

**Practice Marking Materials for Technical Qualifications**

2019

## Level 3 Professional Chefs (Patisserie and Confectionery) - 6100-32 (035)

### Introduction

The synoptic assignments for the City & Guilds Technical Qualifications are externally set summative assessments which are internally marked by tutors. It is the centre's responsibility to ensure candidates' work is marked in a standard way across the centre, using the specified marking grid, in order to rank performance on a single mark scale.

Practise marking materials are useful to support centre staff with internal standardisation and as a pre-standardisation activity. The materials are produced to support staff in the process of marking including how to effectively use marking grids and assessment objectives (AO).

The marking materials must be considered alongside the Technical qualifications **Marking and Moderation Guide**

It is recommended that all tutors, including any unlikely to mark, are included in early discussions around the use of the marking grid, as all tutors should understand the basis of marking as it could shape their teaching by helping candidates practise bringing their skills and knowledge together to complete a problem, and helping them learn how to explain and justify their choices in terms of the subject knowledge in preparation for summative assessment. Tutors must study the *Marking and Moderation Guide*:

<https://www.cityandguilds.com/techbac/technical-qualifications/resources-and-support> which provides detailed information about generic assessment objectives, and the marking grid, to ensure they are clear about the different AOs and how they may show up in evidence for assignments in the subject area. If there is more than one tutor carrying out marking at the centre, this process should be carried out as part of a group activity to ensure all markers are clear and in agreement about what sorts of evidence are relevant for assessment and which AO they fit into.

The following materials could form the basis for pre-standardisation practice and discussion could take place using evidence from trial runs/formative assessment activities. Standardisation should also take place using the evidence from the actual assignment set for that year, so along with utilising this tool, please ensure that activities surrounding the 2019 assignment also take place.

Within this pack, you will find

- a sample task brief
- a copy of the marking grid used for the synoptic assessment
- a sample of materials responding to either last year's synoptic assignment or a sample set of tasks. This includes learner produced evidence and tutor observations of the practical performance.

And finally, the Principal Moderator has provided a breakdown of the marks for the different assessment objectives along with general hints and tips on the synoptic assessment.

## Section 1- Task Brief

As the pastry chef in a large hotel you are involved in the planning of an end of conference dinner for 150 marine biologists to be held at the end of March. After discussions with the client the head chef has asked you to produce the following items for a tasting that will take place the following week. The details are set out in the following email

**To:** *Patisserie and Confectionery*

**Subject:** *Tasting*

*As discussed, the client and three others will be coming in to sample products from which they will select the menu at 4pm on 25<sup>th</sup> February.*

*The products required from the pastry section are:*

- *12 x 16cm long cheese straws made from puff pastry*
- *12 bouchee to be served as a canape*
- *12 puff pastry fleurons to be used as part of the fish course*

***(It is important that you prepare and produce your own puff pastry to create the above products.)***

- *4 portions of a granita to be served between courses*
- *4 portions of an individually plated cheesecake based dessert*
- *4 portions of a hot or cold dessert using rhubarb as a main ingredient*
- *A plate of petits fours sec comprising of Tuiles, Dutch biscuits and Madeleines (six of each)*

*In addition to the items listed above, the clients would like to see **one** example of a centre piece that could be presented with the petit fours on each of the tables.*

# Tasks

## Task 1

Plan the production of dishes/products to include:

- recipe specifications for the dishes.
- a health and safety risk assessment
- a food safety risk assessment
- an allergen chart
- a food order for the commodities required
- a time plan for Task 2
- a rationale for the centre piece including choice of medium and design sketches.

### ***What you must produce for marking:***

Task 1 paperwork that includes all of the above bullet points.

### ***Conditions of assessment:***

- You may carry out research and collect the information you want to use under unsupervised conditions. You may take into the assessment your recipes, pro-formas, and the design of your centrepiece
- You must carry out Task 1 on your own, under supervised conditions.
- Both the tutor and candidate must sign declarations that the evidence produced has been the candidate's own and the tutor can only give such assurances if appropriate conditions have been followed.

### ***Additional evidence of your performance that must be captured for marking:***

- None for this task

## Task 2

Produce the products as specified in the email.

### ***Conditions of assessment:***

- You must carry out the preparation and cooking on your own, under supervised conditions.
- You may use the appropriate and relevant preparatory documents produced in task 1 in your execution of this task.

***What you must produce for marking:***

- finished products

***Additional evidence of your performance that must be captured for marking:***

- your tutor's notes on your performance, which will record your working practice, the standard and accuracy of the finished work, and details of your contribution
- a photograph of **each completed** dish taken by you and/or your assessor. You must also include **one** photograph of yourself.

**Task 3**

Evaluate your performance.

***Conditions of assessment:***

- The evaluation must be carried out independently under supervised conditions.

***What you must produce for marking:***

- completed evaluation (containing no more than 500 words).

***Additional evidence of your performance that must be captured for marking:***

- None for this task

## Section 2 Marking Grid

For any category, 0 marks may be awarded where there is no evidence of achievement

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	<b>AO1 Recall of knowledge relating to the qualification LOs</b> <ul style="list-style-type: none"> <li>• Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand?</li> <li>• How accurate is their knowledge? Are there any gaps or misunderstandings evident?</li> <li>• How confident and secure does their knowledge seem?</li> </ul>	<p style="text-align: center;"><b>(1-2 marks)</b></p> <p><b>Recall shows some weaknesses in breadth and/or accuracy.</b> Hesitant, gaps, inaccuracy</p>	<p style="text-align: center;"><b>(3-4 marks)</b></p> <p><b>Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor.</b> Sound, minimal gaps</p>	<p style="text-align: center;"><b>(5-6 marks)</b></p> <p><b>Consistently strong evidence of accurate and confident recall from the breadth of knowledge.</b> Accurate, confident, complete, fluent, slick</p>
<p><b>Examples of types of knowledge expected:</b> food safety procedures, health and safety procedures, awareness of different tools and equipment, awareness of cooking techniques for different food items.</p>				
		<p>Inconsistent application of food safety procedures and health and safety procedures. Limited knowledge of tools and equipment, and appropriate usage. Poor grasp of suitable cooking techniques for different food items.</p>	<p>Satisfactory compliance with food safety procedures and health and safety procedures. Reasonable knowledge of tools and equipment, and appropriate usage. Reasonable knowledge of suitable cooking techniques for different food items.</p>	<p>Rigorous adherence to food safety procedures and health and safety procedures. Comprehensive knowledge of tools and equipment, and appropriate usage. Extensive knowledge of suitable cooking techniques for different food items.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	<b>AO2 Understanding of concepts theories and processes relating to the LOs</b> <ul style="list-style-type: none"> <li>Does the candidate make connections and show causal links and explain why?</li> <li>How well theories and concepts are applied to new situations/the assignment?</li> <li>How well chosen are exemplars – how well do they illustrate the concept?</li> </ul>	<p align="center"><b>(1-4 marks)</b></p> <p><b>Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete.</b></p> <p>Misunderstanding, illogical connections, guessing,</p>	<p align="center"><b>(5-8 marks)</b></p> <p><b>Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored.</b></p> <p>Logical, slightly disjointed, plausible,</p>	<p align="center"><b>(9-12 marks)</b></p> <p><b>Consistently strong evidence of clear causal links in explanations generated by the candidate. Candidate uses concepts and theories confidently in explaining decisions taken and application to new situations.</b></p> <p>Logical reasoning, thoughtful decisions, causal links, justified</p>
		<p><i><b>Examples of understanding expected:</b> applying food safety and health and safety working practices, risks and control measures in a risk assessment, suitability of sauces and finishes for desserts, sequencing of working practices in a professional kitchen, selection of tools and equipment, quality points, how quality points affect cooking methods, complementary flavours and colour combinations, sustainability (wastage of food and materials, sourcing, energy), supervision (approaches, team working, leadership, kitchen practices), gastronomy (people, sources of commodities, influences), evaluation.</i></p>		
		<p>Candidate shows a basic understanding of professional concepts and theories from across the qualification, with some insecurity in some areas. Examples provided cover a limited range. Some points are covered in detail but consideration of wider factors are limited.</p>	<p>Candidate shows a broad range of understanding of professional cookery concepts and theories, making links between theory and practice. Explanations are usually well-reasoned. There are some inconsistencies in the level of understanding.</p>	<p>Candidate shows an in-depth understanding of professional cookery concepts and theories across the whole qualification range, showing a high degree of confidence and accuracy. Explanations are clear and strong links have been made between theory and practice. Concepts and understanding are applied consistently and effectively.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
30	<b>AO3 Application of practical/ technical skills</b> <ul style="list-style-type: none"> <li>How practiced/fluid does hand eye coordination and dexterity seem?</li> <li>How confidently does the candidate use the breadth of practical skills open to them?</li> <li>How accurately/ successfully has the candidate been able to use skills/achieve practical outcomes?</li> </ul>	<p align="center"><b>(1-6 marks)</b></p> <p><b>Some evidence of familiarity with practical skills. Some awkwardness in implementation, may show frustration out of inability rather than lack of care.</b> Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy.</p>	<p align="center"><b>(7-12 marks)</b></p> <p><b>Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature.</b> Somewhat successful, some inconsistencies, fairly adept/ capable.</p>	<p align="center"><b>(13-18 marks)</b></p> <p><b>Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity.</b> Dextrous, fluid, comes naturally, skilled, practiced,</p>
		<p><b>Examples of skills expected:</b> <i>use of tools, equipment, materials and ingredients, health and safety, food safety, work method, work practice, time management, monitoring, evaluation, personal presentation, wastage, storage, preparation, production, finishing, portion control, speed, precision, accuracy, degree of cooking, design of signature dish, presentation, flavours and colours, relevance to gastronomy.</i></p>		
		<p>Candidate shows basic skills and work practices to prepare, produce and finish desserts. Candidate works within legal requirements for health and safety and food safety throughout. Candidate presents a safe idea for a signature dessert based on well-established ideas and concepts. There is minimal thought towards decoration.</p>	<p>Candidate shows developed skills and work practices to prepare, produce and finish desserts. Candidate works within legal requirements for health and safety and food safety throughout. Candidate shows creativity in developing an existing idea for a dessert which requires further development. Decorative item is appropriate for the dessert.</p>	<p>Candidate shows refined skills and work practices confidently and consistently to prepare, produce and finish desserts. Candidate works within legal requirements for health and safety and food safety throughout and produce evidence of this. Candidate shows creativity with an original, fully developed and inspired idea for a dessert with a unique decorative item to finish.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	<b>AO4 Bringing it all together - coherence of the whole subject</b> <ul style="list-style-type: none"> <li>Does the candidate draw from the breadth of their knowledge and skills?</li> <li>Does the candidate remember to reflect on theory when solving practical problems?</li> <li>How well can the candidate work out solutions to new contexts/problems on their own?</li> </ul>	<p align="center"><b>(1-4 marks)</b></p> <p><b>Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information.</b></p> <p>Some random trial and error, new situations are challenging, expects guidance, narrow. Many need prompting.</p>	<p align="center"><b>(5-8 marks)</b></p> <p><b>Shows good application of theory to practice and new context, some inconsistencies.</b></p> <p>Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice</p>	<p align="center"><b>(9-12 marks)</b></p> <p><b>Strong evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose.</b></p> <p>Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills.</p>
		<p><b>Examples of bringing it all together:</b> applying understanding of supervisory concepts to the production of desserts, applying understanding of sustainability to the production of desserts, applying understanding of food safety to preparation, production and finishing of desserts, applying understanding of supervisor concepts to food safety, applying understanding of gastronomy to dessert design, justifying decisions/approaches taken, contingencies, monitoring and evaluation in preparation, production and finishing desserts, coherence of ingredients and methods to produce balanced desserts.</p>		
		<p>Candidate uses their knowledge and understanding to makes straightforward links between limited topics across the qualification.</p>	<p>Candidate brings together their knowledge, understanding and skills when analysing and solving problems and reflecting on preparation, production and finishing of desserts. Candidate makes key links between a range topics across the qualification.</p>	<p>Candidate consistently brings together a wide range of knowledge, understanding and skills from across the qualification to prepare, produce and finish desserts. They show clear relationships between these stages from concept to production of desserts and how they are used to meet customer and business expectations.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	<b>AO5 Attending to detail/perfecting</b> <ul style="list-style-type: none"> <li>• Does the candidate routinely check on quality, finish etc and attend to imperfections/ omissions</li> <li>• How much is accuracy a result of persistent care and attention (eg measure twice cut once)?</li> <li>• Would you describe the candidate as a perfectionist and wholly engaged in the subject?</li> </ul>	<p style="text-align: center;"><b>(1-4 marks)</b></p> <p><b>Easily distracted or lack of checking. Insufficiently concerned by poor result; little attempt to improve. Gives up too early; focus may be on completion rather than quality of outcome.</b></p> <p>Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated.</p>	<p style="text-align: center;"><b>(5-8 marks)</b></p> <p><b>Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently.</b></p> <p>Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable.</p>	<p style="text-align: center;"><b>(9-12 marks)</b></p> <p><b>Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction.</b></p> <p>Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous.</p>
<p><i><b>Examples of attending to detail:</b> meeting specific requirements of the task, attention to detail in finishing and presenting dishes, range of hazards and risks identified, monitoring and evaluation, work practices, personal presentation, harmony of textures, pleasing to the eye.</i></p>				
		<p>There is limited attention to detail in the presentation of the finished desserts. There is limited attention to detail when planning, preparing and producing desserts and this is reflected in their evaluation. They take limited pride in maintaining their personal presentation and work area.</p>	<p>The final desserts are presented with attention to detail their appeal. The candidate has shown care and attention to detail during the planning, preparation and production and this is reflected in their evaluation. They take pride in maintaining their personal presentation and work area.</p>	<p>The final desserts are presented and executed in a crisp and precise manner with an eye for detail that enhances their appeal. The candidate has been highly focused on all tasks showing care and attention to detail throughout the planning, preparation and production and this is reflected in their evaluation. They take pride in maintaining their personal presentation and work area to high professional standards.</p>

## Allergen chart - Sample supplied to candidate

Dish / product	Celery	Cereals containing gluten	Crustaceans	Eggs	Fish	Lupin	Milk	Mollusc	Mustard	Nuts	Peanuts	Sesame seeds	Soya	Sulphur Dioxide	
Candidate name						Candidate number						Date (dd/mm/yy)			

# MENU

Cheese Straws

Cream Cheese & Strawberry Bouchees

Puff Pastry Fleurons

Lemon & Bergamot Granita

Passionfruit & White Chocolate Cheesecake

Rhubarb & Ginger Crème Brulee

Pistachio Tuiles

Dutch Biscuits

Lemon & Thyme Madeleines

Chocolate Centrepiece

Task 1 MENU  
CENTRE FOR  
HOSPITALITY

Student Name: Mary Berry	KITCHEN: Pastry
DATE: 30 <sup>th</sup> April 2018	TIME : 08.45

Cheese straws, bouchees, fleurons, granita, cheesecake, crème brulee, tuiles, madeleines, Dutch biscuits, chocolate centrepiece.

INGREDIENTS

INGREDIENTS	WT	NOs	COST	VEGETABLES	WT	NOs	COST
Icing sugar	700g			Basil		Bunch	
Plain flour	275g			Strawberries		5	
Strong bread flour	750g			Sundried tomatoes	50g		
Gelatine leaves		3		Rhubarb	400g		
Caster sugar	250g			Orange		1	
Salt	10g			Lemons	4		
Pistachios	150g			Bergamots	2		
Cocoa powder	100g			Thyme		bunch	
Star Anise		1					
White chocolate	150g						

Milk Chocolate	300g						
Digestive biscuits	200g						
Sparkling wine	50ml						
Baking powder							
Stem ginger		1 piece					
Passionfruit puree	200ml						
Dark chocolate	500g						
DAIRY PRODUCTS	WT	NOs	COST	MEATS/FISH	WT	NOs	COST
Eggs	13						
Silver butter	1kg						
Manchego cheese	75g						
Cream cheese	300g						
Double cream	650ml						
TOTAL				TOTAL			

## Centrepiece Rationale

My centrepiece is going to be made out of chocolate, it is going to contain white, milk and dark chocolates. The design for the centrepiece links to the brief as it is related to marine wildlife, and the event is for marine biologists.

One of the reasons I have chosen chocolate for this task is because it is easy to mould into a precise shape and mould. My shapes include 3 different sized pieces of seaweed, a circular base and 5 shells. The reason for choosing the three different types of chocolate is to get the contrast of shades through the piece. For my shells I paint the white chocolate into the shell moulds, then paint over with milk chocolate and do a final coat of milk chocolate. This gives the shells a realistic look and allows them to stand out from the base and seaweed.

For the three seaweed pieces I am using a transfer sheet, it is going to be used on dark chocolate so that the colours stand out more. This is going to make the pieces stand out more and add colour to the centrepiece. The transfer sheet consists of different shades of green in a wave pattern. For the base of the piece I am going to do a marbled piece of chocolate consisting of white, milk and dark. This will contrast with the green seaweed while still connecting with the shells.

## Food Safety Risk Assessment

STAGE	RISK					PREVENTION
		Physical	Allergenic	Micro - biological	Chemical	
<b>SUPPLIES</b>	<ul style="list-style-type: none"> <li>- High risk foods such as cream, butter, cheese and milk could develop bacteria if not stored at in the correct conditions.</li> <li>- If the warehouses, factories or buildings where the produce is stored is not clean or hygienic then bacteria may multiply.</li> <li>- Workers handling the food who don't have correct personal hygiene may contaminate the food.</li> <li>- If machinery is broken or damaged then parts may come off into food, containing it.</li> <li>- Produce could get contaminated if made near chemicals.</li> <li>- If produce is made or packaged near allergens such as nuts and it is not declared then this could result in a customer having an allergic reaction.</li> </ul>	-	-	-	-	<ul style="list-style-type: none"> <li>- Frequent reviews of the warehouses, factories and buildings where the food is stored, made and packaged will allow the buyer to see if where they are getting their supplies from is adequate.</li> <li>- If they are unhappy with the facilities they can either refuse to accept any produce until the issues are sorted or they can switch to a better supplier.</li> <li>- Employees should be trained on personal hygiene to prevent any microbiological contamination from skin, or nails and also physical contamination from jewellery.</li> <li>- Supplier's should fix any equipment that has broken parts or are broken to prevent any pieces falling off into food.</li> <li>- Supplier should also store chemicals away from where the food id kept and packaged and they should train their employees on how to clean surfaces and equipment without leaving nay chemical residue behind.</li> </ul>
<b>DELIVERY</b>	<ul style="list-style-type: none"> <li>- If high risk foods are not stored in the correct conditions in the delivery vehicles, then bacteria may multiply which could then lead to food poisoning.</li> <li>- If the delivery vehicle is not clean or hygienic then this could get onto or into the produce and contaminate it.</li> <li>- Supplies may be delivered in a vehicle that is also delivering chemicals, if they are not kept separate then chemical contamination could occur which could seriously damage a consumers health.</li> <li>- If allergens are stored in the vehicle with normal produce and it is not declared</li> </ul>		-	-	-	<ul style="list-style-type: none"> <li>- Regular checks of the delivery vehicles can be done by head chefs or supervisors to ensure that they are clean and hygienic, if they are not then they can refuse to accept any of the produce.</li> <li>- To ensure that the produce is held at the correct temperature during delivery, a temperature reading should be given by the driver to prove this, this should be kept for further reference in case of any complaints, therefore showing due diligence.</li> <li>- Checking the vehicle to make sure the produce wasn't stored near chemicals will prevent any chemical contamination.</li> <li>- Asking the driver if the produce was stored near allergens, asking for a receipt to say so will show due diligence in the future if any complaints arise.</li> </ul>

	then it could result in a consumer having an allergic reaction.					
<b>STORAGE</b>	<ul style="list-style-type: none"> <li>- High risk foods such as cream, butter, milk and cheese may cause bacterial growth if not kept at the correct temperature.</li> <li>- If the storage facilities are not adequately clean or hygienic then bacterial growth could occur.</li> <li>- When employees put the produce into storage, if they don't have good personal hygiene or if they are wearing excessive jewellery and perfume then they may physically, microbiologically and chemically contaminate the produce.</li> <li>- If the produce is stored near any of the 14 allergens and not declared then this could result in a consumer having an allergic reaction.</li> </ul>	-	-	-	-	<ul style="list-style-type: none"> <li>- High risk food such as cream, milk, cheese and butter should be kept in the fridge between 1°C and 5°C to prevent bacterial growth.</li> <li>- The storage facilities should be cleaned daily, to remove any dirt or food residue which could contaminate the food.</li> <li>- Employees should be trained on personal hygiene to prevent any microbiological contamination from skin, or nails, chemical contamination from perfume and also physical contamination from jewellery.</li> <li>- If an employee has stored food near any of the 14 allergens then should declare this to everyone, so that they can make the consumer aware and avoid an allergic reaction.</li> </ul>
<b>PREPARATION</b>	<ul style="list-style-type: none"> <li>- If food is prepared on an unclean surface then contamination from food residue or chemical residue could occur</li> <li>- If the employee preparing the food does not have good personal hygiene or if they are wearing excessive jewellery and perfume then they may physically, microbiologically and chemically contaminate the produce.</li> <li>- If food is prepared in a raw meat section then, especially food ready to eat, then there is a great risk of food poisoning.</li> <li>- If the food is prepared near any of the 14 allergens and is not declared then it could result in a consumer having an allergic reaction.</li> </ul>	-	-	-	-	<ul style="list-style-type: none"> <li>- The previous users of the surfaces, boards and knives needs to ensure that they are thoroughly cleaned with the correct method and chemicals to remove and food residue and bacteria ready for the next person to use.</li> <li>- The person preparing the food should have good personal hygiene. They should wear minimal make up and perfume to avoid chemical contamination. They shouldn't wear jewellery except and plain wedding band, they should have short clean nails and should have showered that day.</li> <li>- The employee should wash their hands before entering and before leaving the kitchen, after going to the toilet and after touching their face and raw products.</li> <li>- The food for this assignment shouldn't go near any raw meat as there is not being used, it should be kept away from all meat and only used in appropriate areas.</li> <li>- If the food is prepared near any of the 14 allergens or contains any of the 14 allergens then it need to be declared on the allergen sheet to avoid any consumers having an allergic reaction. This will also show due diligence.</li> </ul>

<p><b>STORAGE</b> <b>E</b></p>	<ul style="list-style-type: none"> <li>- If food is ready to eat and is stored near raw foods such as eggs and meat, it may contaminate and cause bacterial growth.</li> <li>- High risk foods such as cream, butter, milk and cheese may cause bacterial growth if not kept at the correct temperature.</li> <li>- If the storage facilities are not adequately clean or hygienic then bacterial growth could occur.</li> <li>- When employees put the produce into storage, if they don't have good personal hygiene or if they are wearing excessive jewellery and perfume then they may physically, microbiologically and chemically contaminate the produce.</li> <li>- If the produce is stored near any of the 14 allergens and not declared then this could result in a consumer having an allergic reaction.</li> <li>- Food may be used out of its use by date if it is not labelled properly.</li> </ul>	-	-	-	-	<ul style="list-style-type: none"> <li>- Foods that are ready to be eaten need to be stored in a sealed container at the top of the fridge, dry stores or freezer. This will prevent any raw ingredients coming into contact, therefore prevent food poisoning.</li> <li>- High risk food such as cream, milk, cheese and butter should be kept in the fridge between 1°C and 5°C to prevent bacterial growth, the granite needs to be kept in the freezer below -18°C</li> <li>- The storage facilities should be cleaned daily, to remove any dirt or food residue which could contaminate the food.</li> <li>- Employees should be trained on personal hygiene to prevent any microbiological contamination from skin, or nails, chemical contamination from perfume and also physical contamination from jewellery.</li> <li>- If an employee has stored food near any of the 14 allergens then they should declare this to everyone, so that they can make the consumer aware and avoid an allergic reaction.</li> <li>- Food that is prepared should be labelled with what it is, a day dot, use by date and any allergens.</li> </ul>
<p><b>COOKING</b> <b>G</b></p>	<ul style="list-style-type: none"> <li>- If high risk foods such as eggs are not cooked to the correct temperature then bacterial growth could occur resulting in food poisoning.</li> <li>- Food that is cooked may be left out too long to cool down, which will allow bacteria to grow.</li> <li>- Dirty equipment with food debris or chemical debris may be used to cook foods causing microbiological, allergenic or chemical contamination.</li> <li>- Food may be used out of its use by date if it is not labelled properly.</li> </ul>	-	-	-	-	<ul style="list-style-type: none"> <li>- Temperatures should be taken for the crème brûlée to prevent bacterial growth, or another alternative could be to use pasteurised egg yolks to ensure no bacterial growth.</li> <li>- Food that has been cooked needs to be cooled down within 90 minutes to prevent bacterial growth, it should be placed in containers with bigger surface areas to cool down quicker.</li> <li>- Food that is prepared should be labelled with what it is, a day dot, use by date and any allergens.</li> <li>- Equipment should be checked for chemical or food debris, and for any broken pieces such as string, glass or plastic before use to prevent microbiological, allergenic, chemical and physical contamination.</li> </ul>

<p><b>STORAGE</b></p>	<ul style="list-style-type: none"> <li>- If food is ready to eat and is stored near raw foods such as eggs and meat, it may contaminate and cause bacterial growth.</li> <li>- High risk foods such as cream, butter, milk and cheese may cause bacterial growth if not kept at the correct temperature.</li> <li>- If the storage facilities are not adequately clean or hygienic then bacterial growth could occur.</li> <li>- When employees put the produce into storage, if they don't have good personal hygiene or of they are wearing excessive jewellery and perfume then they may physically, microbiologically and chemically contaminate the produce.</li> <li>- If the produce is stored near any of the 14 allergens and not declared then this could result in a consumer having an allergic reaction.</li> <li>- Food may be used out of its use by date if it is not labelled properly.</li> </ul>	-	-	-	-	<ul style="list-style-type: none"> <li>- Foods that are ready to be eaten need to be stored in a sealed container at the top of the fridge, dry stores or freezer. This will prevent any raw ingredients coming into contact, therefore prevent food poisoning.</li> <li>- High risk food such as cream, milk, cheese and butter should be kept in the fridge between 1°C and 5°C to prevent bacterial growth, the granite needs to be kept in the freezer below -18°C</li> <li>- The storage facilities should be cleaned daily, to remove any dirt or food residue which could contaminate the food.</li> <li>- Employees should be trained on personal hygiene to prevent any microbiological contamination from skin, or nails, chemical contamination from perfume and also physical contamination from jewellery.</li> <li>- If an employee has stored food near any of the 14 allergens then should declare this to everyone, so that they can make the consumer aware and avoid an allergic reaction.</li> <li>- Food that are prepared should be labelled with what it is, a day dot, use by date and any allergens.</li> </ul>
<p><b>SERVICE</b></p>	<ul style="list-style-type: none"> <li>- If food is served on dirty serving plates with food debris, bacteria which has grown may contaminate the ready to eat dishes.</li> <li>- When employees put the dishes together, if they don't have good personal hygiene or of they are wearing excessive jewellery and perfume then they may physically, microbiologically and chemically contaminate the produce.</li> <li>- If the dishes are put together near any of the 14 allergens or contain any of the 14 allergens and they are not declared then this could cause a consumer to have an allergic reaction.</li> </ul>	✓	✓	✓	✓	<ul style="list-style-type: none"> <li>- Employees should be trained on personal hygiene to prevent any microbiological contamination from skin, or nails, chemical contamination from perfume and also physical contamination from jewellery.</li> <li>- If an employee has stored food near any of the 14 allergens then should declare this to everyone, so that they can make the consumer aware and avoid an allergic reaction.</li> </ul>

## Health and Safety Risk Assessment

<i>WHAT ARE THE RISKS?</i>	<i>WHO MIGHT BE HARMED?</i>	<i>WHAT ARE THE PREVENTIONS?</i>
Misuse of equipment such as ovens and blow torches could result in injuries such as burns.	I could be injured if I am the one using the equipment, I could burn myself hot trays or the blowtorch. If I leave a hot tray on a surface without letting people know, they could also burn themselves. Also if I walk around with the blowtorch still on I could risk burning others in the kitchen.	Make sure that I use a cloth to hold hot trays, and if I put a tray down I need to make other people aware of it. I should only have the blowtorch on for the time that I need it and I should not walk around with it.
Cuts from knives and peelers could arise if they are left in sinks or left on worktops.	I could be injured if I leave knife in a sink while washing up, or if I leave on a work top. Other people may also be injured if they put their hand in the sink and catch themselves on my knives or peelers.	I need to make sure that when I wash up a knife I do it straight away, dry it up straight away and place it back in my knife set. The same goes to peelers as well.
Burns from hot pans, trays and equipment could occur if left on worktops without warning.	If I leave hot equipment out on surfaces then other may go to touch them and get burned. I could also forget something is hot and burn myself.	I need to make other people aware when there is a hot piece of equipment on a surface to prevent them burning themselves.
Spillages could result in slipping and injuries.	If I spill something and do not tell other in the kitchen then they may slip over and injure themselves, it also applies the other way around, if I am not made aware of a spillage I may fall and injure myself.	I need to make sure that I clean up a spillage straight away. If I am unable to do so right away I need to put out a sign and warn others.
Gas leakages could occur from a blowtorch if misused.	If I or other do not know how to use a blowtorch then we may end up leaking gas which is dangerous near open flames.	I and others should be trained on how to use the blowtorch beforehand to ensure no mishaps occur.

## Task 1 - Allergens

Dish / product	Celery	Cereals containing gluten	Crustaceans	Eggs	Fish	Lupin	Milk	Mollusc	Mustard	Nuts	Peanuts	Sesame seeds	Soya	Sulphur Dioxide
Bouchees Puff pastry Filling		Y					Y Y							
Cheese Straws Puff Pastry Cheese Mixture		Y					Y Y							Y
Cheesecake Base Cheese filling Jelly		Y					Y Y							
Crème Brulee Rhubarb Custard				Y										Y
Dutch Biscuits		Y		Y										
Fleurons		Y					Y							
Granita														
Madeleines		Y		Y			Y							
Tuiles		Y		Y						Y				
<b>Candidate name</b>	Mary Berry				<b>Candidate number</b>			007007007			<b>Date (dd/mm/yy)</b>		9/4/17	

## Task 1 - Recipe Specs

### Rough Puff Pastry

- 750g strong flour
  - 115g butter
  - 450g butter
  - 1tbsp lemon juice
  - 10g salt
  - 400ml approx. cold water
  -
1. Rub the 150g butter into the sieved flour and salt until breadcrumbs.
  2. Add the lemon juice and gradually add water until a soft dough is formed, leave to rest in the fridge for 20 minutes.
  3. Bring out of the fridge, roll to a rough rectangle. Place the butter all over the dough and fold over. Roll to a rectangle 3 times long than wide. Do a book turn and rest in fridge for 30 minutes.
  4. Repeat the book turn 3 times.

Use for fluerons, cheese twists and bouchees.

### Bouchees

- Puff pastry
- 100g cream cheese
- 45g icing sugar
- ½ tsp vanilla
- 5 strawberries
- Small bunch of basil leaves

1. Roll out the puff pastry to 1 ½ cm thick, cut this in half and brush one piece with egg wash. Place the other piece on top and press down lightly.
2. Use a 3cm fluted cutter to cut out 14 bouchees, use a 2cm straight edged cutter to cut half way down the middle of the bouchees. Egg wash the top.
3. Place on a tray with a cooling rack above them to stunt their growth.
4. Bake at 200°C until golden brown. Leave to cool.
5. Cut out the middle of the bouchees ready to fill.
6. Mix the cream cheese with the icing sugar and vanilla, cut the strawberries into a small dice and mix 2/3 into the cream cheese.
7. Generously fill the bouchees with the mixture, top off with the leftover strawberries and sliced basil leaves.

## Cheese Straws

- Puff pastry
- 75g manchego cheese
- 3 tbsp cream cheese
- 50g sundried tomatoes
- Egg wash

1. Roll out the pastry to ½cm x 16cm x 30cm, cut this short ways into 12 strips measuring ½cm x 16cm x 2.5cm
2. Mix the cream cheese with the manchego, sundried tomatoes and a pinch of pepper.
3. Brush the pastry with the egg wash and sprinkle the cheese mixture on top.
4. Separate the strips and twist them round, place on a baking tray at 200°C until golden brown.

## White chocolate and passionfruit cheesecake

- 150g hobnob biscuits
- 175g melted butter
- 50g white chocolate chips

- ½ gelatine leaf
  - 170ml double cream
  - 200g soft cheese
  - 200ml passionfruit juice
  - 25g caster sugar
  - 1 gelatine leaf
  -
1. Crush the biscuits with the melted butter, divide the mixture equally between 5 ring moulds, press down until flat and refrigerate.
  2. To make the filling, heat a little bit of the cream, once hot add the bloomed gelatine and pour over the white chocolate to melt it.
  3. Mix the cream cheese and the left over cream together, mix with the cream and chocolate mixture, place in a piping bag, pipe into the moulds leaving a gap for the topping.
  4. To make the topping, bring the passionfruit juice and sugar to the boil, then add the gelatine. Sieve and leave to cool.
  5. Once it's just warm, pour over the cheesecakes and leave to set. Garnish with a mint leaf and some passionfruit pulp.

## Crème Brulee

- 450ml whipping cream
- 1 vanilla pod
- 6 egg yolks
- 70g caster sugar
- 
- 500g rhubarb
- 75g sugar
- 50ml sparkling wine
- ½ orange juice & zest
- 1 star anise
- 2 pieces stem ginger

1. To stew the rhubarb, place it in a pan with the rest of the ingredients, bring it to the boil and simmer until the rhubarb is soft. Leave to cool then divide equally into 4 ramekins.
2. To make the custard, add the cream and the split vanilla pod to a pan and bring to the boil. Whisk into the eggs and sugar.
3. Pour into the ramekins on top of the rhubarb, place in a tray, fill halfway with water and then bake for 40-50 minutes or until just set.
4. Leave to set overnight, before serving sprinkle with sugar and blowtorch to caramelize.

## Dutch Biscuits

- 75g flour
- 25g icing sugar
- 2 drops vanilla
- 50g butter
- ½ egg yolk
  
- 70g flour
- 25g icing sugar
- 10g cocoa powder
- 50g butter
- ½ egg yolk

1. To make the doughs, cream the butter and sugar together, add the dry ingredients then add the egg yolk to bind them. Chill in the fridge for 30 minutes.
2. Roll both of the doughs out to 5mm thick, place the white dough on top of the chocolate one, tightly roll up long way, wrap in cling film and refrigerate for at least 1 hour.
3. Slice to 5mm and bake until just golden and still slightly soft.

## Fleurons

- Puff pastry
- Egg wash
- Egg yolk wash

1. Roll the pastry out the 1cm thick, use a straight edged cutter to create half-moon shaped pieces.
2. Use a small paring knife to score the half-moons, brush with the egg wash and then brush again with the egg yolk wash to get into the scored lines.
3. Bake at 200°C until golden brown.

## Granita

- 3 lemons juiced and zested
- 2 bergamots juiced and zested
- 500ml water
- 75g sugar

1. Add the water and sugar to a pan and bring to the boil, simmer to 2 minutes until sugar is dissolved.
2. Add the zest and juices and leave to cool.
3. Once cool, strain into a container.
4. Freeze, then after 20 minutes run a fork through the mixture to break up the crystals.
5. Repeat this until the desired consistency.

## Madelines

- 40g sugar
- 1 egg

- 1 drop vanilla
- 50g flour
- 1/3tsp baking powder
- 40g beurre noisette
- Zest 1 lemon
- Thyme

1. Whisk the eggs and sugar to a warm sabayon, fold in the flour and baking powder.
2. Slowly fold in the beurre noisette with a whisk.
3. Add in the zest and the thyme, chill for 45 minutes.
4. Pipe into prepared moulds and then bake until golden, turn out and cool.

## Pistachio Tuilles

- 50g butter
- 50g icing sugar
- 50g flour
- 1 egg white
- Handful of pistachios

1. Soften the butter, cream with the icing sugar.
2. Add in the flour, then fold in the egg white.
3. Add the pistachios, leave to chill before baking.
4. Spread thinly into stencil, bake for 8 minutes or until just turning golden brown, twist around a spoon handle until cool.

Task 1 - Time plan

TIME PLAN - Day One

CANDIDATE NAME: Mary Berry

DATE: 30/4/18

DISHES BEING PRODUCED: Cheese straws, bouchees, fleurons, granite, cheesecake, crème brulee, tuiles, Dutch biscuits, madeleines and a chocolate centrepiece.

PLANNED TIME TAKEN		TASK	NOTES	ACTUAL TIME TAKEN	
HOURS	MINS			HOURS	MINS
9	00	15 MINTUES SET UP TIME - Get spoons in a jug of water - Organise ingredients into piles and put into fridges if needed. - Weigh out puff pastry ingredients			
9	00	- Make the puff pastry dough, place in cling film and chill for 30 minutes. - Weigh out rhubarb ingredients, stew it until soft. - Weigh out for the custard, leave to one side. - Put rhubarb into ramekins and chill.	-		
9	30	- Roll out pastry dough, spread on butter and do one turn, place in fridge for 20 minutes. - Make the custard and pour on top of the rhubarb, place into bain marie and bake until a little wobbly.	-		
9	50	- Turn pastry. - Make cheesecake base, put into rings and chill.	- CHECK BRULEES		

		<ul style="list-style-type: none"> <li>- Make cheesecake filling, once made pipe into rings and set.</li> <li>- Make the Dutch biscuits doughs, roll up and chill.</li> </ul>			
10	20	<ul style="list-style-type: none"> <li>- Turn pastry</li> <li>- Make the topping for the cheesecake, leave to cool.</li> <li>- Weigh out dark choc and temper, pour into mould onto transfer sheet, leave to set.</li> <li>- Weigh and temper white choc, paint shell mould and leave to set</li> <li>- Weigh and temper milk choc, paint moulds leave to set.</li> <li>- Fill the shell mould with milk choc and leave to set.</li> </ul>	-		
11	00	<ul style="list-style-type: none"> <li>- Turn pastry</li> <li>- Re temper all of the chocolates, marble them and then pour into base mould, leave to set.</li> </ul>	-		
11	30	<ul style="list-style-type: none"> <li>- Pour the cheesecake topping onto them and leave to set over night.</li> </ul>	-		
11	50	<ul style="list-style-type: none"> <li>- Label everything, place in fridges overnight</li> </ul>	-		

TIME PLAN - Day Two

CANDIDATE NAME: Mary Berry

DATE: 01/5/18

DISHES BEING PRODUCED: Cheese straws, bouchees, fleurons, granite, cheesecake, crème brulee, tuiles, Dutch biscuits, madeleines and a chocolate centrepiece.

PLANNED TIME TAKEN		TASK	NOTES	ACTUAL TIME TAKEN	
HOURS	MINS			HOURS	MINS
9	00	15 MINTUES SET UP TIME - Get spoons in a jug - Get granita weighed up			
9	15	- Make granita, place in container and freeze, check every half hour - Make madeleine mix leave to cool for 40 mins - Cut the dutch biscuits and bake until a little soft, leave to cool.			
9	40	- Make the tuiles, bake and set round spoon handles			
10	10	- Bake the madeleines, leave to cool			
10	40	- Roll out pastry and make cheese straws, bouchees and fleruons, leave to cool.			
11	40	- Make bouchee filling and place inside.			
12	00	- Carefully demould chocolate, put together			
1	00	- Plate up everything and place on correct dishes, garnish.			
2	00	- Tidy up and clean down bench, SERVE			

Final Presented dishes





## Task 3

### Evaluation

Overall I feel that the assessment went well, my paperwork was completed in the allotted time and to what I believe was a high standard. I was pleased with how my practical went but there are a few areas where I could improve.

On the first day of the practical I managed to get everything I needed done, the puff pastry, cheesecakes and crème brûlées. I also tempered and set my chocolate centrepiece on this day, I had to run over 15 minutes into the second day to complete this task. I feel that if I would've picked up my pace while doing tasks would've not run over, and therefore allowed for more time the second day.

On day 2, I managed to successfully plate up and serve all of the items on the brief apart from the tuffles. I feel that if I hadn't of run over on the first day and if I would've picked up my pace then I would've been able to make and serve them. Another way I could've saved time would've been by not filling the bouchees, I was made aware that we did not have to fill the bouchees even though they were asked to be served as a canapé. If I had not spent time making the filling and filling them then I would've had more time.

With the finished products, I was very pleased with how they all turned out. My puff pastry had a very good rise and had lots of layers, this helped in making the bouchees and fleurons rise a lot, improving their look. The cheese straws were all the same size and they all looked consistent but unfortunately they were a couple of centimetres too short, this could've been avoided by making the straws longer before baking. Even if I did this there is still no way of knowing how much the pastry will shrink during baking.

I was very happy with my crème brûlées, the rhubarb compote was just sour enough to contrast with the sweetness of the custard without either of them being overpowering. I chose to make caramel in a pan then pour it on top as I feel this gives a more aesthetically pleasing look to the dessert instead of the traditional way of blowtorching it. I was also very happy with the outcome of my cheesecakes, the base wasn't too hard and the cheese mix and the gel weren't set too firm or too soft. There was also a good ratio of each element meaning each flavour came through.

My granita was not too sweet or sour and was very refreshing, the madeleines were very spongy and light while the lemon and thyme both came through. My dutch biscuits had even swirls and were baked just enough so that they didn't dry out. I was most pleased with the centrepiece, I feel that it suited the brief very well and it would be easy to create for large covers.

# Declaration of Authenticity

Candidate name – Mary Berry

Candidate number 007007007

---

Centre name – City and Guilds Super College

---

Centre number 001001

---

## Candidate:

I confirm that all work submitted is my own, and that I have acknowledged all sources I have used.

Candidate signature

*Mary Berry*

Date

*9/5/18*

---

## Tutor:

I confirm that all work was conducted under conditions designed to assure the authenticity of the candidate's work, and am satisfied that, to the best of my knowledge, the work produced is solely that of the candidate.

Tutor signature

*L J Hanneman*

Date

*9/5/18*

---

Has the candidate received any additional support in the production of this work?

Tick Yes  No

If the answer is yes, give details below and on a separate sheet if necessary.

---

## Note:

Where the candidate and/or tutor is unable to, or does not confirm authenticity through signing this declaration form, the work will not be accepted at moderation and a mark of zero will be given. If any question of authenticity arises, the tutor may be contacted for justification of authentication.

# Practical Observation Form

## Technical Qualifications

<b>Candidate name:</b>	<b>Candidate number:</b>
<b>Mary Berry</b>	<b>007007007</b>
<b>Centre number:</b>	<b>Assessment ID</b>
<b>001001</b>	<b>6100-32 (035)</b>

Please complete the table below with reference to the relevant Assessment Objectives, as indicated in the Assessment Packs. Do not allocate marks at this stage.

<b>Assessment Objective (AO)</b> - refer to the marking grid for additional guidance.	<b>Notes</b> – detailed, accurate and differentiating notes which identify areas of strength and weakness are necessary to distinguish between different quality of performances and to facilitate accurate allocation of marks once all evidence has been submitted.
<b>AO1</b> Describe how well the candidate shows <b>recall</b> of knowledge e.g. stating facts without explanation / simple descriptions of what they are carrying out / showing aspects of straightforward knowledge through logical sequencing and application of skill etc.	Excellent uniform. Rigorous application of food safety and health and safety procedures, fridge temperature taken, food probed to correct temperature, labelling and storing food. Regular handwashing and spotless working area throughout. Set up quickly with well organised section. Correct equipment selected and used. Researched and created recipes to fulfill the assignment criteria. Correct food requisition placed, resulting in minimal wastage. Logical sequencing for all tasks and dishes produced.
<b>AO2</b> Describe how well the candidate shows <b>understanding</b> when carrying out practical tasks e.g. their explanation of why they are completing a process or how they may change their course of action / are they able to justify their actions etc.	In depth time plan produced and followed, this was adjusted according to priorities. All items produced in a logical order. A clear understanding of comprehensive techniques involved in some recipes. The center piece fitted the brief and showed creativity and originality. Good rationale for the center piece. The dishes designed were complimentary in flavours, textures and colour combinations.

<p><b>Assessment Objective (AO)</b> - refer to the marking grid for additional guidance.</p>	<p><b>Notes</b> – detailed, accurate and differentiating notes which identify areas of strength and weakness are necessary to distinguish between different quality of performances and to facilitate accurate allocation of marks once all evidence has been submitted.</p>
<p><b>A03</b> Describe how well the candidate demonstrated their <b>practical skills</b>. e.g. how practiced/fluid is hand eye coordination and dexterity / how confident are they / how accurate or 'polished' is the outcome / safe working etc.</p>	<p>Very high standard of health and safety and food safety demonstrated throughout. Mary was well organized and managed the time effectively, working within the time constraints given.</p> <p>Correct storage and labelling of products, preparation and portion control evident.</p> <p>Demonstrated creativity and flair with a unique center piece, and fully developed dishes.</p> <p>Cheese straws – Not all same length, good even colour and rise, cheese flavour evident (just)</p> <p>Fleurons and Bouchees – Even size, good even colour and rise, good lamination throughout. Cooked through.</p> <p>Dutch Biscuits – Good flavor, neat even size, colour and bake.</p> <p>Tuiles – slightly uneven colour, good shape, good size.</p> <p>Passion fruit and white chocolate cheesecake – Excellent flavor and texture, base was the right thickness and of the right consistency / crunch / bite.</p> <p>Granita – Melt in the mouth consistency, lemon and bergamot flavor worked well, with neither overpowering each other.</p> <p>Rhubarb &amp; Ginger Crème Brulee – Good mix of flavors, brulee was perfectly cooked.</p> <p>Center piece – Perfect center piece size, good use of white, milk and dark chocolate and kept to brief theme with wave design and seaweed shapes. Well-tempered chocolate meets the brief in all areas.</p>
<p><b>A04</b> Describe how well the candidate <b>brings it all together</b> – e.g. how <b>coherent</b> are their actions / how well do they draw from the breadth of their knowledge and skills / reflection on theory when solving practical problems / How well can they work out solutions to new contexts/ problems on their own / time management etc.</p>	<p>Continually monitoring, evaluating and adjusting the execution of the dishes. Good use of planning of time to produce a menu using creativity and flair, from conception to production, meeting the expectations of the brief, demonstrating refined skills and working practices.</p> <p>Managed time effectively to be able to be able to improve presentation of some items.</p>
<p><b>A05</b> Describe how well the candidate <b>attended to detail</b> e.g. professionalism / perfecting / accuracy / checking / taking care / methodical working etc.</p>	<p>Demonstrated high professional standards both in working practices and execution of dishes.</p> <p>Clearly focused on the task, whilst perfecting and refining all dishes with an excellent attention to detail using flavours, textures, colours and presentation.</p>
<p><b>Tutor / marker signature:</b></p>	<p><b>Date:</b></p>
<p><i>L J Hanneman</i></p>	<p><i>1/5/18</i></p>

# Candidate Record Form

## Technical qualifications



**Level 3 Advanced Technical Diploma for Professional Chefs (Patisserie and Confectionary) (6100-32)**

**Level 3 Professional Chefs (Patisserie and Confectionary) - Synoptic assignment (6100-035)**

<b>Candidate name</b>	<b>Candidate number</b>
Mary Berry	007007007
<b>Centre name</b>	<b>Centre number</b>
City and Guilds Super College	001001

**Marker Notes** – Please always refer to the relevant marking grid for guidance on allocating marks and make notes that describe the quality of the evidence and justification of marks. Expand boxes as required.

<b>AO1 – Recall - Breadth, depth, accuracy</b>												
10%	1	2	3	4	5	6						
AO1 Mark	Notes & justification											
5	<p><b>Food safety procedures</b> Shows good recall of knowledge of FS procedures, using correct colour chopping boards, regular hand washing Allergen information: used separate line for each product - Information accurate.</p> <p><b>Health &amp; Safety procedures</b> <b>Selection of tools &amp; equipment:</b> Selecting &amp; using correct tools/shows good awareness of different tools and uses with confidence - mentions items of specialist equipment.</p> <p><b>Preparation &amp; cooking techniques</b> Demonstrated a wide range of different preparation and cooking methods/techniques- showed good understanding of the outcome. Candidate evaluation states cheese straws were short due to shrinkage during cooking.</p> <p><b>Task 1: recipe specifications, food order</b> Clearly set out ingredients with stepped method using professional terminology Food Order: Quantities looked correct ingredients by group, quantities collated.</p> <p><b>Summary:</b> Extensive knowledge demonstrated within the task. Evaluation mainly focuses on the practical skills involved.</p>											
<b>AO2 – Understanding - Security of concepts, causal links</b>												
20%	1	2	3	4	5	6	7	8	9	10	11	12
AO2 Mark	Notes & justification											
9	<p><b>Applying food safety working practices</b> Food safety practices, identifying hazards and control measures are confidently explained and followed in the practical environment.</p> <p><b>Risks and control measures in risk assessment</b> H&amp;S Risk assessment has shown some evidence of assessing the risks/controls used suggesting further action required.</p> <p><b>Sequencing of work practices</b> Time plan shows thought given to work sequence and points for consideration, dishes presented within the time, However the evaluation contradicts this. Very (overly) detailed instructions. Logical sequence on plan.</p>											

	<p><b>Gastronomy</b> Creative interesting combinations (lemon /thyme madeleines) with a proven track record (Passion fruit/white chocolate) I would question the wisdom of using cream cheese in cheese straws. However final result was good.</p> <p><b>Design choices &amp; rationale</b> Centre piece; Well designed fits the brief in terms of subject and size/ practicality</p> <p><b>Evaluation</b> Well reasoned and considered evaluation recognises areas where things did not go so well (overran Task 2 because candidate did something that did she identified as being unnecessary, cheese straws didn't allow for shrinkage) and suggested how these issues could be corrected. Evaluated whole synoptic.</p> <p><b>Summary:</b> Good breadth of understanding but perhaps less depth.</p>
<b>AO3 - Practical skill - Dexterity, fluidity, confidence, ease of application</b>	
30%	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18
AO3 Mark  13	<p>Notes &amp; justification <b>Use of tools, specialist equipment, materials and ingredients</b> Evidence of competent /confident use of tools &amp; specialist equipment.</p> <p><b>H&amp;S, FS working methods</b> Excellent application of FS/ H&amp;S monitored during practical element. Examples given on PO. Work area was well maintained throughout, (supported by photographic evidence) Accurate weighing &amp; measuring, Fluid, confident eye to hand co-ordination, Well developed skills - handling paste (supported by photographic evidence)</p> <p><b>Time management</b> Good speed of work, confident in approach with tasks, calm. Time management is good (slightly over on day one, so adjusted timing for day two)</p> <p><b>Wastage &amp; Storage</b> Very little wastage with small amount from overproduction of pastry</p> <p><b>Preparation/production techniques &amp; methods</b> Good process of making madeleines, precise measurement Photograph shows good technique when laminating puff paste.</p> <p><b>Degree of cooking</b> <b>Balance of flavours &amp; textures</b> Dishes are generally balanced/showed some thought in colour, flavour, texture</p> <p><b>Portion control</b> Correct portion and link to brief</p> <p><b>Summary:</b> Strong performance, evidence of excellent practical skills and working methods but let down by time management issues.</p>
<b>AO4 – Bringing it together - use of knowledge to apply skills in new context</b>	
20%	1 2 3 4 5 6 7 8 9 10 11 12
AO4 Mark  9	<p>Notes &amp; justification <b>Application of knowledge, understanding and practical skills in relation to: Sustainability</b> Evidence of thought in regard to sustainability, use of seasonal ingredients and linking to theme.</p> <p><b>Health &amp; safety/Food safety, preparation &amp; finishing</b> Showed successful application of preparation and cooking techniques in production, Makes links between subject areas across the qualification'.</p>

	<p><b>Contingencies</b>  <b>Design, creativity, skill &amp; flair</b>  <b>Coherence of ingredients &amp; methods to produce balanced products</b>  Tasteful design of centre piece shows good understanding of brief.  Creativity in use of flavours/textures, didn't stick to safe ideas.  Dishes showed some thought in the balance of flavour, colour, texture.</p> <p><b>Monitoring &amp; evaluation in production</b>  Applied understanding while monitoring the production of dishes and consistently evaluated elements of dishes, correcting where needed.</p> <p><b>Summary:</b>  Successful application of knowledge and understanding to practical tasks</p>											
<b>AO5 - Attending to detail / perfecting - Repeated checking, perfecting, noticing, engaged</b>												
20%	1	2	3	4	5	6	7	8	9	10	11	12
AO5 Mark	<p>Notes &amp; justification</p> <p><b>Meeting the requirements of the task</b>  Unfortunately 1 element of P4's (tuiles) unable to be presented.  Filling of bouchees – not needed and this would have saved some time.</p> <p><b>Attention to detail when finishing /presenting dishes</b>  Excellent attention to detail, focussed on all tasks, constant checking ( PO provided very detailed assessment of each dish)  Photographs mostly support this.  Consistently checking dishes for flavour, seasoning and quality, Dishes produced to a degree of precision, clean looking, attention to detail on most'  Cheese straws – clumsy/short. Presentation of desserts lacks imagination  Finish size concept of centre piece fitted the brief and was produced/finished to a high standard.</p> <p><b>Evaluation</b>  An honest, concise appraisal which recognises areas for improvement and suggests where improvements could be made.</p> <p><b>Work practices</b>  Good multi-tasking'.</p> <p><b>Personal presentation</b>  Of a high professional standard.  Photograph supports this view</p> <p><b>Summary:</b>  High professional standards, well presented candidate who demonstrated good attention to detail and finesse in most areas but did not quite meet all requirements.</p>											

Tutor/Marker signature: *L J Hanneman*

Total Mark: 

44
----

## Section 5 Principal Moderator's guidance, hints and tips.

This practise marking material has been produced to be used for standardisation activities and for centre guidance in the early years of the qualification. The marks allocated to each learner are in accordance with the Principal Moderator marks and show the standard set for this qualification.

To make holistic judgments, it is necessary to ensure that all tasks are completed and submitted prior to assigning any final marks. Practical tasks are not marked independently of written submissions so ensure that all tasks have been completed before assigning any marks.

When judging ephemeral performances / practical skills, centres must ensure that the evidence is in a format visible to the marker/moderator and gives sufficient qualitative detail to aid moderation. Observers and markers should ensure their notes are comprehensive, employing key words written in the marking grids and describing how, where or why the work is good or better. Along with this they should ensure that any verbal questions are documented and that weaknesses / mistakes as well as strengths / exemplary practice are noted on the PO form. These notes will enable the centre marker and the moderator get a feel for the practical skills shown by each individual on the synoptic assessment day/s and will assist in allocation of marks and rank ordering.

**Note – The photographs used for this guide are not in line with what was asked for. Always check the synoptic assignment guidance each year**