

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

October 2017 Version 1.1

Guide to the examination

Document version control

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Who is this document for?

This document has been produced for centres who offer **Level 3 Advanced Technical Diploma for Professional Chefs (Patisserie and Confectionery)**. It gives all of the essential details of the qualification's external assessment (exam) arrangements and has been produced to support the preparation of candidates to take the exam/s.

The document comprises four sections:

1. **Details of the exam.** This section gives details of the structure, length and timing of the exam.
2. **Content assessed by the exam.** This section gives a summary of the content that will be covered in each exam and information of how marks are allocated to the content.
3. **Guidance.** This section gives guidance on the language of the exam, the types of questions included and examples of these, and links to further resources to support teaching and exam preparation.
4. **Further information.** This section lists other sources of information about this qualification and City & Guilds Technical Qualifications.

1. Details of the exam

External assessment

City & Guilds Technical qualifications have been developed to meet national policy changes designed to raise the rigour and robustness of vocational qualifications. These changes are being made to ensure our qualifications can meet the needs of employers and Higher Education. One of these changes is for the qualifications to have an increased emphasis on external assessment. This is why you will see an external exam in each of our Technical qualifications.

An external assessment is an assessment that is set and/or marked by the awarding organisation (ie externally). All City and Guilds Technical qualifications include an externally set and marked exam. This must be taken at the same time by all candidates who are registered on a particular qualification. We produce an exam timetable each year. This specifies the date and time of the exam so you can plan your delivery, revision and room bookings/PC allocation in plenty of time.

The purpose of this exam is to provide assurance that all candidates achieving the qualification have gained sufficient knowledge and understanding from their programme of study and that they can independently recall and draw their knowledge and understanding together in an integrated way. Whilst this may not be new to you, it is essential that your learners are well prepared and that they have time to revise, reflect and prepare for these exams. We have produced a Teaching, Learning, and Assessment guide that is you should refer to alongside the present document ([Teaching, Learning and Assessment Guide](#)). If a learner does not pass the exam at their first attempt, there is only one opportunity to resit the exam, so preparation is essential.

Exam requirements of this qualification

- **Professional Chefs (Patisserie and Confectionery)** – Theory Exam (2 hours)

The exam is graded and a candidate must achieve at least a Pass grade in order to be awarded the qualification. (In addition to the exam, a synoptic assignment must also be completed and passed). You can find full details of the synoptic assignment in the *Qualification Handbook* and the *Synoptic Assessment Guide* – please see the link to the qualification page at the end of this document.

When does the exam take place?

The exam is offered on two fixed dates in March or June. The exact dates will be published at the start of the academic year in the *Assessments and Exam Timetable*

<http://www.cityandguilds.com/delivering-our-qualifications/exams-and-admin>.

At the start of the programme of study, in order to effectively plan teaching and exam preparation, centres should know when the exam will be taking place and allocate teaching time accordingly. Section 2 of this document gives a summary of the content that needs to be covered in order to prepare learners for the exam and full details of this are given in the *Qualification Handbook*.

Form of exam

The exam for this qualification can be taken either on paper (6100-534) or online (6100-034).

Can candidates resit the exam?

Candidates who have failed an exam or wish to retake it in an attempt to improve their grade, can do so **twice**. The third and final retake opportunity applies to Level 3 only. The best result will count towards the final qualification. If the candidate fails the exam three times then they will fail the qualification..

How the exam is structured

Each exam has a total of 60 marks and is made up of:

- approximately 10 -12 short answer questions
- 1 extended response question.

Short answer questions are used to confirm **breadth of knowledge and understanding**.

The extended response question is to allow candidates to demonstrate **higher level and integrated understanding** through written discussion, analysis and evaluation. This question also ensures the exam can differentiate between those learners who are 'just able' and those who are higher achieving.

More details about and examples of question types are given in Section 3 of this document.

Assessment Objectives

The exams are based on the following set of assessment objectives (AOs). These are designed to allow the candidate's responses to be assessed across the following three categories of performance:

- **Recollection** of knowledge.
- **Understanding** of concepts, theories and processes.
- **Integrated application** of knowledge and understanding.

In full, the assessment objectives covered by the exam for this qualification are:

| Assessment objective | Mark allocation (approx %) |
|--|----------------------------|
| <i>The candidate..</i> | |
| AO1 Recalls knowledge from across the breadth of the qualification | 27% |
| AO2 Demonstrates understanding of concepts, theories and processes from a range of learning outcomes. | 53% |
| AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes. | 20% |

Booking and taking the exam

All assessments for City & Guilds Technical Exams must be booked through Walled Garden. There is a deadline for booking exams, synoptic assessments and any other centre marked assessments, please refer to the time line to check these dates.

The exam must be taken under the supervision of an invigilator who is responsible for ensuring that it is conducted under controlled conditions. Full details of the conditions under which the exam must be taken can be found in the Joint Council for Qualifications (JCQ) document, [Instructions for Conducting Examinations \(ICE\)](#).

Special consideration

Candidates who are unable to sit the exam owing to temporary injury, illness or other indisposition at the scheduled time may qualify for special consideration. This is a post-examination adjustment that can, in certain circumstances, be made to a candidate's final grade. The Joint Council for Qualifications' guide to the special consideration process can be found at www.jcq.org.uk.

To make a request for special consideration, please contact: policy@cityandguilds.com

Access arrangements

Access arrangements are arrangements that allow candidates with particular requirements, disabilities or temporary illness to take assessments, where appropriate, using their normal way of working. The Joint Council for Qualifications document, *Access Arrangements and Reasonable Adjustments* gives full details and can be downloaded [here](#).

For further information and to apply for access arrangements please see:

[Access arrangements - When and how applications need to be made to City & Guilds](#)
[Applying for access arrangements on the Walled Garden](#)

2. Content assessed by the exam

Professional Chefs (Patisserie and Confectionery)

The exam assesses:

- **Unit 314: The principles of food safety supervision for catering**
- **Unit 315: Supervisory skills for the professional kitchen**
- **Unit 316: Sustainability for the professional kitchen**
- **Unit 317: Exploring gastronomy**
- **Unit 325: Advanced skills and techniques in producing hot, cold and frozen desserts**
- **Unit 326: Advanced skills and techniques in producing cakes and sponges**

Each exam assesses a sample of the content of these units. This means that a single exam will **not** cover 100% of the unit content. The full range of content will be assessed over a number of examination series. Details of the coverage of a particular exam paper will **not** be released in advance of the exam itself. Centres should **not** make assumptions about what will be assessed by a particular exam based on what has been covered on previous occasions. In order to be fully prepared for the exam, learners **must** be ready to answer questions on **any** of the content outlined below.

The table below provides an overview of how the qualification's Learning Outcomes are covered by each exam and the number of **marks** available per Learning Outcome (ie **not** the number of *questions* per Learning Outcome). In preparing candidates for the exam, we recommend that centres take note of the number of marks allocated to Learning Outcomes and to assign teaching and preparation time accordingly.

In preparing candidates for the exam, centres should refer to the Qualification Handbook which gives full details of each Learning Outcome.

The following is a summary of only that qualification content which is assessed by the exam and **not** a summary of the full content of the qualification.

| Unit | Learning outcome | Topics | Number of marks per section |
|--|---|--|-----------------------------|
| 314 The principles of food safety supervision for catering | LO1 Understand the role of the supervisor in ensuring compliance with food safety legislation | 1.1 Importance of food safety management procedures 1.2 Responsibility of employers and employees in respect of food safety legislation and procedures for compliance 1.3 How legislation is enforced | 11 |
| | LO2 Understand the application and monitoring of good hygiene practice | 2.1 Temperature control 2.2 Procedures to control contamination and cross-contamination 2.3 Importance of high standards of personal hygiene 2.4 Procedures for cleaning, disinfection and waste disposal 2.5 Requirements relating to the design of food premises and equipment 2.6 Pest control | |
| | LO3 Understand how to implement food safety management procedures | 3.1 Importance of food safety hazards 3.2 Controlling food safety 3.3 Requirements for monitoring and recording food safety procedures 3.4 Food safety controls and procedures | |
| | LO4 Understand the role of the supervisor in staff training | 4.1 Requirements for induction and on-going training of staff | |

| | | | |
|---|--|--|---|
| | | 4.2 Importance of effective communication of food safety procedures | |
| 315 Supervisory skills for the professional kitchen | LO1 Understand the role of supervisors in a professional kitchen | 1.1 Supervisory responsibilities within a professional kitchen 1.2 Leadership styles and behaviours 1.3 The characteristics and benefits of an effective team | 4 |
| | LO2 Understand supervisory skills in a professional kitchen | 2.1 Monitor kitchen practices 2.2 Development of teams and individuals | |
| 316 Sustainability for the professional kitchen | LO1 Understand how sustainability effects purchasing decisions | 1.1 Issues related to food from sustainable sources 1.2 Issues related to food miles 1.3 Benefits of sustainable practices | 4 |
| | LO2 Understand how to use physical and natural resources efficiently in the professional kitchen | 2.1 Physical and natural resources used in professional kitchens 2.2 Reducing resource wastage in professional kitchens 2.3 Benefits of resource efficiency in professional kitchens | |
| 317 Exploring gastronomy | LO1 Understand the influences of gastronomy on eating and drinking culture | 1.1 Historical and current influences on eating and drinking 1.2 Effects of science and technology on eating and drinking 1.3 Impact of individuals on gastronomy | 9 |
| | LO2 Understand the factors affecting dining experiences | 2.1 Types of dining experiences 2.2 The pairing of food and beverage | |

| | | | |
|---|---|--|----|
| | | 2.3 The link between customer needs and types of dining experience 2.4 Influencing factors associated with dining experience | |
| 325 Advanced skills and techniques in producing hot, cold and frozen desserts | LO1 Understand how to produce hot, cold and frozen desserts | 1.1 Examples of hot, cold and frozen desserts 1.2 Techniques for the production of hot, cold and frozen desserts 1.3 Using specialist ingredients in hot, cold and frozen desserts 1.4 Achieving the correct yield 1.5 Storage | 11 |
| | LO2 Produce hot, cold and frozen desserts using advanced techniques | 2.1 Specialist equipment 2.2 Producing hot, cold and frozen desserts 2.3 Presenting hot, cold and frozen desserts 2.4 Evaluation | |
| 326 Advanced skills and techniques in producing cakes and sponges | LO1 Understand how cakes and sponges are produced | 1.1 Techniques used to produce cakes and sponges 1.2 Special ingredients 1.3 Storage | 9 |
| | LO2 Produce cakes and sponges using advanced techniques | 2.1 Tools and equipment 2.2 Producing cakes and sponges 2.3 Fillings and inserts | |
| | LO3 Finish cakes and sponges using advanced techniques | 3.1 Finishing cakes and sponges 3.2 Evaluation | |

Total marks for sections: 48 marks

Integration across units*: 12 marks

Total marks for exam: 60 Marks

* *Integration across units*. These marks relate to Assessment Objective 4. These marks are awarded to differentiate between levels of performance by candidates taking the exam. The marks are given for how well a candidate has applied their knowledge, understanding and skills from across the units that make up the qualification in an integrated way to meet the requirements of the exam questions.

3. Guidance

Vocabulary of the exam: use of 'command' verbs

The exam questions are written using 'command' verbs. These are used to communicate to the candidate the type of answer required. Candidates should be familiarised with these as part of their exam preparation.

The following guidance has been produced on the main command verbs used in City & Guilds Technicals exams.

A more detailed version of this table, which also includes the command verbs used in the assignments is published in *City & Guilds Technical Qualifications Teaching, Learning and Assessment* guide.

| Command verb | Explanation and guidance |
|---|--|
| Analyse | Study or examine a complex issue, subject, event, etc in detail to explain and interpret, elements, causes, characteristics etc |
| Calculate | Work out the answer to a problem using mathematical operations |
| Compare (...and contrast) (or describe the similarities/differences) | Consider and describe the similarities (and differences) between two or more features, systems, ideas, etc |
| Define | Give the meaning of, technical vocabulary, terms, etc. |
| Describe | Give a detailed written account of a system, feature, etc (..the effect of...on...) the impact, change that has resulted from a cause, event, etc (..the process..) give the steps, stages, etc |
| Differentiate between | Establish and relate the characteristic differences between two or more things, concepts, etc |
| Discuss | Talk/write about a topic in detail, considering the different issues, ideas, opinions related to it |
| Distinguish between | Recognise and describe the characteristic differences between two things, or make one thing seem different from another |
| Evaluate | Analyse and describe the success, quality, benefits, value, etc (of an end product, outcome, etc) |
| Explain | Make (a situation, idea, process, etc) clear or easier to understand by giving details (..how..) Give the stages or steps, etc in a process, including relationships, connections, etc between these and causes and effects. |
| Give example(s) illustrate/ | Use examples or images to support, clarify or demonstrate, an explanation, argument, theory, etc |

| | |
|-------------------------|--|
| Give a rationale | Provide a reason/reasons/basis for actions, decisions, beliefs, etc |
| Identify | Recognise a feature, usually from a document, image, etc and state what it is |
| Justify | Give reasons for, make a case for, account for, etc decisions, actions, conclusions, etc, in order to demonstrate why they suitable for or correct or meet the particular circumstances, context |
| Label | Add names or descriptions, indicating their positions, on an image, drawing, diagram, etc |
| List | Give as many answers, examples, etc as the question indicates (candidates are not required to write in full sentences) |
| Name | Give the (technical) name of something |
| Propose | Present a plan, strategy, etc (for consideration, discussion, acceptance, action, etc). |
| Select | Choose the best, most suitable, etc, by making careful decisions |
| State | Give the answer, clearly and definitely |
| Summarise | Give a brief statement of the main points (of something) |

Question types

The following explains, and gives examples of, types of questions used in City & Guilds Technical exams. In preparing candidates to take the exam, it is recommended that you familiarise them with the requirements of each question type so that they can be effective and make best use of the time available when sitting the exam.

- An effective candidate will gauge the type and length of response required from the question and the number of marks available (which is given for each question on the exam paper).
- Short answer questions may not require candidates to write in complete sentences. Extended response questions will require a more developed response.
- Candidates should read the exam paper before attempting to answer the questions and should allocate time proportionate to the number of marks available for each question or section.

| Question type: | Example question | Example question: |
|--|---|--|
| <p>Short answer questions (restricted response) These are questions which require candidates to give a brief and concise written response. The number of marks available will correspond to the number of pieces of information/examples and the length of response required by the question.</p> | <p>List four records that must be kept in accordance with the Food Hygiene Regulations 2006. (4 marks)</p> | <p>1 mark for each up to four marks.</p> <ul style="list-style-type: none"> • Traceability records • Supplier audits • Delivery records • HACCP related • Temperature control records • Staff (training, sickness records) • Cleaning records and schedules and monitoring of • Visitors policy and records • Pest control • Maintenance records |
| <p>Structured Response Questions These are questions that have more than one part (eg a), b), etc.). The overall question is made up of linked, short answer questions which move the candidate through the topic</p> | <p>Explain the techniques used to produce each of the following products:</p> <p>a) Roulade sponge (3 marks)</p> <p>b) Madeira cake (3 marks)</p> | <p>Up to 3 marks for each: In each of a) and b), allow a maximum of 1 mark for the method, and an additional 2 marks for the appropriate explanation</p> |

in a structured way. For example, the question will usually start with a 'recall'/'state'/'describe' question followed by an 'explain' to draw out understanding of the topic. They usually have a shared introductory 'stem', and the number of marks may increase through the question.

- a) Roulade sponge: When eggs (warmed) and sugar whisked, air is trapped by the albumen (1) the sugar stabilises and strengthens the foam (1). The dry ingredients must be folded in carefully to retain as much air/volume as possible (1).
 - b) Madeira cake: When fat (at room temp) and sugar are beaten together air is trapped (1). The volume achieved is much less than for a sponge but the mixture is more stable and less prone to collapsing (1). Because of the lower volume achieved by mechanical means these mixtures may need additional help to rise in the form of a chemical raising agent (1).
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Extended response questions

Extended response questions are those that require the candidate to write a longer written response using sentences and paragraphs. These usually require candidates to discuss, explain, etc. a topic in some detail. The question is often based on a short case study, scenario or other prompt. The level of detail should be gauged from the question and the number of marks available.

Example question

A five star hotel is hosting a corporate event for 80 covers. The menu requires the pastry section to make the following products:

- Pre-dessert – Apple sorbet with apple crisps
- Dessert – Strawberry millefeuilles with vanilla foam
- Petit fours – Coconut tuilles, moulded chocolates and Florentines.
- A sugar decoration

The pastry kitchen is equipped with the following small and large equipment:

- Bowls, whisks, spoons/spatulas, rolling pins, baking trays/sheets, measuring jugs, scales, graters, mandolin, cooling wire, saucepans, piping bags and nozzles, sieves, sugar thermometer
 - Fridges, Freezers, Convection ovens, Stoves, Food mixers
-

Discuss the challenges the section will experience, with recommendations for improving the production methods and product quality.

(15 marks)

Mark scheme

Indicative content

- Higher chef skill level to compensate for lack of equipment
- Increased forward planning to compensate for lack of modern equipment
- Increased storage facilities required when lacking modern equipment
- Non-stick baking surfaces reduce wastage/saves time
- Paco-jet for sorbet production
- Microwave for quality/ to save time on chocolate work
- Pastry break to improve product consistency/lamination
- Thermostatically controlled food processor
- Nitrogen flasks
- Funnel depositor
- Dehydrators
- Blast chillers/freezers to save time and for food safety

Band 1 (1 - 5 marks)

Shows a minimal understanding of the challenges facing the pastry section attempting to produce the menu. Can name and identify some suitable contemporary equipment. Shows a limited understanding of equipment use and only a basic knowledge of some of the advantages. Focus is on a single area (e.g. equipment). Limited or no recommendations provided, and if provided show little relevance to improving the production method or product quality.

To access the higher marks in the band, the discussion will contain mostly relevant points.

Example band 1 response

Pre dessert

The pre dessert is a suitable choice as there are only 80 covers. They have large fridges and freezers to keep the sorbet at the correct texture. However the kitchen would have to make sure they have the use of a rachrometer and a saccharometer to measure the percentage of the sugar crystals and their size in order to make sure the sorbet has the correct texture. Also, if the sorbet contains gelatine this would not be able to be a choice for a vegetarian. Also they could maybe change the flavour of the crisps to another fruit that compliments apple such as blackberry to break up the taste a little.

Dessert

Strawberry milefeuilles with vanilla foam could also be a suitable choice however the first thing to be considered would have to be gluten-free guests as they would not be able to eat this dessert. Gluten would also have to be considered for the other dessert due to contamination, and this dessert would have to be made in a separate area so that the dishes that do not contain gluten. The vanilla foam would also have to be put on the plate just before service to order as otherwise it would collapse.

Petit Fours

Coconut tuilles, moulded chocolates and Florentines are perfect little petit fours. They offer a variety of different flavours to suit a wide variety of people. However they would have to make sure they had enough poly carbonate chocolate moulds and enough silicone mats to produce enough chocolates and Florentines. Another problem would be that coconut tuilles and Florentines both contain nuts so would not be suitable for a person with nut allergies and would not be able to be prepared near any of the dishes that do not contain nuts. Instead they could offer a type of petit four glace. Sugar decoration is an intricate, skilful decoration that would be perfect on top of these desserts. However the staff would have to be certain they had enough space as when spinning sugar the area around needs to be clear. Another problem with sugar is that it is hygroscopic and the sugar work would have to be produced just before service which can sometimes cause a problem. They could either use isomalt which is a sugar substitute - it tastes like sugar however it is a lot less hycroscopic so it would not have to be done so close to service or they could decide to use another form of decoration which can be prepared in advance.

Band 2 (6 - 10 marks)

Shows an understanding of a range of challenges facing the pastry section attempting to produce the menu. Correctly identifies a reasonable range of suitable contemporary equipment with correct explanations as to where and how they may be used. Demonstrates a good knowledge of a majority of the advantages. Recommendations are clear and concise, and show an understanding of how production methods/product quality can be improved.

To access the higher marks in the band, the response will be clear, balanced with accurate points made which are supported and justified.

Example band 2 response

The first problem with the pre-dessert is the apple sorbet. This could cause issues in the minimally stocked kitchen, as there is no ice-cream machine in order to churn and set this. This means that an alternative recipe will have to be used, preferably one that can be made without churning. Ideally the sorbet should be made the night before, so it has plenty of time to set in the freezer before the event the next day. The apple crisps sound like a nice accompaniment to the sorbet dish, however staff will have to ensure that the apple slices are cut and baked immediately to prevent browning of the apples. This would look poor for service, and could disappoint customers. The apples should be locally sourced to reduce food miles for the desserts, and support local businesses.

Strawberry millefeuilles with vanilla foam could also be problematic to the team. The puff pastry is going to have to be prepared early that morning, or even the day before to ensure time for the pastry to rest between laminating and each book turn. This is to make sure the pastry is perfectly light and flaky. A team member that is experienced in this area would be preferable. In order for the millefeuilles to look of high quality, the pastry needs to have an even rise. This can be difficult to do by just simply poking holes in it. A suggestion would be to sandwich the uncooked pastry between two baking trays when cooking to ensure a consistent rise. Millefeuilles can sometimes be particularly difficult to eat. The team will have to make sure this is served on a plate and that the guests are given cutlery, especially as this is a corporate event and possibly full of important people. Strawberries should be sourced locally to the restaurant to ensure low food miles, and less pollution. This also supports local businesses. The vanilla foam could cause a problem, as in the equipment list it doesn't mention anything about a canister or gas to produce the foam. Fairtrade vanilla should be used where possible, and from a reputable supplier to ensure it is high quality. Vanilla bean should be used also and not vanilla essence, the bean gives a stronger and higher standard flavour.

For the petit four section of the menu, the coconut tuilles are a good idea. These are simple to make, but when shaped look impressive. The staff member making these should ensure that the tuilles are baked correctly, as otherwise shaping will be difficult. Also, they should take care to not burn themselves when handling the hot tuille.

For the moulded chocolate and Florentines the chocolate will need to be tempered. As there are no marble slabs available at the hotel the chocolate will have to be tempered in the microwave. This is done by melting 1/3 of the dark chocolate to 45°C then adding 2/3 of the chocolate that has been left solid and stirring in continuously until melted - bringing the temperature down to 31°C, which is then ready to be used. Fairtrade chocolate should be sourced for both of these products. The team should be particularly wary of any of the guests having a sulphate allergy as this can be found in dried fruits which will be in the Florentines. The sugar decoration should be left until the last minute, this is because it is hygroscopic and will absorb moisture from the air and dissolve. Staff should take care as the hot sugar is a health and safety risk. This is especially true when creating angel hair balls (spun sugar) which can flick into people's eyes if they are standing too close. All staff should be warned before sugar work is occurring so everyone knows to keep out of the way. The staff member responsible for the sugar work should also ensure that all equipment is clean and debris-free throughout the boiling process, sugar and water should be put on a low heat to dissolve and then boil, a sugar thermometer should be used

continuously, the sides of the pan should be wiped with a clean brush and cold water - this is all to prevent pre-crystallization which would ruin the sugar.

Band 3 (11 - 15 marks)

Comprehensive coverage of the range of challenges facing the pastry section when producing the menu. Correctly identifies a complete range of suitable contemporary equipment with a full explanation as to where and how they may be used to good effect. Demonstrates a full and complete understanding of all the advantages. Recommendations/conclusions demonstrate a significant degree of understanding of how production methods/product quality can be improved, with rationalisation of both pros and cons of the methods involved.

To access the higher marks in the band, the discussion will be comprehensive, well balanced and presented in a logical way with conclusions and/or recommendations that are fully justified.

Example band 3 response

Pre-dessert

It is not possible to make a sorbet without the correct equipment. A traditional ice cream machine or Paco-jet are essential to produce the correct texture.

The apple crisps can be produced in an oven but better results can be achieved in a dehydrator or drying cabinet. Again, at least 24hrs must be allowed for drying. Consider the size of the equipment and number of crisps required.

Dessert

The puff pastry for the Millefeuilles must be made well in advance of the function. It can be made by hand by an experienced pastry chef but a Pastry break will make the job easier and enable a more consistent product, but will not affect the time it takes to make. Once made, the pastry can be sheeted the day before allowing for resting and chilling, making it easier to handle. The pastry can be baked early on the day of the function ensuring it is crisp and fresh. Silicon mats will help reduce wastage. For a function of 80 covers I recommend the Millefeuilles are assembled before service and kept chilled allowing enough time for them to firm up so they can be cut neatly.

If using a crème patisserie based filling this would need to be made the day before so it will be stable. Either by the traditional method or a thermostatically controlled food processor will ensure the mixture is taken to the correct safe temperature and ensure a smooth consistency. A blast chiller will ensure the filling is cooled to storage temperature within the maximum safe time limit (90 mins)

The vanilla foam should be prepared in advance (how far will depend on the type and recipe) and placed in espuma guns/nitrogen flask so it is ready to use. As the foam is the least stable component it must be added last just before serving.

Petits fours

The moulded chocolates are best made 2-3 days in advance and stored in a cool place in an airtight container. The chocolate must be tempered, and a microwave will enable this using the 'seeding' method eliminating the risk of water or steam contamination. Chocolate moulds are required and should be polished before filling. A funnel depositor will allow for better control when filling the chocolate shells reducing wastage and mess.

The Florentine mixture can be made and baked in non-stick baking moulds or mats well in advance and can be finished at the same time as the chocolate moulds are filled using the same batch of tempered chocolate saving time and resources.

The Coconut tuille mixture is best made the day before it is to be baked and rested overnight in fridge, making it easier to handle and process. I recommend the use of Silicon mats when baking, no sooner than the day before and stored in air tight containers at an ambient temperature, or cooked fresh on the day if time and space allow.

Sugar Decoration

One will be required for each table meaning approx. 8-10 identical decorations. The subject should be appropriate to the theme/type of event and should realistic in terms of size and the number needed. The design and production methods will reflect the skill level of the chefs. Given this scenario poured or piped centre pieces would be more practical and less time consuming and easier to produce than pulled or blown sugar.

Additional specialist equipment would be non-stick mats, a spirit lamp or blowtorch and freeze spray. How far in advance they are made will depend on storage space and conditions -cool, low humidity, airtight containers with a humectant typically Silica gel or limestone to draw moisture away from the sugar. Depending on design the parts could be made in advance and stored as above then assembled nearer the time, say on the day before the function, but leaving it too late will risk disaster (see timetable below).

Storage facilities required.

Enough fridge space to hold 80 portions of Millefeuilles.

Enough freezer space to hold sheeted puff pastry and make granite or hold sorbet

Suitable airtight containers for: Tuilles, Apple crisps, Chocolates, Florentines and Sugar work.

Timetable

Finally I recommend the pastry chef draw up a production timetable leading up to the function, to act as a checklist and ensure products are made in the correct sequence within a suitable time frame maximising quality.

Examination technique

Candidates with a good understanding of the subject being assessed can often lose marks in exams because they lack experience or confidence in exams or awareness of how to maximise the time available to get the most out of the exam. Here is some suggested guidance for areas that could be covered in advance to help learners improve exam performance.

Before the exam

Although candidates cannot plan the answers they will give in advance, exams for Technical qualifications do follow a common structure and format. In advance of taking the exam, candidates should:

- be familiar with the structure of the exam (ie number and type of questions).
- be aware of the amount of time they have in total to complete the exam.
- have a plan, based on the exam start and finish time for how long to spend on each question/section of the exam.
- be aware of how many marks are available for each question, how much they should expect to write for each question and allow most time for those questions which have the most marks available.

At the start of the exam session

At the start of the exam, candidates:

- should carefully read through the instructions before answering any questions.
- may find it helpful, where possible, to mark or highlight key information such as command words and number of marks available on the question paper.
- identify questions which require an extended written answer and those questions where all or part of the question may be answered by giving bullets, lists etc rather than full sentences.

Answering the questions

Candidates do not have to answer exam questions in any particular order. They may find it helpful to consider, for example:

- tackling first those questions which they find easiest. This should help them get into the 'flow' of the exam and help confidence by building up marks quickly and at the start of the exam.
- tackling the extended answer question at an early stage of the exam to make sure they spend sufficient time on it and do not run out of time at the end of the exam.

Candidates should avoid wasting time by repeating the question either in full or in part in their answer.

Candidates should **always** attempt every question, even questions where they may be less confident about the answer they are giving. Candidates should be discouraged however, from spending too long on any answer they are less sure about and providing answers that are longer and give more detail than should be necessary in the hope of picking up marks. This may mean they have less time to answer questions that they are better prepared to answer.

Extended answer questions

Before writing out in full their answer to extended questions, candidates may find it helpful to identify the key requirements of the question and jot down a brief plan or outline of how they will answer it. This will help clarify their thinking and make sure that they don't get 'bogged down' or provide too much detail for one part of the question at the expense of others.

Towards the end of the exam

Candidates should always set aside time at the end of the exam to read back through and review what they have written in order to make sure this is legible, makes sense and answers the question in full.

If a candidate finds they are running out of time to finish an answer towards the end of the exam, they should attempt to complete the answer in abbreviated or note form. Provided the content is clear and relevant, examiners will consider such answers and award marks where merited.

Further guidance on preparing candidates to take the exam is given in the City & Guilds publication, [Technical Qualifications, Teaching, Learning and Assessment](#) which can be downloaded free of charge from City & Guilds website.

4. Further information

For further information to support delivery and exam preparation for this qualification, centres should see:

City & Guilds

Qualification homepage: www.cityandguilds.com/qualifications-and-apprenticeships/hospitality-and-catering/hospitality-and-catering/6100-professional-cookery which includes:

- Qualification handbook
- Synoptic Assignment
- Sample assessments

Technical Qualifications, Resources and Support: www.cityandguilds.com/techbac/technical-qualifications/resources-and-support

Joint Council for Qualifications

Instructions for Conducting Examinations: <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>