

ABC Awards

**LEVEL 3 CERTIFICATE
IN
GENERAL PATISSERIE AND
CONFECTIONERY**

ASSESSMENT GUIDANCE

Level 3 Certificate in General Patisserie and Confectionery

Rules of Combination: Learners must achieve 31 credits from the 6 mandatory units.

Unit	Level	Credit Value	GLH
Produce hot, cold and frozen desserts [J/601/6567]	3	6	50
Produce fermented dough and batter products [L/601/6568]	3	4	37
Produce biscuits, cakes and sponges [R/601/6569]	3	6	49
Produce paste products [K/601/6562]	3	4	38
Produce petits fours [A/601/6565]	3	6	56
Produce display pieces and decorative items [R/601/6572]	3	5	39

METHODS OF ASSESSMENT

Each unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the **all** unit outcomes and **all** assessment criteria.

ABC Awards has provided Knowledge Questions and Practical Assessment Tasks for each unit to provide opportunities for learners to produce evidence of achievement of all Learning Outcomes and Assessment Criteria.

If a centre wishes to devise alternative assessment tasks, they must contact the appropriate ABC administrator.

Practical Tasks for each unit are graded Pass, Merit, Distinction. Learners will need to provide evidence to support the additional Merit/Distinction criteria. The Practical Task grade will determine the overall unit grade.

N.B. the overall grade for the qualification is Pass.

Minimum requirements when assessing this unit

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

EVIDENCE OF ACHIEVEMENT

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria. The Knowledge Questions and Practical Assessment Tasks provided should make up the major part of the portfolio. Centres may wish to supplement this with additional evidence as appropriate. This may include any or all of the following*

- product evidence
- observation reports
- oral / written questions and answers
- reports / notes
- worksheets / workbooks

- witness statements
- taped evidence (video or audio)
- photographic evidence
- case studies / assignments
- other suitable supplementary evidence
- interview / discussion
- reflective statements and feedback

*The most appropriate evidence for the qualification should be used.

Portfolios do not need to be very large and must contain the learners' own work, not an abundance of tutor handouts.

These can be electronic (e.g. memory stick) and/or paper based

Assessors may use any method that is reliable, valid and fit for purpose. Units should only be signed off once all the requirements of the unit are met.

All evidence must be clearly signposted and made available for the external moderator upon request.

- 4 a. Name **two** pieces of equipment that would check the required amount of sugar in sorbets and water ices prior to freezing (AC1.8)

- 4 b. State what measurement scale each reads (AC1.8)

5. State what flavour each of the following dish name relates to (AC1.7)
 - a. Cerise

 - b. Saxon

 - c. Fraise

 - d. Praline

6. Name **two** considerations that need to be taken into account when balancing the amount of sugar used in a fruit coulis (AC1.8)

7. State the effect of preparation and cooking methods on the end product if (AC1.9)
 - a. A Crème Beau Rivage is baked at too high a temperature

 - b. The egg whites are insufficiently folded into a pudding soufflé

 - c. Fresh pineapple puree is not blanched prior to adding gelatine for a pineapple Bavarois

 - d. The oven is not hot enough when baking an apple charlotte

ABC Level 3 Certificate in General Pâtisserie and Confectionery

Practical Task

Unit J/601/6567 Produce hot, cold and frozen desserts

Learners will prepare, bake and present 2 desserts, one hot and one cold in a given timeframe

Hot dessert

Produce four individual portions of hot soufflé of your own choice in a modern/contemporary plated style with suitable accompaniments e.g. ice cream, parfait, coulis/sauce, tuile, caramelised fruits etc

Cold dessert

Produce an eight portion fruit based mousse delice using Italienne meringue with a biscuit jaconde base finished with a mirror glaze

Guidance Notes

A maximum of 180 minutes cooking time will be allowed for to produce the two desserts.

In addition a maximum of 1 hour Mise-en-place preparation time is available (no cooking) to weigh out and prepare ingredients, collect and prepare cooking utensils etc. This can be done on the day of the assessment task or in advance.

ALL products must be successfully completed within the timescale and be of a minimum saleable standard.

It is expected to see the learner organised for this assessment and to demonstrate that they are able to multi task in an organised professional manner.

If any of the products are not produced to a minimum saleable standard within the timescale, then the learner will need to retake the **full** assessment on another occasion.

If ice cream is chosen by the candidate to accompany their hot soufflé, then this can be made outside the assessment time **by the learner** in readiness for their assessment.

Successful completion of this assignment provides evidence for the following Assessment Criteria

1.1/1.2/1.3/1.5/2.1/2.2/2.3/2.4

ABC Level 3 Certificate in General Pâtisserie and Confectionery

Practical Task Assessment Unit J/601/6567 Produce hot, cold and frozen desserts

To be completed by assessor

Tick the boxes to show achievement by learner. Achievement of all assessment points denotes a pass. Additional grading is provided for Merit and Distinction. The Practical Task grade will determine the overall unit grade.

Learner _____

Date of Practical Task _____

Operations performed in line with current **professional practices**

Produced products to **recipe specification**

Quality checks carried out during the production of named products

Potential faults for named product unit

Correction made to dishes that do not meet quality requirements

Product finish as appropriate

- Using traditional, classical and modern skills and techniques
- Using culinary science
- Using contemporary styles

Correct equipment used

Quality points applied to each stage of the process

Safe and hygienic practices demonstrated

Finished product checked that it meets dish requirements

Dish presented to meet style of service

Product unit stored correctly

Grade for practical task <i>(tick one box)</i>	PASS	MERIT	DISTINCTION
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Comment *(including details of additional evidence demonstrating merit/distinction grading)*

Assessor Signature _____ Date _____

Grading Criteria for Practical Tasks

Pass	Merit	Distinction
Learning Outcomes and Assessment Criteria met producing saleable products as on assessment sheet	To achieve a Merit grade additional evidence will need to show that, in addition to meeting the pass criteria, the learner can:-	To achieve a Distinction grade additional evidence will need to show that, in addition to meeting the pass and merit criteria, the learner can:-
	<p>Meet the following with minimal support</p> <p>M1 Prepare, produce, carry out a plan</p> <p>M2 Demonstrate an understanding of products and processes</p> <p>M3 Demonstrate creativity</p>	<p>Meet the following independently:</p> <p>D1 Prepare, produce and carry out a detailed plan identifying timings, equipment, recipes adapting planning as necessary</p> <p>D2 Demonstrate comprehensive understanding of products and processes e.g. ingredient and flavour combinations and timings</p> <p>D3 Demonstrate creativity, innovation, finesse</p> <p>D4 Demonstrate a high level of professional, practical skills</p> <p>D5 Produce products that exceed customer expectation</p>

- b. State what measurement scale each reads. (AC1.8)
5. State what flavour each of the following dish name relates to (AC1.7)
- a. Cerise
 - b. Saxon
 - c. Fraise
 - d. Praline
6. Name **two** considerations that need to be taken into account when balancing the amount of sugar used in a fruits coulis (AC1.8)
7. State the effect on preparation and cooking methods on the end product if (AC1.9)
- a. A Crème Beau Rivage is baked at a too high temperature
 - b. The egg whites are insufficiently folded into a pudding soufflé
 - d. Fresh pineapple puree is not blanched prior to adding gelatine for a pineapple Bavarois
 - d. The oven is not hot enough when baking an apple charlotte
8. State **two** factors that may be taken in to consideration to achieve the desired finished end product when producing hot, cold and frozen desserts (AC1.10)

Learning Outcome 2 - Finish hot, cold and frozen desserts

1. Briefly describe each of the following fillings for cold desserts (AC2.5)
 - a. Crème Chiboust

 - b. Crème praliné

 - c. Crème Mouseline

2. Name **three** ingredients used in the production of hot, cold and iced desserts that may cause an allergic reaction (AC 2.6)

3. Cost one of the ingredients used in your practical assessment giving a selling price for a gross profit of 75% (AC2.7)

4. State how you would calculate food costs for the production of paste product to give the required profit margin (AC2.8)

5. Describe what happens during the baking of bread and what effect it has on the finished product (AC1.9)

6. Name **two** vital properties that are required in a proving cabinet (AC1.10)

7. Explain what factors determine the length of time it takes fermented dough to prove (AC1.10)

8. State **two** causes for the following faults in bread products (AC1.4)
 - a. Poor volume

 - b. Anaemic coloured crust

 - c. Misshapen bread rolls

 - d. Tough and tight textured crumb

Learning Outcome 2 – Finish fermented dough and batter products

1. Give **three** examples of products in fermented dough and batters that may cause an allergic reaction (AC2.6)

2. Name a fermented dough product that can be finished using one of the following prior to service (AC2.5)
 - a. Sugar glaze

 - b. Whipped cream

 - c. Water icing

 - d. Bun wash

 - e. Apricot glaze

 - f. Stock syrup

 - g. Rock sugar

3. State how you would calculate food costs for the production of fermented yeast product to give the required profit margin (AC2.7)

4. Name **two** factors that would have an effect on the selling price of a fermented dough product (AC2.8)

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Practical Task

Unit L601/6568 Produce fermented dough and batter products

Learners will prepare, bake and present the following in a given timeframe

1. One batch of croissant dough and produce ready for service from **one** of the following:
 - 10 croissant
 - 10 pain au chocolat
 - 10 pain au raisin (prepared cold crème pâtissiere made available)
2. Savarin dough/batter and produce ready for service:
 - 1 x 8 portion or eight individual portions of savarin based products, soaked in savarin syrup and finished with prepared seasonal fruits, crème chantilly, apricot glaze and suitable decoration e.g. spun sugar, chocolate run out etc.

Guidance Notes

A maximum of 240 minutes cooking time will be allowed to produce the products.

In addition a maximum of 1 hour Mise-en-place preparation time is available (no cooking) to weigh out and prepare ingredients, collect and prepare cooking utensils etc. This can be done on the day of the assessment task or in advance.

All products must be successfully completed within the timescale and be of a minimum saleable standard.

It is expected to see the learner organised for this assessment and to demonstrate that they are able to multi task in an organised professional manner.

If any of the products are not produced to a minimum saleable standard within the timescale, then the learner will need to retake the **full** assessment on another occasion.

Successful completion of this assignment provides evidence for the following Assessment Criteria

1.1/1.2/1.3/1.4/1.5/2.1/2.2/2.3/2.4

ABC Level 3 Certificate in General Pâtisserie and Confectionery

Practical Task Assessment

Unit L601/6568 Produce fermented dough and batter products

To be completed by assessor

Tick the boxes to show achievement by learner. Achievement of all assessment points denotes a pass. Additional grading is provided for Merit and Distinction. The Practical Task grade will determine the overall unit grade.

Learner _____

Date of Practical Task _____

Operations performed in line with current **professional practices**

Produced products to **recipe specification**

Quality checks carried out during the production of named products

Potential faults for named product unit

Correction made to dishes that do not meet quality requirements

Product finish as appropriate

- Using traditional, classical and modern skills and techniques
- Using culinary science
- Using contemporary styles

Correct equipment used

Quality points applied to each stage of the process

Safe and hygienic practices demonstrated

Finished product checked that it meets dish requirements

Dish presented to meet style of service

Product unit stored correctly

Grade for practical task <i>(tick one box)</i>	PASS	MERIT	DISTINCTION
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Comment *(including details of additional evidence demonstrating merit/distinction grading)*

Assessor Signature _____ Date _____

Grading Criteria for Practical Tasks

Pass	Merit	Distinction
Learning Outcomes and Assessment Criteria met producing saleable products as on assessment sheet	To achieve a Merit grade additional evidence will need to show that, in addition to meeting the pass criteria, the learner can:-	To achieve a Distinction grade additional evidence will need to show that, in addition to meeting the pass and merit criteria, the learner can:-
	<p>Meet the following with minimal support</p> <p>M1 Prepare, produce, carry out a plan</p> <p>M2 Demonstrate an understanding of products and processes</p> <p>M3 Demonstrate creativity</p>	<p>Meet the following independently:</p> <p>D1 Prepare, produce and carry out a detailed plan identifying timings, equipment, recipes adapting planning as necessary</p> <p>D2 Demonstrate comprehensive understanding of products and processes e.g. ingredient and flavour combinations and timings</p> <p>D3 Demonstrate creativity, innovation, finesse</p> <p>D4 Demonstrate a high level of professional, practical skills</p> <p>D5 Produce products that exceed customer expectation</p>

ABC Level 3 Certificate in General Pâtisserie and Confectionery

Sample Answers for Knowledge Questions for learners Unit L601/6568 Produce fermented dough and batter products

Learning Outcome 1 – Produce fermented dough and batter products

1. Briefly describe each of the following bread processes (AC1.6)
 - a. Ferment/sponge and dough method
 - b. Straight dough method

 - c. ADD (Activated Dough Development method)

2. List **four** ingredients that can be added to dough products which will enhance Flavour (AC1.7)

3. List **three** ingredients which if inaccurately measured would have a retarding effect on yeast fermentation (AC1.8)

4.
 - a. Explain what is meant by enrichment in dough and state what effect this may have on the fermentation process (AC1.9)

 - b. Give **four** examples of enriched fermented doughs (AC1.9)

5. Describe what happens during the baking of bread and what effect it has on the finished product (AC1.9)

6. Name **two** vital properties that are required in a proving cabinet (AC1.10)

7. Explain what factors determine the length of time it takes fermented dough to prove (AC1.10)

8. State **two** causes for the following faults in bread products (AC1.4)
 - a. Poor volume

 - b. Anaemic coloured crust

 - c. Misshapen bread rolls

 - d. Tough and tight textured crumb

9. Give examples of products in fermented dough and batters that may cause an allergic reaction (AC2.6)

Learning Outcome 2 – Finish fermented dough and batter products

1. Name a fermented dough product that can be finished using one of the following prior to service (AC2.5)
 - a. Sugar glaze

 - b. Whipped cream

 - c. Water icing

 - d. Bun wash

 - e. Apricot glaze

 - f. Stock syrup

 - g. Rock sugar

2. State how you would calculate food costs for the production of fermented yeast product to give the required profit margin (AC2.7)

3. Name **two** factors that would have an effect on the selling price of a fermented dough product (AC2)

2. Name **four** suitable finishes for a decorated torte. (AC2.5)

3. Name **three** Ingredients used in the production of biscuits, cakes and sponges which may cause an allergic reaction. (AC2.6)

4. Cost the ingredients used in your practical assessment giving a selling price for a gross profit of 70%. (AC2.7)

5. State how you would calculate food costs for the production of a biscuit/cake/sponge product to give the required profit margin. (AC2.8)

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Practical Task Unit R/601/6569 Produce biscuits, cakes and sponges

Learners will prepare, bake and present biscuits and 2 cakes in a given timeframe

- 1. Biscuits**
Produce a tuile mixture of your own choice (almond, coconut, chocolate etc)
Bake and present 15 petit four size tuiles
- 2. Split egg sponge**
Prepare a split egg roulade au chocolat et framboise filled with crème chantilly and raspberries or an eight portion Gateau Sacher torte (glaze can be pre-made prior to assessment)
- 3. Sugar batter method**
Prepare a cake of your own choice using the sugar batter method - madeira, fruit, pain de gene etc., batter cake

Guidance Notes

A maximum of 180 minutes cooking time will be allowed for to produce the biscuits and two cakes.

In addition a maximum of 1 hour Mise-en-place preparation time is available (no cooking) to weigh out and prepare ingredients, collect and prepare cooking utensils etc. This can be done on the day of the assessment task or in advance.

All products must be successfully completed within the timescale and be of a minimum saleable standard.

It is expected to see the learner organised for this assessment and to demonstrate that they are able to multi task in an organised professional manner.

If any of the products are not produced to a minimum saleable standard within the timescale, then the learner will need to retake the **full** assessment on another occasion.

Successful completion of this assignment provides evidence for the following Assessment Criteria

1.1/1.2/1.3/1.4/1.5/2.1/2.2/2.3/2.4

ABC Level 3 Certificate in General Pâtisserie and Confectionery

Practical Task Assessment Unit R/601/6569 Produce biscuits, cakes and sponges

To be completed by assessor

Tick the boxes to show achievement by learner. Achievement of all assessment points denotes a pass. Additional grading is provided for Merit and Distinction. The Practical Task grade will determine the overall unit grade.

Learner _____

Date of Practical Task _____

Operations performed in line with current **professional practices**

Produced products to **recipe specification**

Quality checks carried out during the production of named products

Potential faults for named product unit

Correction made to dishes that do not meet quality requirements

Product finish as appropriate

- Using traditional, classical and modern skills and techniques
- Using culinary science
- Using contemporary styles

Correct equipment used

Quality points applied to each stage of the process

Safe and hygienic practices demonstrated

Finished product checked that it meets dish requirements

Dish presented to meet style of service

Product unit stored correctly

Grade for practical task <i>(tick one box)</i>	PASS	MERIT	DISTINCTION
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Comment *(including details of additional evidence demonstrating merit/distinction grading)*

Assessor Signature _____ Date _____

Grading Criteria for Practical Tasks

Pass	Merit	Distinction
Learning Outcomes and Assessment Criteria met producing saleable products as on assessment sheet	To achieve a Merit grade additional evidence will need to show that, in addition to meeting the pass criteria, the learner can:	To achieve a Distinction grade additional evidence will need to show that, in addition to meeting the pass and merit criteria, the learner can:
	<p>Meet the following with minimal support</p> <p>M1 Prepare, produce, carry out a plan</p> <p>M2 Demonstrate an understanding of products and processes</p> <p>M3 Demonstrate creativity</p>	<p>Meet the following independently:</p> <p>D1 Prepare, produce and carry out a detailed plan identifying timings, equipment, recipes adapting planning as necessary</p> <p>D2 Demonstrate comprehensive understanding of products and processes e.g. ingredient and flavour combinations and timings</p> <p>D3 Demonstrate creativity, innovation, finesse</p> <p>D4 Demonstrate a high level of professional, practical skills</p> <p>D5 Produce products that exceed customer expectation</p>

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Sample Answers for Knowledge Questions for learners Unit R/601/6569 Produce biscuits, cakes and sponges

Learning Outcome 1 – Produce biscuits, cakes and sponges

1. Describe the method of production for each of the following cakes/sponges. (AC1.6)
 - a. Separated/split egg

 - b. Sugar batter

 - c. Whole egg foam E.g. Genoese

2. Describe the method of production used to make a simple fruit based cream gateau using a Genoese sponge. (AC1.6)

3. State the difference in texture between a traditional Genoese and a heavy Genoese used for Fondant fancies. (AC1.6)

4. Give an example of a contemporary dessert suitable for restaurant service using a biscuit Joconde as a base, any fillings toppings etc to be of your choice. A diagram may help. (AC1.6)

5. Name **four** flavour additives that could be used in the production of biscuits, cakes and sponges. (AC1.7)

6. Describe the effect of the following actions on sponges during preparation and Baking. (AC1.9/1.10)
 - a. Over beating the mixture when adding the flour

 - b. Opening and closing the oven door during baking

7. Explain the importance of following a given recipe correctly when preparing a biscuit, cake or sponge e.g. weighing out. (AC1.8/1.9)

8. Describe how you should store biscuits, cakes and sponges prior to use. (AC1.10)

Learning Outcome 2 - Finish biscuits, cakes and sponges

1. Describe how to prepare the following for use and give an example of where each might be used when finishing biscuits, cakes and sponges. (AC2.5)
- a. Fondant icing –

 - b. Continental butter cream –

 - c. Crème Chantilly -
2. Name **four** suitable finishes for a decorated torten. (AC2.5)
3. Name **three** Ingredients used in the production of biscuits, cakes and sponges which may cause an allergic reaction. (AC2.6)
4. Cost the ingredients used in your practical assessment giving a selling price for a gross profit of 70 %. (AC2.7)
5. State how you would calculate food costs for the production of a biscuit/cake/sponge product to give the required profit margin. (AC2.8)

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Knowledge Questions for learners Unit K/601/6562 Produce paste products

Learning Outcome 1 – Produce paste products

1. Describe the production of the following pastes. (AC1.6)
 - a. Choux

 - b. Sweet

 - c. Puff

 - d. Sablé

2. Describe how to line a flan ring suitable for a Tarte au Citron. (AC1.6)

3. Name the raising agent in choux paste. (AC1.6)

| **4-**Design a contemporary style dessert using Sablé paste suitable for a wedding reception. You will need to use appropriate creams/filling along with other commodities e.g. fruits and suitable garnishes – use of a diagram is encouraged. (AC1.6)

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| **5-4.** Name **three** suitable finishes for pastry products. (AC1.7/1.8)

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| **6-5.** Explain what the effect of not allowing paste to rest has on a lined pastry case for a quiche. (AC1.9)

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| **7-6.** What will the addition of too much water, when making short paste, have on the finished baked product? (AC1.9)

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| **8-7.** Explain the effect of cooking an egg custard tart at too high a temperature. (AC1.10)

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Learning Outcome 2 - Finish Paste Products

1. Name the suitable filling for (AC2.5)
 - a. Gâteau St Honoré

 - b. Pithivier

 - c. Tarte au citron

2. Describe the effect that overheating will have on fondant when used to decorate pastry items e.g. éclairs (AC2.5)

3. Name **three** Ingredients used in the production of pastry products which may cause an allergic reaction. (AC2.6)

4. Cost the ingredients used in your practical assessment giving a selling price for a gross profit of 70 %. (AC2.7)

5. State how you would calculate food costs for the production of a paste product to give the required profit margin. (AC2.8)

ABC Level 3 Certificate in General Pâtisserie and Confectionery

Practical Task

Unit K/601/6562 Produce paste products

Learners will prepare, bake and present 2 pastry dishes in a given time frame

1. Sweet paste dish

Prepare a batch of sweet pastry and frangipane and prepare and bake a 12cm flan au poire Bourdaloue. Finish with apricot glaze.

2. Strudel paste dish

Prepare a batch of strudel pastry and prepare and bake ten portions of traditional apple strudel

Guidance Notes

A maximum of 180 minutes cooking time will be allowed for to produce the two pastry dishes.

In addition a maximum of 1 hour Mise-en-place preparation time is available (no cooking) to weigh out and prepare ingredients, collect and prepare cooking utensils etc. This can be done on the day of the assessment task or in advance.

All products must be successfully completed within the timescale and be of a minimum saleable standard.

It is expected to see the learner organised for this assessment and to demonstrate that they are able to multi task in an organised professional manner.

If any of the products are not produced to a minimum saleable standard within the timescale, then the learner will need to retake the **full** assessment on another occasion.

Successful completion of this assignment provides evidence for the following Assessment Criteria

1.1/1.2/1.3/1.4/1.5/2.1/2.2/2.3/2.4

ABC Level 3 Certificate in General Pâtisserie and Confectionery

Practical Task Assessment Unit K/601/6562 Produce paste products

To be completed by assessor

Tick the boxes to show achievement by learner. Achievement of all assessment points denotes a pass. Additional grading is provided for Merit and Distinction. The Practical Task grade will determine the overall unit grade.

Learner _____

Date of Practical Task _____

Operations performed in line with current **professional practices**

Produced products to **recipe specification**

Quality checks carried out during the production of named products

Potential faults for named product unit

Correction made to dishes that do not meet quality requirements

Product finish as appropriate

- Using traditional, classical and modern skills and techniques
- Using culinary science
- Using contemporary styles

Correct equipment used

Quality points applied to each stage of the process

Safe and hygienic practices demonstrated

Finished product checked that it meets dish requirements

Dish presented to meet style of service

Product unit stored correctly

Grade for practical task <i>(tick one box)</i>	PASS	MERIT	DISTINCTION
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Comment *(including details of additional evidence demonstrating merit/distinction grading)*

Assessor Signature _____ Date _____

Grading Criteria for Practical Tasks

Pass	Merit	Distinction
Learning Outcomes and Assessment Criteria met producing saleable products as on assessment sheet	To achieve a Merit grade additional evidence will need to show that, in addition to meeting the pass criteria, the learner can:-	To achieve a Distinction grade additional evidence will need to show that, in addition to meeting the pass and merit criteria, the learner can:-
	<p>Meet the following with minimal support</p> <p>M1 Prepare, produce, carry out a plan</p> <p>M2 Demonstrate an understanding of products and processes</p> <p>M3 Demonstrate creativity</p>	<p>Meet the following independently:</p> <p>D1 Prepare, produce and carry out a detailed plan identifying timings, equipment, recipes adapting planning as necessary</p> <p>D2 Demonstrate comprehensive understanding of products and processes e.g. ingredient and flavour combinations and timings</p> <p>D3 Demonstrate creativity, innovation, finesse</p> <p>D4 Demonstrate a high level of professional, practical skills</p> <p>D5 Produce products that exceed customer expectation</p>

ABC Level 3 Certificate in General Pâtisserie and Confectionery

Sample Answers for Knowledge Questions for learners Unit K/601/6562 Produce paste products

Learning Outcome 1 – Produce paste products

1. Describe the production of the following pastes. (AC1.6)
 - a. Choux
 - b. Sweet
 - c. Puff
 - d. Sablé
2. Describe how to line a flan ring suitable for a Tarte au Citron (AC1.6)
3. Name the raising agent in choux paste (AC1.6)
4. Design a contemporary style dessert using Sablé paste suitable for a wedding Reception. You will need to use appropriate creams/filling along with other commodities e.g. fruits and suitable garnishes – use of a diagram is encouraged. (AC1.6)
5. Name **three** suitable finishes for pastry products. (AC1.7/1.8)
6. Explain what the effect of not allowing paste to rest has on a lined pastry case for a quiche. (AC1.9)
7. What will the addition of too much water, when making short paste, have on the finished baked product? (AC1.9)
8. Explain the effect of cooking an egg custard tart at too high a temperature. (AC1.10)

Learning Outcome 2 - Finish Paste Products

1. Name the suitable filling for. (AC2.5)
 - a. Gateau St Honoré
 - b. Pithivier
 - c. Tarte au citron

2. Describe the effect of overheating will have on fondant when used to decorate pastry items e.g. éclairs. (AC2.5)
3. Name **three** ingredients used in the production of pastry products which may cause an allergic reaction. (AC2.6)
4. Cost the ingredients used in your practical assessment giving a selling price for a gross profit of 70%. (AC2.7)
5. State how you would calculate food costs for the production of a paste product to give the required profit margin. (AC2.8)

ABC Level 3 Certificate in General Pâtisserie and Confectionery

Knowledge Questions for learners Unit A/601/6565 Produce petits fours

Learning Outcome 1 – Produce petits fours

1. Name **four** pieces of equipment that could be used to achieve a consistent sized Product. (AC1.6)

2. Describe the method of production used for the following. (AC1.6)
 - a. Dutch biscuits

 - b. Dipped fruits

 - c. Shaped chocolate truffle

3. Name **three** setting gums/agents that could be used in the production of a Pate de fruits/jelly. (AC1.6)

4. Name **three** products that could be used to enhance petits fours to give a more contemporary style. (AC1.6)

5. Name **four** flavour additives that could be used in the production of petits fours. (AC1.7)

6. Name **four** flavour combinations that compliment each other in the production of petits fours e.g. orange and chocolate. (AC1.7)

7. Explain what considerations need to be taken into account when selecting ingredients for a petits fours recipe. (AC1.8)

8. Explain the importance of the following when preparing and cooking petits fours. (AC1.9)
 - a. Correctly tempered chocolate for enrobing chocolate truffles

 - b. Clean utensils when boiling sugar for dipped fruits

 - c. Fudge cooked to the incorrect temperature

9.
 - a. Describe the effect of moisture on hygroscopic petits fours products. (AC1.10)

 - b. Explain how you can overcome this problem (AC1.10)

Learning Outcome 2 - Finish Petits fours

1. Name a petits four that can be finished using one of the following products. (AC2.5)
 - a. Fillings
 - b. Glazes
 - c. Creams
 - d. Icings

2. Name **three** ingredients used in the production of petits fours which may cause an allergic reaction. (AC2.6)

3. Cost the ingredients used in your practical assessment giving a selling price for a gross profit of 70 %. (AC2.7)

4. State how you would calculate food costs for the production of petit fours to give the required profit margin. (AC2.8)

ABC Level 3 Certificate in General Pâtisserie and Confectionery

Practical Task

Unit A/601/6565 Produce petits fours

Learners will prepare, bake and present the following in a given timeframe

Petits four glacé

Prepare and cook a batch of sugar and dip 12 fruits au caramel. Utilise the remaining boiled sugar to produce a simple poured sugar base/plaque on which to present all the petit fours.

Petits four sec

Prepare and cook a macaroon mixture and present 12 sandwiched macaroons with a suitable filling.

Confiserie variée

Prepare a ganache of your own choice and prepare and finish 12 truffles. The finish may be tempered couverture, pate a feuilletée, coconut, nuts, crue de cacao etc. or a combination

Guidance Notes

Maximum 180 minutes will be allowed to produce the products above.

In addition a maximum of 1 hour Mise-en-place preparation time is available (no cooking) to weigh out and prepare ingredients, collect and prepare cooking utensils etc. This can be done on the day of the assessment task or in advance.

ALL products must be successfully completed within the timescale and be of a minimum saleable standard following the marking criteria guide.

It is expected to see the learner organised for this assessment and to demonstrate that they are able to multi task in an organised professional manner.

If any of the products are not produced to a minimum saleable standard within the timescale then the learner will need to retake the **FULL** assessment on another occasion

It is expected to see innovation and understanding of harmony of flavours and colours when finally presenting all three petits fours on the boiled sugar base/plaque in readiness for service.

Successful completion of this assignment provides evidence for the following Assessment Criteria

1.1/1.2/1.3/1.4/1.5/2.1/2.2/2.3/2.4

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Practical Task Assessment Unit A/601/6565 Produce petits fours

To be completed by assessor

Tick the boxes to show achievement by learner. Achievement of all assessment points denotes a pass. Additional grading is provided for Merit and Distinction. The Practical Task grade will determine the overall unit grade.

Learner _____

Date of Practical Task _____

Operations performed in line with current **professional practices**

Produced products to **recipe specification**

Quality checks carried out during the production of named products

Potential faults for named product unit

Correction made to dishes that do not meet quality requirements

Product finish as appropriate

- Using traditional, classical and modern skills and techniques
- Using culinary science
- Using contemporary styles

Correct equipment used

Quality points applied to each stage of the process

Safe and hygienic practices demonstrated

Finished product checked that it meets dish requirements

Dish presented to meet style of service

Product unit stored correctly

Grade for practical task (tick one box)	PASS	MERIT	DISTINCTION
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Comment (including details of additional evidence demonstrating merit/distinction grading)

Assessor Signature _____ Date _____

Grading Criteria for Practical Tasks

Pass	Merit	Distinction
Learning Outcomes and Assessment Criteria met producing saleable products as on assessment sheet	To achieve a Merit grade additional evidence will need to show that, in addition to meeting the pass criteria, the learner can:-	To achieve a Distinction grade additional evidence will need to show that, in addition to meeting the pass and merit criteria, the learner can:-
	<p>Meet the following with minimal support</p> <p>M1 Prepare, produce, carry out a plan</p> <p>M2 Demonstrate an understanding of products and processes</p> <p>M3 Demonstrate creativity</p>	<p>Meet the following independently:</p> <p>D1 Prepare, produce and carry out a detailed plan identifying timings, equipment, recipes adapting planning as necessary</p> <p>D2 Demonstrate comprehensive understanding of products and processes e.g. ingredient and flavour combinations and timings</p> <p>D3 Demonstrate creativity, innovation, finesse</p> <p>D4 Demonstrate a high level of professional, practical skills</p> <p>D5 Produce products that exceed customer expectation</p>

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Sample Answers for Knowledge Questions for learners Unit A/601/6565 Produce petits fours

Learning Outcome 1 – Produce petits fours

1. Name **four** pieces of equipment that could be used to achieve a consistent sized product. (AC1.6)
2. Describe the method of production used for the following. (AC1.6)
 - a. Dutch biscuits
 - b. Dipped fruits
 - c. Shaped chocolate truffle
3. Name **three** setting gums/agents that could be used in the production of a Pate de fruits/jelly. (AC1.6)
4. Name **three** products that could be used to enhance petits fours to give a more contemporary style. (AC1.6)
5. Name **four** flavour additives that could be used in the production of petits fours. (AC1.7)
6. Name **four** flavour combinations that compliment each other in the production of petits fours e.g. orange and chocolate. (AC1.7)
7. Explain what considerations need to be taken into account when selecting ingredients for a petits fours recipe. (AC1.8)
8. Explain the importance of the following when preparing and cooking petits fours. (AC1.9)
 - a. Correctly tempered chocolate for enrobing chocolate truffles
 - b. Clean utensils when boiling sugar for dipped fruits
 - c. Fudge cooked to the incorrect temperature

- 9 a. Describe the effect of moisture on hygroscopic petits fours products. (AC1.10)
- b. Explain how you can overcome this problem (AC1.10)

Learning Outcome 2 - Finish Petits fours

1. Name a petits four that can be finished using one of the following products. (AC2.5)
- a. Fillings
- b. Glazes
- c. Creams
- d. Icings
2. Name **three** Ingredients used in the production of petits fours which may cause an allergic reaction. (AC2.6)
3. Cost the ingredients used in your practical assessment giving a selling price for a gross profit of 70 %. (AC2.7)
4. State how you would calculate food costs for the production of petit fours to give the required profit margin. (AC2.8)

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Knowledge Questions for learners

Unit title R/601/6572 Produce display pieces and decorative items

Learning Outcome 1 – Produce display pieces and decorative items

1. Give **one** reason why the each of the following faults may occur in decorative display pieces. (AC1.5)
 - a. Poured sugar centre piece not firm enough to stand upright and hold its shape
 - b. Chocolate centre piece with a greyish bloom on the surface of the chocolate
 - c. Pastillage centre piece with a cracked surface
 - d. Spun sugar not holding its shape when being spun
2. Describe what action you would take if you had prepared a batch of plain couverture to be used for chocolate moulded Easter eggs to find that the chocolate did not set correctly in the mould after processing. (1.5)
3. Describe what construction techniques you would use to assemble the following cut out pieces which are to be used to create a display centre piece. (AC1.7)
 - a. Flat poured sugar pieces
 - b. Flat cut out pieces of pre – crystallised plain couverture
 - c. Flat cut out pieces of royal icing
4. Briefly describe **one** technique for the tempering of couverture. (AC1.7)

5. Explain how the products below are processed when used for centre piece and decorative items
and
State the advantage of using each of these products. (AC1.9)

a. Isomalt

b. Mycryo butter

c. Coloured cocoa butter

d. Calcium carbonate

- 6 a. Briefly explain (using the correct chemical term) what happens when an acid is introduced to a boiled sugar solution. (AC1.7)

b. What is the advantage of adding the acid? (AC1.7)

7. Explain **two** design considerations that need to be taken into account when planning a decorative display piece. (AC1.8)

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Practical Task

Unit title R/601/6572 Produce display pieces and decorative items

Learners will prepare, process, assemble and present a Piece monté (centre display piece) from one of the following or a combination of all three

Chocolate couverture: Tempering, piped, shaped, moulding, acetate, flat sheeting, cutting, spraying, modelling, marbling, granite effect – **any combination**

Pastillage and marzipan: Rolling, cutting, shaping, moulding, manipulation, caricature, modelling, spraying - **any combination**

Boiled sugar: Poured, spun, piped, pulled, rock, moulded, blown, bubble, nougatine, croquembouche – **any combination**

Salt dough: Wheatsheaf, decorative item etc

Guidance Notes

- No timescale for this assessment. It is expected that the learner produces this piece of work on their own throughout their programme of study and presents it for assessment when they are ready.
- All pieces must be the learner's own work.
- It is expected to see innovation and understanding of harmony colours, textures, shapes and neat assembly joints
- The display piece must be of saleable quality

Successful completion of this assignment provides evidence for the following Assessment Criteria

1.1/1.2/1.3/1.4/1.5/1.6/2.1/2.2/2.3

ABC Level 3 Certificate in General Pâtisserie and Confectionery

Practical Task Assessment

Unit title R/601/6572 Produce display pieces and decorative items

To be completed by assessor

Tick the boxes to show achievement by learner. Achievement of all assessment points denotes a pass. Additional grading is provided for Merit and Distinction. The Practical Task grade will determine the overall unit grade.

Learner _____

Date of Practical Task _____

Operations performed in line with current **professional practices**

Produced products to **recipe specification**

Quality checks carried out during the production of named products

Potential faults for named product unit

Correction made to dishes that do not meet quality requirements

Product finished as appropriate

- Using construction techniques
- Using traditional, classical and modern skills and techniques
- Using culinary science
- Using contemporary styles

Correct equipment used

Quality points applied to each stage of the process

Safe and hygienic practices demonstrated

Finished product checked that it meets dish requirements

Dish presented to meet style of service

Product unit stored correctly

Grade for practical task <i>(tick one box)</i>	PASS	MERIT	DISTINCTION
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Comment *(including details of additional evidence demonstrating merit/distinction grading)*

Assessor Signature _____ Date _____

Grading Criteria for Practical Tasks

Pass	Merit	Distinction
Learning Outcomes and Assessment Criteria met producing saleable products as on assessment sheet	To achieve a Merit grade additional evidence will need to show that, in addition to meeting the pass criteria, the learner can:-	To achieve a Distinction grade additional evidence will need to show that, in addition to meeting the pass and merit criteria, the learner can:-
	<p>Meet the following with minimal support</p> <p>M1 Prepare, produce, carry out a plan</p> <p>M2 Demonstrate an understanding of products and processes</p> <p>M3 Demonstrate creativity</p>	<p>Meet the following independently:</p> <p>D1 Prepare, produce and carry out a detailed plan identifying timings, equipment, recipes adapting planning as necessary</p> <p>D2 Demonstrate comprehensive understanding of products and processes e.g. ingredient and flavour combinations and timings</p> <p>D3 Demonstrate creativity, innovation, finesse</p> <p>D4 Demonstrate a high level of professional, practical skills</p> <p>D5 Produce products that exceed customer expectation</p>

ABC Level 3 Certificate in General Pâtisserie and Confectionery

Sample Answers for Knowledge Questions for learners Unit title R/601/6572 Produce display pieces and decorative items

Learning Outcome 1 – Produce display pieces and decorative items

1. Give **one** reason why the following faults may occur in decorative display pieces. (AC1.5)
 - a. Poured sugar centre piece not firm enough to stand upright and hold its shape

 - b. Chocolate centre piece with a greyish bloom on the surface of the chocolate

 - c. Pastillage centre piece with a cracked surface

 - d. Spun sugar not holding its shape when being spun

2. Describe what action you would take if you had prepared a batch of plain couverture to be used for chocolate moulded Easter eggs to find that the chocolate did not set correctly in the mould after processing. (AC1.5)

3. Describe what construction techniques you would use to assemble the following cut out pieces which are to be used to create a display centre piece. (AC1.7)
 - a. Flat poured sugar pieces

 - b. Flat cut out pieces of pre – crystallised plain couverture

 - c. Flat cut out pieces of royal icing

4. Briefly describe **one** technique for the tempering of couverture. (AC1.7)

5. Explain how the products below are processed when used for centre piece and decorative items
and
State the advantage of using each of these products. (AC1.9)
 - a. Isomalt

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c. Coloured cocoa butter

d. Calcium carbonate

- 6 a. Briefly explain (using the correct chemical term) what happens when an acid is introduced to a boiled sugar solution. (AC1.7)
- b. What is the advantage of adding the acid?
7. Explain **two** design considerations that need to be taken into account when planning a decorative display piece. (AC1.8)

Learning Outcome 2 – Finish display pieces and decorative items

1. Describe how you could store the following finished decorative items (AC2.3)
- a. Sugar display centre piece
- b. Chocolate display centre piece
2. Name **four** different techniques which may be used to finish display pieces. (AC2.4)
3. Taking the Piece monté centre piece that you have produced over your course of study in readiness for assessment, present a costing of ingredients and labour giving a selling price to achieve a gross profit of 70%. (AC2.5)