



National
Qualifications
2023

2023 Practical Cake Craft

National 5

Finalised Marking Instructions

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General marking principles for National 5 Practical Cake Craft

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this paper. These principles must be read in conjunction with the specific marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must **always** be assigned in line with these general marking principles and the specific marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) If a specific candidate response does not seem to be covered by either the principles or specific marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (d) For marks to be awarded, responses must relate to the question asked. Where candidates give points of knowledge without specifying the context these should be awarded marks unless it is clear that they do not relate to the context of the question.
- (e) There are four types of question used in this question paper. Each assesses a particular skill, namely:
 - A State/give/name/identify
 - B Describe
 - C Explain
 - D Evaluate.

For each question type, the following generic marking instructions provide an overview of the marking principles and an example of their application for each type.

A Questions that ask candidates to state/give/name/identify

Candidates should list a number of relevant items or facts. These should relate to the context of the question and do not need to be in any particular order, up to the total mark allocation.

Up to the total mark allocation for this question:

- award **1 mark** for each relevant point of knowledge.

For example

Question: Name a suitable raising agent for a Victoria sponge.

Answer: Baking powder. (**1 mark for each relevant point of knowledge**)

B Questions that ask candidates to describe

Candidates should define or give an account of points relating to the question. They do not need to be in any particular order. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.

Up to the total mark allocation for this question:

- award **1 mark** for each accurate relevant point of knowledge linked to the context of the question.

For example

Question: Describe how to check a whisked sponge for readiness.

Answer: Press the top lightly, it should spring back up. (**1 mark for correct description of test for readiness**)

C Questions that ask candidates to explain

Candidates should make the relationship between points clear, for example by giving accurate relevant points, showing connections between these and the context of the question. Candidates may provide a number of straightforward explanations or a smaller number of developed explanations, or a combination of these.

Up to the total mark allocation for this question:

- award **1 mark** for each accurate relevant point.

For example

Question: Explain how good results can be ensured when stencilling a design on to a cake.

Answer: The sugar-paste icing should have set before stencilling, otherwise the surface could be damaged by the stencil. **(1 mark for accurate relevant point linked to the context of the question)**

D Questions that ask candidates to evaluate

Candidates should make a number of evaluative comments which make a judgement based on the information provided, related to the context of the question. Candidates may provide a number of straightforward observations or a smaller number of developed observations, or a combination of these.

Up to the total mark allocation for this question:

- award **1 mark** for each relevant evaluative comment linked to the context of the question
- award a **second mark** for any evaluative comment that is developed.

For example

Question: Evaluate the following plan for making a Victoria sandwich.

Answer: The oven was not preheated before starting to combine ingredients, which was not good as the cake will not rise well if it is put into an oven which has not reached the correct temperature. **(1 mark for comment)** This will result in a close, heavy texture in the finished cake. **(A further mark for the development of the comment)**

Marking instructions for each question

Question			Expected response(s)	Max mark	Additional guidance
1.	(a)		Possible candidate responses could include: • check oven shelf is in correct position before setting oven • oven shelf should be 1/3 from bottom of oven/just below the middle shelf • ensure the oven is set at the correct temperature • preheat the oven to the correct temperature. Or any other valid response.	2	Candidates should describe two steps that should be taken to prepare the oven for baking a Madeira cake. • Award 1 mark for each accurate description. <i>(up to a maximum of 2 marks)</i>
	(b)		Possible candidate responses could include: • the cake is baked for a long time, so the double layer of paper is important to prevent the cake burning/getting too brown • the cake is it quite dense so the double layer of paper makes it easier to remove from the tin • the cake tin has to be lined to prevent the cake from sticking to the tin and breaking up when removed from the tin. Or any other valid response.	1	Candidates should explain why a Madeira cake tin should be lined with a double layer of greaseproof paper. • Award 1 mark for an accurate explanation. <i>(up to a maximum of 1 mark)</i>
	(c)		Possible candidate responses could include: • creaming helps to incorporate air which helps the cake to rise/gives the cake a light texture • creaming ensures there are no lumps of fat/sugar and results in a smooth textured mixture • creaming softens the fat so makes it easier to incorporate the other ingredients. Or any other valid response.	1	Candidates should explain the purpose of the creaming process when making a Madeira cake. • Award 1 mark for an accurate explanation. <i>(up to a maximum of 1 mark)</i>

Question		Expected response(s)	Max mark	Additional guidance
	(d)	Possible candidate responses could include: Sugar: • will add a sweet flavour which will make the cake taste good • will help trap air with fat (during creaming) so the cake rises • will contribute to the texture of the cake by softening the gluten in flour during baking • will contribute to the colour of the cake as it will turn golden when exposed to heat/when baked • will improve the shelf life of the cake, so that it lasts longer • retains moisture which enhances the texture/prevents it being dry. Or any other valid response.	2	Candidates should give an accurate explanation of two functional properties of sugar when making in a madeira cake. • Award 1 mark for each accurate explanation. <i>(up to a maximum of 2 marks)</i>
	(e)	Possible candidate responses could include: • the temperature of the oven was too high • the cake was baked too near the top of the oven/on too high a shelf • there is too much cake mixture for the size of the tin • there is too much raising agent/baking powder in the recipe • the oven door has been opened too many times causing fluctuations in temperature. Or any other valid response.	2	Candidates should describe two reasons why a madeira cake may be peaked and cracked. • Award 1 mark for each accurate description. <i>(up to a maximum of 2 marks)</i>

Question			Expected response(s)	Max mark	Additional guidance
2.	(a)		Possible candidate responses could include: - biscuits that are freshly baked will be soft, allowing them to harden/firm up prevents them from breaking - biscuits that are freshly baked will not be set due to the high proportion of fat and sugar. Or any other valid response.	1	Candidates should explain why biscuits should be allowed to cool slightly on the baking tray after removing them from the oven. Award 1 mark for an accurate explanation. <i>(up to a maximum of 1 mark)</i>
	(b)		Possible candidate responses could include: - cupcakes are cheap to make/ingredients aren't costly this is good because it means they can be sold for profit (1 mark for evaluative comment) and so will make more money for charity (additional mark for developed response) - cupcakes have a plain flavour this is good as it will be suitable for most people's tastes (1 mark for evaluative comment) so they will sell/make profit for charity (additional mark for developed response) - cupcakes can have different flavours/fruit/ chocolate added to them this is good as variety can be created from one basic mixture - cupcakes are easy/quick to make/can be made in large batches this is good as it will save time to bake other things/organise the coffee morning - cupcakes have a reasonable shelf life this is good as it means they can be baked in advance/any leftovers will still be fresh and this will prevent food waste - cupcakes have a short shelf life this is bad as if they are made too far in advance they will be dry/stale before the coffee morning. Or any other valid response.	3	Candidates should give a number of relevant evaluations linked to the suitability of the cupcakes for a charity coffee morning. Candidates may be awarded marks for each response that: - shows a clear understanding of the suitability of having cupcakes at a charity coffee morning - includes a judgement about the appropriateness of the cupcakes at a charity coffee morning - comments on the impact of having cupcakes at a charity coffee morning. - Award 1 mark for each accurate evaluative comment. - Award 1 additional mark for each evaluation that is developed. <i>(up to a maximum of 3 marks)</i>

Question			Expected response(s)	Max mark	Additional guidance
	(c)	(i)	Crimping.	1	Candidates should correctly identify the technique in the picture. Award 1 mark for accurate identification. <i>(up to a maximum of 1 mark)</i>
		(ii)	Possible candidate responses could include: - crimping must be carried out when the sugar paste is soft to prevent it cracking - crimpers should be dipped in icing sugar/cornflour to prevent them sticking to/tearing the sugar paste - even pressure should be applied with each 'crimp' to ensure an even/attractive finish - each application of crimping should be evenly lined up with the previous one to ensure a continuous line - practice crimping on a spare piece of sugar paste to achieve an attractive finish - adjust the band on the crimper to create an even finish.	2	Candidates should explain two steps that should be taken to ensure good results when crimping. Award 1 mark for each accurate explanation. <i>(up to a maximum of 2 marks)</i>

Question		Expected response(s)	Max mark	Additional guidance
3.	(a)	Possible candidate responses could include: - the work surface is dusted with icing sugar, this is good as it will prevent the sugarpaste from sticking - the cake has not been measured this is bad as the icing may be rolled too thick/thin/big/small (1 mark for evaluative comment), resulting in an uneven coating on the cake (additional mark for developed response) - the marzipan is moistened with cooled boiled water this is good as it will help icing stick to the marzipan - the cake is covered in apricot jam, this is good as it will help sugar paste stick to the cake - the cake is covered in apricot jam, this is not good as people might prefer/expect butter icing - the sugar paste is lifted using the rolling pin, this is good as it will prevent it from getting finger marks/tearing - the icing is smoothed by hand after application. This is bad as it may not produce a smooth finish/a smoother finish would give a better result - the icing is smoothed by hand after application. This is good as it will make the icing look good. Or any other valid response.	3	Candidates should give a number of relevant evaluations linked to the individual instructions on the sugar paste packet. Candidates may be awarded marks for each response that: - shows a clear understanding of the suitability of the sugar paste instructions - includes a judgement about the appropriateness of sugar paste instructions - comments on the impact of following the sugar paste instructions. - Award 1 mark for each accurate evaluative comment. - Award 1 additional mark for each evaluation that is developed. <i>(up to a maximum of 3 marks)</i>

Question		Expected response(s)	Max mark	Additional guidance
	(b)	Possible candidate responses could include: Piping - royal/water/butter icing are placed in a piping bag and the letters are piped on. Embossing - cutters/embossers are pressed into soft sugar paste to leave an impression. Use of (commercial) Cutters - sugar paste is rolled out and letters are cut out using cutters, which can then be stuck on. Edible pen - edible pen can be used as a quick method to add lettering on to a cake. Stencilling - royal icing/edible lustre/food colouring can be used with a stencil on the sugar paste. Or any other valid response.	2	Candidates should provide two accurate descriptions of methods of applying lettering to a sugar paste coated cake. Award 1 mark for each correct description. <i>(up to a maximum of 2 marks)</i>

Question		Expected response(s)	Max mark	Additional guidance
	(c)	Possible candidate responses could include: - eggs and sugar should be whisked together until light and fluffy – to incorporate sufficient air/to help make the cake rise - eggs and sugar should be whisked together until ribbon trail is achieved; this means that the maximum amount of air has been incorporated - eggs and sugar should be whisked until light and pale in colour, this means that sufficient air has been incorporated - the flour should be sieved/double sieved – this will remove any lumps/ensure the mixture is smooth/this will aerate the flour and help the mixture to rise/make the cake light and fluffy - the flour should be folded into the eggs and sugar – this will retain air/prevent air loss/help the cake to rise. Or any other valid response.	3	Candidates should provide an accurate explanation of three stages involved in preparing the mixture. Award 1 mark for each correct explanation. <i>(up to a maximum of 3 marks)</i>
	(d)	Possible candidate responses could include: - allow Swiss roll to cool completely before applying the filling - cream should be whipped to soft peak/thick - carefully unroll cool Swiss roll and fill with cream - do not overfill/add too much cream - cream should be evenly spread/with a palate knife/spatula - carefully re-roll filled Swiss roll. Or any other valid response.	2	Candidates should describe two steps to be taken when filling a Swiss roll with fresh whipped cream. Award 1 mark for each correct description. <i>(up to a maximum of 2 marks)</i>

[END OF MARKING INSTRUCTIONS]