



KII4019

PREP 5

KINGSFORD

INTERNATIONAL
INSTITUTE

ASSESSMENT 1

Instructions to Learner

Welcome to **KII4019 Prep 5**! This KII unit covers the following unit/s of competency.

COMPETENCY DEMONSTRATION

This Assessment Task covers the following unit of competency:

KII subject code	KII4019	KII subject name	Prep 5
Unit of competency code:	SITHPAT006 SITHCCC019	Unit Title	Produce deserts Produce cakes, pastries and breads

This unit describes the performance outcomes, skills and knowledge required to produce hot, cold frozen desserts, cakes, pastries and breads following standard and special dietary recipes. It requires the ability to select, prepare and portion ingredients and to use equipment and a range of cookery methods to make and present desserts cakes, pastries and breads.

The unit applies to hospitality and catering organisations that produce and serve desserts, including hotels, restaurants, clubs and patisseries.

It applies to pâtissiers who usually work under the guidance of more senior chefs.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Prerequisite units: SITFSA001 USE HYGIENIC PRACTICES FOR FOOD SAFETY

<https://training.gov.au/Training/Details/SITHPAT006>

<https://training.gov.au/Training/Details/SITHCCC019>

Assessment instructions

Overview

Prior to commencing the assessments, your trainer/assessor will explain each assessment task and the terms and conditions relating to the submission of your assessment task. Please consult with your trainer/assessor if you are unsure of any questions. It is important that you understand and adhere to the terms and conditions, and address fully each assessment task. If any assessment task is not fully addressed, then your assessment task will be returned to you for resubmission. Your trainer/assessor will remain available to support you throughout the assessment process.

Written work

Assessment tasks are used to measure your understanding and underpinning skills and knowledge of the overall unit of competency. When undertaking any written assessment tasks, please ensure that you address the following criteria:

- Address each question including any sub-points
- Demonstrate that you have researched the topic thoroughly
- Cover the topic in a logical, structured manner
- Your assessment tasks are well presented, **well referenced** and word processed
- Your assessment tasks include your full legal name in the provided cover page.

Active participation

It is a condition of enrolment that you actively participate in your studies. Active participation is completing all the assessment tasks on time.

Plagiarism

Plagiarism is taking and using someone else's thoughts, writings or inventions and representing them as your own. Plagiarism is a serious act and may result in a learner's exclusion from a course. When you have any doubts about including the work of other authors in your assessment, please consult your trainer/assessor. The following list outlines some of the activities for which a learner can be accused of plagiarism:

- Presenting any work by another individual as one's own unintentionally
- Handing in assessments markedly similar to or copied from another learner
- Presenting the work of another individual or group as their own work
- Handing in assessments without the adequate acknowledgement of sources used, including assessments taken totally or in part from the internet.

If it is identified that you have plagiarised within your assessment, then a meeting will be organised to discuss this with you, and further action may be taken accordingly.

Collusion

Collusion is the presentation by a learner of an assignment as their own that is, in fact, the result in whole or in part of unauthorised collaboration with another person or persons. Collusion involves the cooperation of two or more learners in plagiarism or other forms of academic misconduct and, as such, both parties are subject to disciplinary action. Collusion or copying from other learners is not permitted and will result in a "NS" grade and NYC.

Assessments must be typed using document software such as (or similar to) MS Office. Handwritten assessments will not be accepted (unless, prior written confirmation is provided by the trainer/assessor to confirm).

Competency outcome

There are two outcomes of assessments: S = Satisfactory and NYS = Not Yet Satisfactory

Once the learner has satisfactorily completed all the tasks for this module the learner will be awarded “Competent” (C) or “Not yet Competent” (NYC) for the relevant unit of competency.

If you are deemed “Not Yet Competent” you will be provided with feedback from your assessor and “**will**” be given another chance to resubmit your assessment task(s). If you are still deemed as “Not Yet Competent” you will be required to re-enrol in the unit of competency.

Additional evidence

If we, at our sole discretion, determine that we require additional or alternative information/evidence in order to determine competency, you must provide us with such information/evidence, subject to privacy and confidentiality issues. We retain this right at any time, including after submission of your assessments.

Confidentiality

We will treat anything, including information about your job, workplace, employer, with strict confidence, in accordance with the law. However, you are responsible for ensuring that you do not provide us with anything regarding any third party including your employer, colleagues and others, that they do not consent to the disclosure of. While we may ask you to provide information or details about aspects of your employer and workplace, you are responsible for obtaining necessary consents and ensuring that privacy rights and confidentiality obligations are not breached by you in supplying us with such information.

Assessment appeals process

If you feel that you have been unfairly treated during your assessment, and you are not happy with your assessment and/or the outcome as a result of that treatment, you have the right to lodge an appeal. You must first discuss the issue with your trainer/assessor. If you would like to proceed further with the request after discussions with your trainer/assessor, you need to lodge your appeal to the course coordinator, in writing, outlining the reason(s) for the appeal. For more information please refer to our policy and procedures by visiting www.kii.edu.au/documents or login to your LMS account by clicking the link : <https://www.kiionline.edu.au/course/view.php?id=59>.

Recognised prior learning

Candidates will be able to have their previous experience or expertise recognised on request.

Special needs

Candidates with special needs should notify their trainer/assessor to request any required adjustments as soon as possible. This will enable the trainer/assessor to address the identified needs immediately

Assessment requirements

The assessment activities in this workbook assess aspects of all the elements, performance criteria, skills and knowledge and performance requirements of the unit of competency.

To demonstrate competence in this unit you must **undertake all activities/questions** in this Assessment and have them deemed satisfactory by the assessor.. Once you have demonstrated the required level of performance, you will be deemed competent in this unit.

Should you still be deemed Not Yet Competent, you may have the opportunity to resubmit your assessments or appeal the result.

As part of the assessment process, all learners must abide by any relevant assessment policies as provided during induction (orientation). For more information refer to our assessment policies by visiting www.kii.edu.au/documents or login to your LMS account (www.kiionline.edu.au)

If you feel you are not yet ready to be assessed or that this assessment is unfair, please contact your assessor to discuss your options. You have the right to formally appeal any outcome and, if you wish to do so, discuss this with your trainer/assessor.

ASSESSMENT COVERSHEET

Unit:	
Course Name:	
Assessment Tool:	Assessment 1

Student must fill this section:	
Student Name:	
Student ID:	
Privacy Release Clause:	"I give my permission for my assessment material to be used in the auditing, assessment validation & moderation Process"
Authenticity Declaration:	"I declare that: <ul style="list-style-type: none"> • The material I have submitted is my own work; • I have kept a copy of all relevant notes and reference material that I used in the production of my work; • I have given references for all sources of information that are not my own, including the words, ideas and images of others."
Student Signature:	Date:

Assessment Completion Status				
Attempt	Satisfactory	Non-Satisfactory	Date	Assessor's Signature
Initial attempt	<input type="checkbox"/>	<input type="checkbox"/>		
2 nd attempt/Re-assessment	<input type="checkbox"/>	<input type="checkbox"/>		

Feedback to student:
Information for Student:
<ul style="list-style-type: none"> • All work is to be entirely of the Student.

General Information for this assessment:

- Read the instructions for each question very carefully.
- Be sure to PRINT your FULL name & LAST name in every place that is provided.
- Short questions must be answered in the spaces provided or follow the word limits as instructed.
- For those activities requesting extra evidence such as: research reports, ESSAY reports, etc. The student must attach its own work formatted in double space, Arial 12 pts.
- All assessment tasks must be addressed correctly in order to obtain a competence for the unit of competency.
- If the Student doesn't understand the assessment, they can request help from the assessor to interpret the assessment.
- All assessments must be submitted online. Login to www.kiionline.edu.au and follow the subject link to submit your assessments. Note that the hard copy of the assessments will not be accepted.

Re-assessment of Result & Academic Appeal procedures:

If a student is not happy with his/ her results, that student may appeal against their grade via a written letter, clearly stating the grounds of appeal to the Operations Manager. This should be submitted after completion of the subject and within fourteen days of commencement of the new term.

Re-assessment Process:

- An appeal in writing is made to the Operations Manager providing reasons for re-assessment / appeal.
- Operations Manager will delegate another faculty member to review the assessment.
- The student will be advised of the review result done by another assessor.
- If the student is still not satisfied and further challenges the decision, then a review panel is formed comprising the lecturer/trainer in charge and the Operations Manager OR if need be an external assessor.
- The Institute will advise the student within 14 days from the submission date of the appeal. The decision of the panel will be deemed to be final.
- If the student is still not satisfied with the result, the he / she has the right to seek independent advice or follow external mediation option with nominated mediation agency.
- Any student who fails a compulsory subject or appeals unsuccessfully will be required to re-enrol in that subject.

The cost of reassessment will be borne by the Institute. The external assessor will base his/her judgement based on principles of assessment. These principles require assessment to be reliable, fair, practical and valid.

Academic Appeals

- If you are dissatisfied with the outcome of the re-evaluation process, you have a right to appeal through academic appeals handling protocol.
- To appeal a decision, the person is required to complete the KII- Request for Appeal of a Decision form with all other supporting documents, if any. This form is available via our website. The completed Request for Appeal form is to be submitted to the Student Support Officer either in hard copy or electronically via the following contact details: Student Support Officer, Kingsford International Institute (KII), Level 6, 128-136 Chalmers St, Surry Hills, NSW 2010, Email: admin@kii.edu.au
- The notice of appeal should be in writing addressed to the Operations Manager and submitted within seven days of notification of the outcome of the re-evaluation process.
- If the appeal is not lodged in the specified time, the result will stand and you must re-enrol in the unit.
- In emergency circumstances, such as in cases of serious illness or injury, you must forward a medical certificate in support of a deferred appeal. The notice of appeal must be made within three working days of the concluding date shown on the medical certificate.
- The decision of Operations Manager will be final.
- Student would then have the right to pursue the claim through an independent external body as detailed in the students' complaint / grievance policy.

"I understand all the above rules and guidelines for the assessment"

Full Name

Signature

Date (dd/mm/yyyy)

Pre-assessment Checklist

Your assessor will go through the assessment for this unit. It is important that you understand this assessment before taking on the questions and tasks. To confirm that you have been given this overview, we ask you to complete the following Pre-Assessment Checklist.

You are required to carefully read each checklist item provided below and tick either 'Y' to confirm your understanding or 'N' if you disagree. In case you disagree with an item, please provide your reason under the 'Comments' column.

When you have done this, we ask you to sign this Pre-Assessment Checklist. This acknowledges that your Trainer/Assessor has discussed all of the information with you prior to undertaking this assessment.

Pre - assessment Checklist			Comments
Y <input type="checkbox"/>	<input type="checkbox"/> N	I, the student, understand the purpose of the assessment.	
Y <input type="checkbox"/>	<input type="checkbox"/> N	I understand when and where the assessment will occur, who will assess and in what format the assessment will be submitted.as	
Y <input type="checkbox"/>	<input type="checkbox"/> N	I understand the methods of assessment.	
Y <input type="checkbox"/>	<input type="checkbox"/> N	I understand what resources are required to complete this assessment.	
Y <input type="checkbox"/>	<input type="checkbox"/> N	I understand the performance level required for each assessment event.	
Y <input type="checkbox"/>	<input type="checkbox"/> N	I understand that it must be my own work. I have been explained and understand the serious consequences in case this work is found plagiarised.	
Y <input type="checkbox"/>	<input type="checkbox"/> N	I understand the process if I am deemed not yet competent.	
Y <input type="checkbox"/>	<input type="checkbox"/> N	I understand the feedback process and the appeals process.	
Y <input type="checkbox"/>	<input type="checkbox"/> N	The assessor has discussed with me if I have any special needs and if so what arrangements have been made.	

Student Full
Name

Student ID

Student Signature

Date
(dd/mm/yyyy)

STUDENT INSTRUCTIONS

- Complete the readiness for assessment workbook before commencing this assessment
- You will be required to complete all parts within this task.
- There are two sections of this assessment, **Part A** and **Part B**. you must complete both sections and respond to each question listed in these sections
- This assessment may consist of a number of tasks based on a simulated or real environment






- You may ask your assessor questions to clarify requirements of the tasks if required. However, your assessor will not be able to show you how to complete the task
- You must receive a satisfactory result for each part of this assessment to be successful in this task
- You must not separate this document. Attachments must be as per the assessment submission instructions
- Ensure you complete the task record sheet at the end of this assessment
- Return your assessment by the date set by your assessor and your training plan
- Do not plagiarise. Plagiarism is considered cheating. Please refer below for our policy in regards to cheating
- **Reasonable adjustment:** If you require any adjustments to accommodate a need in order to complete this assessment, please talk to your assessor. Arrangements will be put in place to ensure a fair and flexible approach is undertaken for this assessment. Please note that the range or nature of the adjustment will ensure that the outcomes of the unit are not compromised.
- Feedback: Your assessor will provide feedback to you after the completion of the assessment.
- The trainer assessor will explain the appeals process if applicable or alternatively refer to your student handbook for further details

ASSESSMENT 1 BRIEF	
Objective of the task	The purpose of this task is to demonstrate your knowledge on how to prepare and prepare a range of desserts, cakes, pastries and breads following standard recipes. You will need to provide information on selecting, preparing and portioning a range of dishes that includes desserts, cakes, pastries and breads, and how to use relevant equipment, cookery and food storage methods.
Resources	<ul style="list-style-type: none"> ▪ Learner Guide ▪ PowerPoint Slides ▪ Computer ▪ Internet ▪ Recipes and online presentations
You will be required to complete	<p>You must use the template provided in this assessment and demonstrate knowledge of how to prepare desserts, cakes, pastries and breads following standard recipes.</p> <p>Your response must include how to select and prepare ingredients, and use relevant equipment and cookery and food storage methods.</p>
Time allocation	Refer to your trainer



Part A



Section 1: Culinary terms and trade names

1.1 Briefly describe (category, sauces, garnish and fillings) the following desserts?

Desert	Description
<p>Bavarois</p> 	<p>Bavarian cream, crème bavaroise or simply bavarois, in German Bayerische creme, is a dessert consisting of milk thickened with eggs and gelatine or isinglass, into which whipped cream is folded. The mixture sets up in a cold mould and is unmoulded for serving</p>
<p>Crème brulee</p> 	<p>Crème brûlée, also known as burned cream, burnt cream or Trinity cream, and similar to crema catalana, is a dessert consisting of a rich custard base topped with a layer of hardened caramelized sugar.</p>
<p>Crème caramel</p> 	<p>Crème caramel, flan, or caramel custard is a custard dessert with a layer of clear caramel sauce, contrasted with crème brûlée which is custard with a hard caramel layer on top</p>
<p>Crêpes</p> 	<p>A crêpe or crepe is a type of very thin pancake. Crêpes are usually of two types: sweet crêpes and savoury galettes. Crêpes are served with a variety of fillings, from the simplest with only sugar to flambéed crêpes Suzette or elaborate savoury galette</p>
<p>Custards and cream</p> 	<p>Custard is a variety of culinary preparations based on sweetened milk, cheese, or cream cooked with egg or egg yolk to thicken it, and sometimes also flour, corn starch, or gelatine.</p>

<p>Flans</p> 	<p>A flan, in English and other cuisines, is a dish with an open, rimmed pastry or sponge base containing a sweet or savoury filling; examples are quiche Lorraine, custard tart, and the South African melktert.</p>
<p>Fritters</p> 	<p>fritter is a portion of meat, seafood, fruit, vegetables or other ingredients which have been battered or breaded, or just a portion of dough without further ingredients, that is deep-fried. Fritters are prepared in both sweet and savoury varieties.</p>
<p>Ice-cream</p> 	<p>Ice cream is a sweetened frozen food typically eaten as a snack or dessert. It may be made from dairy milk or cream and is flavoured with a sweetener, either sugar or an alternative, and any spice, such as cocoa or vanilla. It can also be made by whisking a flavoured cream base and liquid Nitrogen together</p>
<p>Meringues</p> 	<p>Meringue is a type of dessert or candy, often associated with Swiss, French, Polish and Italian cuisines, traditionally made from whipped egg whites and sugar, and occasionally an acidic ingredient such as lemon, vinegar, or cream of tartar.</p>
<p>Mousse</p> 	<p>A mousse is a soft prepared food that incorporates air bubbles to give it a light and airy texture. It can range from light and fluffy to creamy and thick, depending on preparation techniques. A mousse may be sweet or savoury</p>
<p>Parfait</p> 	<p>Parfait describes two types of dessert. In France, where the dish originated, parfait is made by boiling cream, egg, sugar and syrup to create a custardlike puree which is sometimes served in a parfait glass</p>

<p>Pies</p> 	<p>A pie is a baked dish which is usually made of a pastry dough casing that contains a filling of various sweet or savoury ingredients. Sweet pies may be filled with fruit, nuts, brown sugar or sweetened vegetables. Savoury pies may be filled with meat, eggs and cheese or a mixture of meat and vegetables.</p>
<p>prepared fruit</p> 	<p>Fruits and vegetables require proper handling, preparation and storage in order to take full advantage of their many nutrients. Rinsing all produce in potable water is the first important step. ... Cutting produce into large pieces (or cooking them whole) can also reduce the loss of nutrients by limiting the surface area.</p>
<p>Puddings</p> 	<p>Pudding is a type of food that can be either a dessert or a savoury dish that is part of the main meal.</p>
<p>Sabayon</p> 	<p>Sabayon is an Italian dessert, or sometimes a beverage, made with egg yolks, sugar, and a sweet wine. Some versions of the recipe incorporate spirits such as cognac. The dessert version is a light custard, whipped to incorporate a large amount of air</p>
<p>Souffle</p> 	<p>A soufflé is a baked egg-based dish originating in France in the early eighteenth century. Combined with various other ingredients it can be served as a savoury main dish or sweetened as a dessert</p>

<p>Sorbet</p> 	<p>Sorbet or sherbet is a frozen dessert made from sugar-sweetened water with flavouring – typically fruit juice, fruit purée, wine, liqueur or honey. Generally sorbets do not contain dairy ingredients, while sherbets do. Its name came from the Iranian origin sharbat</p>
<p>Tarts</p> 	<p>A tart is a baked dish consisting of a filling over a pastry base with an open top not covered with pastry. The pastry is usually shortcrust pastry; the filling may be sweet or savoury, though modern tarts are usually fruitbased, sometimes with custard</p>
<p>1.2 Describe the following ingredients commonly used to produce desserts</p>	
<p>Flour or other starches: Starch is a simple carbohydrate, and flour is the powder that results from crushing raw whole grains. Flour contains high levels of starch, but starch does not contain any flour. Starch contains empty calories while flour contains some protein and minerals.</p> <p>Cooking fats: : A solid cooking fat is one that remains solid at room temperature. Common solid fats are butter, shortening, and coconut oil. Generally speaking, solid fats tend to be higher in saturated fat than liquid fats</p> <p>Dairy and eggs: It's as simple as that. The definition of dairy includes foods produced from the milk of mammals, such as cows and goats. Basically, it refers to milk and any food products made from milk, including cheese, cream, butter, and yogurt. On the contrary, eggs are laid by birds, such as hens, ducks, and quail.</p>	
<p>1.3 List 3 types of flours suitable for some-one on a yeast free diet</p>	
<p>1.4 List 10 types of flours suitable for some-one on a gluten free diet</p>	

Section 2: Common special dietary requirements, must be considered while producing deserts

2.1 Explain the common special dietary requirements, outlined below which must be considered when producing deserts.
<p>fat free/ low fat:</p> <p>low carbohydrate:</p> <p>low gluten/ gluten free:</p> <p>low sugar/ sugar free:</p> <p>vegan:</p>
2.2 What is the difference between a food allergy and food intolerance? Include the effects of each.

Section 3: Health and legal consequences of failing to address special requirements

3.1 What is the possible legal consequence of failing to follow a special dietary request from a customer?
3.2 Describe the health consequences of failing to address gluten intolerance or celiac disease in customers

Section 4: Stock date codes and rotation labels

4.1 Provide an example of a food date code that is used on your ingredients?

4.2 There are a number of foods and food categories that do not need to carry date marks under the Food Labelling Regulations 1996. Provide 5 examples?

Section 5 Cookery methods used for preparing deserts

5.1 Describe the following cooking methods, and provide 2 examples of suitable desserts, cakes, pastries and breads you could cook using each method		
Method	Description	Example
Baking		
Chilling		
Flambé		
Freezing		
Reducing		
Poaching		
Piping		

Section 6 Expected product characteristics of the classical and contemporary desserts

6.1 Describe the following desserts in terms, of appearance, color, moisture content and texture.	
Crepes	
Strawberry Rhubarb Parfait	
Lemon curd tartlet	
Crème Caramel	

Banana Fritter	
Apple Pie	

Section 7: Common garnishes and decorations used when preparing deserts

7.1 Describe the common garnishes and decorations used when preparing deserts.	
coloured and flavoured sugar	
fresh, preserved or crystallised fruits	
jellies	
shaved chocolate	
sprinkled icing sugar	
whole or crushed nuts	

Section 8: Appropriate cooking temperatures and times for desserts

8.1 Identify the normal cooking temperatures and times for the following desserts.		
Dessert	Cooking temperature	Time
bavarois		
crème brulee		
crème caramel		
crêpes		
custards and creams		

flans		
fritters		
ice-cream		
meringues		
mousse		

Section 9: Techniques to garnish, decorate, plate and presentation

9.1 What are the 3 key elements of proper food presentation?

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9.2 What should you consider when garnishing a dessert?

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9.3 Identify 3 ways to decorate a dessert.

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Section 10: Indicators of freshness and quality of stocked ingredients

10.1 What are the indicators of spoiled sugar?

10.2 What are the indicators of spoiled flour?

Section 11: Mise en place requirements for producing desserts

11.1 What does mise en place mean?

11.2 List 5 steps to utilising mise en place principles in baking

Section 12: Appropriate Environmental conditions for storing desserts and reusable by products

12.1 What are the ideal storage conditions for fruit and pastry-based desserts?

12.2 List 6 environmental factors that you must consider when storing ingredients or desserts?
.
12.3 Waste disposal should be carefully controlled as it presents a risk of contamination to foods. Discuss what steps should be taken to ensure safe disposal?

Section 13: Safe operational practices using essential functions and features of equipment

13.1 List two standard safety features on a commercial mixer
13.2 List 3 safety measures you must follow when operating a commercial mixer

PART B

Section 1: Culinary terms and trade names





You are to provide information on culinary terms and trade names for ingredients commonly used in the production of different poultry dishes for the following variety of classical and contemporary poultry dishes including the different cuts of poultry and styles of cooking.	
1.1 Below is a list of common culinary terms for baking to help you with reading a recipe. Define each of the culinary terms listed below:	
Baking blind	
Beating	
Creaming	
Curdling	
Dusting/Dredging	
Folding in	
Icing	
1.2 List and describe at least 5 essential ingredients used in cakes, pastries and bread	
Name of the ingredients	Brief description

Section 2: Food safety practices for handling and storing cakes, pastries and breads




2.1 Why is it important to maintain personal hygiene when working with food?






2.2 Describe how unfrosted cakes, pastries, biscuits, muffins and loaves should be stored

Section 3: Classical and contemporary cakes, pastries and sweet and savoury breads

3.1 Name each of the following cakes, pastries and sweet and savoury breads	
	
	
	
	

Section 4: Characteristics of a variety of classical and contemporary cakes, pastries and breads

4.1 Describe the following characteristics of each yeast-based product listed below		
Items	Characteristics	Explanation
Croissants	Appearance	
	Colour	
	Consistency	
	Shape	
	Taste	

	Texture	
Sourdough Bread	Appearance	
	Colour	
	Consistency	
	Shape	
	Taste	
	Texture	
Hot Cross Bun	Appearance	
	Colour	
	Consistency	
	Shape	
	Taste	
	Texture	
Savarin	Appearance	
	Colour	
	Consistency	
	Shape	
	Taste	
	Texture	
Genoise Sponge Cake	Appearance	
	Colour	
	Consistency	
	Shape	
	Taste	
	Texture	
Fruit cake	Appearance	
	Colour	
	Consistency	
	Shape	

	Taste	
	Texture	
Swiss roll	Appearance	
	Colour	
	Consistency	
	Shape	
	Taste	
	Texture	

Section 5: Historical and cultural derivations of a variety of cakes, pastries and breads

5.1 Provide a brief overview of the history of Yeast, cakes, pastry
History of Yeast:
History of Pastry:
History of Cakes:
5.2 Provide a basic summary of how yeast-based products became a staple of today's western diet.

Section 6: Basic aspects of yeast fermentation and dough development processes

6. 1 What is 'punching down'? Why is this done with dough?
6.2 List 4 factors which will have an impact on yeast fermentation time.

6.3 Describe the 6 steps to rolling dough
6.4 What effect does sugar have on yeast fermentation speed?

Section 7: Nutritional value of classical and contemporary cakes, pastries and breads

7.1 Describe the nutritional (Macro nutrients) value for each of the following yeast products (breads)			
	Protein (%)	Total Fat (%)	Carbohydrate (%)
White bread			
Wholemeal Bread			
Croissants			
Rye bread			
7.2 Describe the nutritional value for each of the following cakes and pastries			
	Protein (%)	Total Fat (%)	Carbohydrate (%)
Sponge Cake			
Chocolate Mud cake			
Puff pastry			
Filo pastry			
Danish pastry			

Section 8: Indicators of freshness and quality of stocked ingredients for cakes, pastries and breads

8.1 How can you maximise shelf life of glazed pastry products?
8.2 Describe the optimum conditions that yeast should be stored to optimise its shelf life

Section 9: Cookery methods for cakes, pastries, breads and fillings

9.1 Describe the following cookery methods for cakes, pastries, breads and fillings	
adding fats and liquids to dry ingredients	
chilling ingredients and work surfaces	
cutting, shaping and moulding	
preparing and using pastry and dessert fillings	
preparing and using fillings	
preparing and using pre-bake finishes and decorations	

Section 10: Main types, culinary characteristics and uses of fillings for cakes, pastries or breads

10.1 For each filling type, answer the following questions (in the context of cake, pastry and bread recipes?		
Bacon	Savoury or sweet	
	Characteristics	
	Recipe appropriate to use as a filling	
Cheese	Savoury or sweet	
	Characteristics	
	Recipe appropriate to use as a filling	
Chocolate	Savoury or sweet	
	Characteristics	
	Recipe appropriate to use as a filling	

Section 11: Main types, culinary characteristics and uses of decorations for cakes, pastries or breads

11.1 Describe 2 cakes, pastries or breads you would use the following decorations on	
chocolate	
coloured and flavoured sugar	
fresh, preserved or crystallised fruits	

fruit purées	
glazes	
icings	
jellies	
sprinkled icing sugar	
whole or crushed nuts	

Section 12: Appropriate baking temperatures and cooking times for cakes, pastries, breads and fillings

12.1 What temperature should pie dough be kept at during mixing and makeup? Explain why this is important?
12.2 What is the best temperature for baking puff dough products? Explain your answer.

Section 13: Appropriate environmental conditions for storing cakes, pastries, breads and re-usable by-products of their preparation to ensure food safety and optimise shelf life

13.1 Identify 5 environmental conditions you should take into consideration for storing cakes, pastries, breads and re-usable by-products of their preparation to ensure food safety and optimise shelf life
13.2 Outline 5 steps to storing bread in appropriate environmental conditions that will ensure food safety and optimise shelf life