ◆ group discussions and teacher-led discussion

Preparing for course assessment

This course has additional time which may be used at the discretion of the teacher or lecturer to enable candidates 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 towards the end of the course, for further integration, revision and preparation for course assessment.

Course assessment takes the form of an assignment and a practical activity which draw on the knowledge, understanding and skills developed across the course. The assignment and practical activity require candidates 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 specification.

To prepare for the assignment and practical activity, candidates could be provided with opportunities to:

- ◆ produce detailed design illustrations for a variety of cakes
- ◆ identify specialist equipment required to complete a given design
- ◆ plan how to prepare, bake and finish a variety of cakes
- ◆ further develop finishing decoration techniques
- ◆ evaluate completed cakes with reference to the criteria specified in the detailed marking instructions in the assignment and practical activity assessment task

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

Course planners should identify opportunities throughout the course for candidates to develop skills for learning, skills for life and skills for work.

Candidates should be aware of the skills they are developing, and teachers and lecturers can provide advice on opportunities to practise and improve them.

SQA does not formally assess skills for learning, skills for life and skills for work.

There may also be opportunities to develop additional skills depending on approaches being used to deliver the course in each centre. This is for individual teachers and lecturers to manage.

The table below illustrates how these skills can be further developed in the course.

Skills for learning, skills for life and skills for work	Learning and teaching opportunities for development
2 Numeracy	2.2 Money, time and measurement <ul style="list-style-type: none">♦ using common measuring instruments to weigh and measure ingredients♦ applying numerical skills to calculations involving:<ul style="list-style-type: none">— measuring the sizes of tins, baking trays, paper or cakes— controlling the baking temperature— scaling recipes— ratios for recipes (eg for Victoria sandwich or cream cheese frosting)— time when planning the baking and finishing activities♦ using fractions/percentages to divide ingredients into segments♦ adhering to preparation and finishing times
4 Employability, enterprise and citizenship	4.1 Employability <ul style="list-style-type: none">♦ researching recipes, trends and designs♦ planning tasks♦ working with others♦ being punctual and managing time♦ showing flexibility, resilience, initiative and responsibility

Skills for learning, skills for life and skills for work	Learning and teaching opportunities for development
5 Thinking skills	<p>5.2 Understanding</p> <ul style="list-style-type: none"> ◆ memorising and recalling relevant facts ◆ recognising relevant information which has been previously examined ◆ listing the order of (sequencing) tasks and explaining why this order has been chosen ◆ understanding cake-baking and cake-finishing processes and techniques ◆ understanding recipes ◆ using knowledge of safety and hygiene to work safely and hygienically in different contexts <p>5.4 Analysing and evaluating</p> <ul style="list-style-type: none"> ◆ monitoring the baking and finishing processes ◆ self and peer evaluation <p>5.5 Creating</p> <ul style="list-style-type: none"> ◆ producing own designs to create innovative cakes and other baked items ◆ applying cake-baking and cake-finishing skills ◆ using cake-baking and cake-finishing skills and techniques in different contexts

The development of cake-baking and finishing, along with generic skills are central to this course. Teachers and lecturers should make candidates aware of the skills they are developing and of the transferability of the generic skills. It is this transferability that will help candidates with further study and enhance their personal effectiveness and employability, which might not necessarily be related to the bakery, confectionary or hospitality industries. Manual dexterity, fine motor skills and hand-eye co-ordination are developed through this course and are valued in a range of sectors.

Appendix 2: suitable recipes for each category of baked item

Whisked sponge (light sponge-type cake)

Ingredients

Large eggs	3
Caster sugar	75 g
Plain flour	75 g

Method

- 1 Preheat 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

Self-raising flour	150 g
Baking powder	5 ml
Cocoa powder	25 g
Soft margarine	175 g
Dark brown sugar	175 g
Medium eggs	3

Method

- 1 Preheat the oven to 180°C/gas mark 4 — adjust the temperature appropriately for fan-assisted ovens.
- 2 Prepare two 20 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

Butter or margarine	175 g
Caster sugar	175 g
Medium eggs (beaten)	2
Self-raising flour (sifted)	175 g
Plain flour (sifted)	75 g
Lemon juice	10 ml

Method

- 1 Preheat 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

Butter or margarine	225 g
Caster sugar	225 g
Medium eggs (lightly beaten)	4
Plain flour (sifted)	225 g
Dried mixed fruit	225 g

Note: you can create your own selection of dried fruit, for example dried apricots, pineapple, cranberries instead of the usual dried fruit mixture.

Method

- 1 Preheat 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

Butter	115 g
Dark brown molasses sugar	115 g
Medium eggs (lightly beaten)	2
Glycerine	5 ml
Plain flour (sifted)	115 g
Self-raising flour (sifted)	30 g
Mixed spice	5 ml
Ground cinnamon	5 ml
Ground nutmeg	2.5 ml
Salt	1.25 ml
Sultanas	115 g
Currants	115 g
Raisins	115 g
Glacé cherries	60 g
Mixed peel	30 g
Ground almonds	30 g
Walnuts (optional)	30 g

Method

- 1 Preheat 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 combined and smooth — do not overbeat.
- 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 — do not use 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

Butter	250 g
Icing sugar	60 g
Plain flour	225 g
Cornflour	30 g

Method

- 1 Preheat 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, for example passion fruit buttercream, lemon buttercream, orange buttercream, ganache.

Chocolate brownies (tray bake)

Ingredients

Plain chocolate (with 70% cocoa)	175 g
Butter (roughly cubed)	175 g
Self-raising flour	85 g
Baking powder	1.25 ml
Salt	1.25 ml
Cocoa powder	40 g
Medium eggs	5
Golden caster sugar	300 g
Vanilla essence/extract	5 ml
Walnut pieces	115 g

Method

- 1 Preheat 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 and 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 sieved 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.

Appendix 3: fillings and coatings

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		✓
Sugar-paste		✓

Some suitable recipes for fillings and/or coatings 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

Softened butter	140 g
Icing sugar (sifted)	280 g
Vanilla essence*	5 ml
Food colouring (if required)	a few drops

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

Softened butter	80 g
Icing sugar	250 g
Whole milk	25 ml
Vanilla essence*	a few drops

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

Fresh double cream	145 ml
Chocolate (dark, milk or white)	250 g

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

Albumen powder*	12.5 g
Water	90 ml
Icing sugar (sifted)	450 g

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.

Administrative information

Published: April 2025 (version 4.0)

History of changes to course specification

Version	Description of change	Date
2.0	Course support notes added as appendix.	August 2017
3.0	Course re-named and re-coded	July 2019
4.0	<p>We have removed the question paper component from the course and a new ‘demonstrating knowledge and understanding’ stage has been added to the assignment. We have reviewed and updated the coursework structure for the assignment and practical activity to ensure marks are appropriately distributed.</p> <ul style="list-style-type: none">◆ Stage 1: designing (assignment, section 1) is now 17 marks, with changes to the design illustration and resources marks.◆ Stage 2: implementing (practical activity) remains unchanged but we have updated the marking instructions. It is worth 70 marks.◆ Stage 3: demonstrating knowledge and understanding —we have added this new stage (worth 8 marks) to the assignment.◆ Stage 4: evaluating (assignment, section 3) is now 5 marks and is closed book. <p>Changes have also been made to the format and layout of the document to improve accessibility.</p> <p>What you need to do differently</p> <p>Stage 1</p> <p>You must attach the design illustration to the candidate workbook, as the candidate workbook no longer contains a page for this.</p> <p>There are no marks available for the recipe justification and we have removed the page for inserting the recipe, however, candidates must still include a copy of their recipe with their submitted candidate workbook.</p>	April 2025

Version	Description of change	Date
	<p>The plan of work section of the candidate workbook now contains distinct headings for candidates to write up their plan of work.</p> <p>Stage 2 Make sure you are familiar and comfortable with the application of marks for the practical activity before starting any marking.</p> <p>Stage 3 This is the new section of the assignment. The knowledge and understanding should be naturally occurring through learning and teaching. You should not give this stage to candidates to complete until they have completed stages 1 and 2. We have separated stages 1-2 and stages 3-4 of the candidate workbook into two separate files but you need to submit them together to SQA for marking.</p> <p>Make sure candidates are familiar with the questions and ensure that they relate their answers to their own cake that they produced in stage 2.</p> <p>Stage 4 This is now worth 5 marks instead of 10 marks. Make sure candidates know what they need to evaluate and that they must link it specifically to their own cake.</p> <p>Candidates need to complete stages 3 and 4 at the same time, under closed-book conditions. We have separated stages 1-2 and stages 3-4 of the candidate workbook into two separate files but you need to submit them together to SQA for marking.</p>	

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Note: you are advised to check SQA's website to ensure you are using the most up-to-date version of the course specification.