



National
Qualifications
2024

2024 Practical Cake Craft

National 5

Question Paper 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: - grease tin - line the tin - measure/cut grease proof paper to fit - place grease proof in the tin - re grease tin - coat tin with flour. Or any other valid response.	2	Candidates should identify two steps involved in preparing a loaf tin. award 1 mark for correct response. <i>(up to a maximum of 2 marks)</i>
	(b)		Possible candidate responses could include: - melt fat and sugar gently/do not boil to ensure the mixture is not overheated/burn - dissolve sugar to ensure the loaf is not grainy - ensure the fat is melted fully to avoid lumps - sieve dry ingredients to ensure all lumps are removed - cool mixture before adding the egg to ensure the mixture does not curdle. Or any other valid response.	2	Candidates should explain how to ensure good results when using the melting method to make a gingerbread loaf. award 1 mark for each correct response. <i>(up to a maximum of 2 marks)</i>
	(c)		Possible candidate responses could include: - place a skewer into the loaf if it comes out clean it is ready - if listening to the loaf it is no longer sizzling/crackling it is ready - loaf may shrink away from the sides. Or any other valid response.	2	Candidates should describe two possible checks ways of checking whether or not a gingerbread loaf is ready to take out the oven. award 2 marks for correct response. <i>(up to a maximum of 2 marks)</i>
	(d)		Possible candidate responses could include: - airtight container - wrapped in grease proof paper/clingfilm/tin foil - wrapped and in the freezer. Or any other valid response.	1	Candidates should identify an appropriate method of storing a gingerbread loaf. award 1 mark for each correct response. <i>(up to a maximum of 1 mark)</i>

Question		Expected response(s)	Max mark	Additional guidance
	(e)	Possible candidate responses could include: Raising agent: - the raising agent is used to help the loaf to rise therefore ensuring a light fluffy texture - when raising agent is heated carbon dioxide/gas is released causing the gingerbread loaf to rise - when a liquid is added to the raising agent carbon dioxide/gas is released helping the gingerbread loaf to rise. Sugar: - gives a sweet taste to add flavour to the loaf/makes it more enjoyable. - to help trap air with fat during creaming so that the loaf rises - to contribute to the texture of the loaf by softening the gluten in flour during baking - to contribute to the colour of the loaf when exposed to the dry heat of the oven - to retain moisture therefore prolonging the shelf life of the loaf. Flour: - flour will turn brown/dextrin when baked, leading to an attractive colour/appearance for the loaf - flour will set/coagulate when baked, leading to a firm structure/loaf will retain rise - starch/flour absorbs moisture, therefore leads to the sponge of the gingerbread loaf having a soft but firm texture. Or any other valid response.	3	Candidates should explain the functional property of each of the identified ingredients in a gingerbread loaf. - award 1 mark for a correct explanation of functional property of raising agent - award 1 mark for a correct explanation of functional property of sugar - award 1 mark for a correct explanation of functional property of flour. <i>(up to a maximum of 3 marks)</i>

Question			Expected response(s)	Max mark	Additional guidance
2.	(a)		Possible candidate responses could include: • buttercream • jam • curd • ganache. Or any other valid response.	1	Candidates should name one appropriate adhesive used to attach a coating of sugar paste onto the outside of a madeira cake. • award 1 mark for correct response. <i>(up to a maximum of 1 mark)</i>
	(b)		Possible candidate responses could include: Adhesive can be seen through the icing: • the sugar paste has been rolled too thin • the sugar paste has split/cracked • the adhesive is too dark/bright in colour. Cake crumbs can be seen on the outside of the sugar paste: • table was not cleaned thoroughly before rolling out sugar paste • crumbs were on the decorator's hands/rolling pin. Sugar paste does not reach the bottom edge of the cake: • sugar paste was not rolled out large enough • an inadequate amount of sugar paste was used. Or any other valid response.	3	Candidates should describe why each of the identified faults could have occurred on a sugar paste covered cake. • award 1 mark for a description of why buttercream can be seen through a sugar paste covered cake • award 1 mark for a description of why cake crumbs can be seen on the outside of a sugar paste covered cake • award 1 mark for a description of why sugar paste does not reach to the bottom of the cake. <i>(up to a maximum of 3 marks)</i>

Question			Expected response(s)	Max mark	Additional guidance
	(c)		Possible candidate responses could include: • embossing should be carried out on soft sugar paste otherwise the sugar paste will crack • embosser should be evenly pressed otherwise embossed pattern will not be all the same depth/ensure an attractive finish • embosser should not be pressed in too firmly as this may result in the icing splitting/the layer underneath being exposed • embosser should be dipped in icing sugar/cornflour to ensure it does not stick • practise embossing on a spare piece of sugar paste to check depth/pressure/spacing • use greaseproof/a template to ensure accurate placement of each embossing • equipment should be clean/dry/no excess sugar paste left on it as it could make the cake look dirty/ruin embossed shape/distort the sugar paste. Or any other valid response.	2	Candidates should explain two steps to ensure good results when embossing on a sugar paste covered cake. • award 1 mark for each correct response. <i>(up to a maximum of 2 marks)</i>

Question		Expected response(s)	Max mark	Additional guidance
	(d)	Possible candidate responses could include: - any figure can be made by modelling, this is good as it can fit with the theme of the child's birthday party - models can be made to different sizes; this is good as they can be made in proportion to the size of the birthday cake - modelling if completed well can add detail/3D effect to a cake, this is good as it means the cake looks more appealing to a child - modelling can be tricky to complete to a high standard, this is bad as it may result in the birthday cake looking unprofessional (1 mark for evaluative comment) This could result in the birthday cake not being a success (additional mark for developed response) - modelling takes a long time to complete, this is bad as this would slow down birthday cake production - when modelling each colour is made up separately, this is bad as it can result in a lot of leftover icing (1 mark for evaluative comment). This will increase the overall cost of birthday cake production (additional 1 mark for developed response) - models can be heavy, which is bad as it may result in the cake collapsing. Or any other valid response	3	Candidates should evaluate the use of modelled figures for a child's birthday cake. - must show a clear understanding of the use of modelled figures on a child's birthday cake - include an appropriate judgement about the suitability of modelled figures - comment on the impact of the modelled figures on the child's birthday cake - award 1 mark for each accurate evaluation - award a further mark for an evaluation that is developed. <i>(up to a maximum of 3 marks)</i>

Question			Expected response(s)	Max mark	Additional guidance
3.	(a)		Possible candidate responses could include: - grease/grease and flour/prepare tin fully to ensure the cake does not stick to the tin - eggs should be at room temperature prior to baking to ensure maximum volume/prevent curdling - mixture is whisked to show a ribbon trail/figure of 8/holds its own weight to ensure adequate air/volume is added - do not over fold ingredients to ensure volume/air will not be lost - sieve the flour to remove lumps/incorporate air - flour should be fully folded into the mixture to ensure no flour pockets. Or any other valid response.	3	Candidate should explain three of the steps used to ensure good results when making a whisked sponge. award 1 mark for each correct response. <i>(up to a maximum of 3 marks)</i>
	(b)		Possible candidate responses could include: - cream is not overly sweet. This is good as it balances with the sweet sponge in the gateau - cream has a very plain flavour. This is good as it can be paired up with other jams and fillings in the gateau - cream is perishable. This is bad as it means the gateau should be stored in the fridge (1 mark for evaluative comment). This will result in a short shelf life - cream quite a soft filling. This is bad as it may not support many layers of a gateau - cream can be easily over whipped/under whipped. This is bad as it would give an unpleasant taste/texture/appearance to the gateau. Or any other valid response.	3	Candidates should evaluate the use of cream as a filling for a gateau. - must show a clear understanding of the use of fresh cream to fill a gateau - include an appropriate judgement about the suitability the use of fresh cream - comment on the impact of the fresh cream on the gateau - award 1 mark for each accurate evaluation - award a further mark for an evaluation that is developed. <i>(up to a maximum of 3 marks)</i>

[END OF MARKING INSTRUCTIONS]