

ABC AWARDS

LEVEL 1 AND 2 CERTIFICATES IN CAKE DECORATION





www.abcawards.co.uk

LEVEL 1 AND 2 CERTIFICATES

IN

CAKE DECORATION

Customer Service Statement

ABC Awards strives to provide a prompt, high quality service to enable its centres, in turn, to meet the needs of its customers. A full copy of ABC Awards' Customer Service policy can be seen on the web site. Any comments or suggestions are welcome.

Enquiries

Any enquiries relating to the qualifications contained within this specification should be directed to:

ABC Awards Office
Duxbury Park
Duxbury Hall Road
Chorley
Lancashire
PR7 4AT

Tel: 01257 241428

Fax: 01257 260357

e-mail: enquiries@abcawards.co.uk

www.abcawards.co.uk

Those without Internet access may also wish to contact this office.

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Background

ABC Awards, its Portfolio and Qualifications

ABC Awards (ABC) is approved by the Qualifications and Curriculum Authority (QCA) to offer qualifications throughout the United Kingdom. QCA is the regulatory body for public examinations and publicly funded qualifications and also has the authority to monitor awarding bodies through quality audits. ABC Awards has offices in Chorley, Nottingham and Taunton. ABC Awards' current portfolio contains qualifications accredited onto the National Qualifications Framework (NQF) ranging from Entry Level to Level 6. NQF qualifications are eligible for funding under the Learning and Skills Act 2000. More information on funding can be obtained from the Learning and Skills Council (LSC) – **www.lsc.gov.uk**

ABC Awards specialises in developing Vocationally Related Qualifications (VRQs). These are designed to underpin much of the knowledge for the National Occupational Standards (NOS) and assist in the development of practical skills. In turn, NOS form the basis of National Vocational Qualifications (NVQs). Therefore, although VRQs have links with NVQs, they are not designed to deliver occupational competence and as such do not require delivery and assessment in the workplace. All ABC VRQs are mapped to the NOS for purposes of future accreditation of prior learning (APL) should learners opt to achieve the NVQ at a later date.

ABC Awards has also developed a small number of NVQs and general qualifications for the NQF, details of which can be found on ABC Awards' web site. In addition, ABC Awards offers an accreditation service for Customised Provision, which can usually be funded through "other provision" via the LSC. All Customised Provision courses are quality assured to meet the specified standards through the moderation, reporting and review processes which apply to ABC Awards' entire portfolio of qualifications. Further details can be found on the ABC Awards' web site.

Centres offering ABC qualifications may be colleges, private training providers, community groups, adult education centres, schools, prisons and businesses.

ABC Awards works closely with the relevant Sector Skills Council (SSC) when developing a qualification for the NQF. A network of SSCs exists to lead the skills and productivity drive in industry recognised by employers. They bring together employers, trade unions and professional bodies working with the government to develop the skills that UK business needs. The Sector Skills Development Agency (SSDA) has been established to underpin the SSC network and promote effective working between sectors – **www.ssda.org.uk**

ABC Awards has the support of Improve, the Sector Skills Council for Food and Drink Manufacturing and Processing, for these particular qualifications – **www.improveltd.co.uk**

ABC VRQs are signposted for Key Skills or Basic Skills wherever possible. It is recognised that they are transferable skills that play an important role in developing personal effectiveness in adult and working life. Signposting illustrates which Key Skills/Basic Skills may be realistically achieved through completion of these qualifications. ABC Awards offers Basic Skills as part of its portfolio, but not Key Skills. Learners may apply to other Key Skills awarding bodies for certification once they have achieved and been assessed in the relevant units.

ABC VRQs also provide opportunities for developing an understanding of the wider curriculum (spiritual, moral, ethical, social and cultural issues and an awareness of environmental issues, health and safety considerations and European developments). Each component of the wider curriculum is signposted as appropriate.

Finally, ABC qualifications are generally available throughout the UK, unless otherwise stated. Please note however that different regulations exist in Scotland. ABC Awards provides all printed materials in English, however can provide materials in Welsh and/or Irish (Gaeilge) where requested and where appropriate.

Further information, policies, procedures and forms can be obtained from **www.abcawards.co.uk**

Centre Recognition and Qualification Approval

The policies and quality systems of a centre must be approved as a guarantee that learners will receive their entitlement to fair and equal treatment and have access to a high standard of tuition, resources and fair assessment opportunities. Centres must complete the appropriate application form when requesting to deliver an ABC qualification.

If a centre is approved to run qualifications by another awarding body within a sector in which an ABC qualification/unit sits it will be given approval to deliver that qualification subject to a check on any specific resources, human or physical that may be a requirement of that qualification and/or its assessment. Additional approval may be required. A fee may be charged for the external moderation or verification of these additional requirements.

The submission of any qualification approval documentation will be checked by a subject specialist by means of a visit to the centre or through postal moderation.

Centres should apply for approval prior to enrolling learners in order to guarantee the appropriate resources are in place to allow learners the maximum chance of success.

Health and Safety

Centres are required to ensure that health and safety regulations are adhered to at all times with regard to the health and well being of all staff and learners. Centres will be expected to demonstrate ongoing compliance particularly in relation to specific qualification requirements.

Staffing

It is expected that all staff involved with the delivery of the course will be appropriately qualified to assess learners against the standards. Generally teaching staff should be qualified and / or vocationally experienced to at least the level above that which they are teaching. ABC Awards' quality assurance procedures will monitor the way in which the centre's resources support learners' achievement.

Evaluation and Review

There should be ongoing evaluation by the staff and learners and this should take place in the following ways:

- Learner self-evaluation
- Regular review of learning outcomes against agreed criteria
- Validation by suitably qualified and experienced internal assessor and internal moderator

Internal Moderation

ABC Awards requires centres to implement a programme of internal moderation to ensure that:

- Learners gain access to fair and reliable assessment opportunities
- Everyone assesses to the same standards
- Assessment decisions of assessors are sampled and monitored to ensure consistency
- Assessors are supported with advice and guidance
- All work carried out is within agreed systems and procedures

Internal Moderators must not, under any circumstances, check their own assessment decisions.

Further guidance on Internal Moderation can be seen on the web site.

External Moderation

ABC Awards will appoint, train and allocate External Moderators to:

- Visit each centre on ABC Awards' behalf, usually once per academic year
- Monitor and sample learners' work to ensure that assessment decisions are fair, reliable, valid and consistent with required standards
- Liaise between centres and ABC Awards to establish standardisation
- Establish goodwill and assist with any problems arising from the delivery of an ABC qualification

Further guidance on External Moderation can be seen on the web site.

Accreditation of Prior Learning (APL)

ABC Awards encourages its centres to recognise the previous achievements of learners through APL. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Once the assessor is satisfied that the evidence is authentic and current, s/he should assess the evidence against the requirements of the ABC unit(s) in the normal manner. Any queries should be referred to the Internal Moderator.

Unit Design

Each unit contains:

Learning Outcomes: set out what a learner is expected to know, understand or be able to do as a result of the process of learning.

Assessment Criteria: specify the standard a learner is expected to meet to demonstrate that a learning outcome or set of learning outcomes has been achieved.
They do not dictate the method of assessment.

Supporting Information:

Links to National Occupational Standards

Signposting to Basic/Key Skills

Indicative Content - the key details to be covered in the unit

Teaching Strategies and Learning Activities - outline the ways in which this unit might be delivered or how learners would be supported to achieve the unit.

Methods of Assessment – states how the unit will be assessed e.g. portfolio work and describes how this will be evidenced.

Diversity

ABC Awards will endeavour to ensure that through its policies, procedures and actions all learners entered for assessment are treated fairly and on an equal basis. All centres will be expected to have a clear commitment in support of this objective.

Access to ABC qualifications is open to all learners irrespective of gender, ethnic origin, creed, employment status, nationality, sexual orientation, marital status or special assessment arrangements. Centres must ensure that no learner is subjected to unfair discrimination on any of these grounds in relation to access to assessment and to the fairness of the assessment.

A copy of ABC Awards' full policy can be seen on the web site.

Level 1 Certificate in Cake Decoration

QCA Accreditation No:	500/4712/7
Accreditation Start Date:	01 September 2008
Accreditation End Date:	30 September 2010
Certification End Date:	30 September 2011

Level 2 Certificate in Cake Decoration

QCA Accreditation No:	500/4713/9
Accreditation Start Date:	01 September 2008
Accreditation End Date:	30 September 2010
Certification End Date:	30 September 2012

Introduction

ABC Awards offers Cake Decoration at Levels 1, 2 and 3. Levels 1, 2 and 3 are internally assessed and externally moderated. The awards have been devised to stand on their own or as additions to a general baking course. Level 3 information is contained in a separate specification.

Aims

Level 1

Learners will develop skills, which will enable them to utilise basic techniques for the cake decoration industry.

The aims and objectives of the course are

- (a) To give learners a knowledge and understanding of cake decorating and sugarcraft techniques and design
- (b) To develop specialist skills required
- (c) To provide practical experience in handling tools and equipment
- (d) To give an understanding of the commodities used

- (e) To identify the Health and Safety requirements associated with the work
- (f) To prepare learners for employment in this area of work

Level 2

Learners will enhance skills suitable for industry as a cake decorator and finisher developed at Level 1.

The aims and objectives of the course are

- (a) To give learners a greater depth of knowledge and understanding of cake decorating, sugarcraft techniques and design
- (b) To develop more in-depth skills
- (c) To provide practical experience in handling specialist tools and equipment
- (d) To give an understanding of the commodities used
- (e) To identify the Health and Safety requirements associated with the work
- (f) To prepare learners for employment in this area of work

Target Group

These qualifications have been designed for people in the catering industry, and those learners who intend to work in the catering industry, who are interested in developing skills in cake decorating and sugarcraft through vocational study. The qualifications are appropriate as a basis for self-employment and for full-time or part-time catering or for bakery learners to enhance their vocational skills.

Entry Requirements

Each centre is required to notify the awarding body of its policies on access and equality of opportunity. Within the parameters of these policies, a centre is expected to recruit with integrity on the basis of a learner's ability to contribute to and successfully complete the qualification.

Level 1

No specific qualifications are required for entry to the first level of the scheme. However, it is recommended that learners accessing this programme will have completed full-time education up to the age of 14 years.

Level 2

Learners entering the Level 2 course will be expected to have successfully completed the ABC Level 1 Certificate in Cake Decoration or have reached an equivalent standard.

Progression Opportunities

The qualifications will provide some of the underpinning knowledge and practical experience to assist learners wishing to gain VRQs or NVQs in other catering areas. Completion of the scheme will also provide a firm basis for a career in catering and should also lead to improved employment prospects in the catering profession.

Centres must implement a guidance procedure and an equal opportunities policy. Centres must be satisfied that all learners accepted will be capable of achieving the outcomes of the course at the stated level.

Qualification Structure

The ABC Certificate in Cake Decoration is made up of the following units:

Level 1

- Unit 1 Royal Icing a Round Cake (Y/501/8121)*
- Unit 2 Royal Icing a Square Cake (D/501/8122)*
- Unit 3 Sugar Paste / Marzipan for Cake Decoration (H/501/8123)*

Level 2

- Unit 1 Royal Icing - Development and Extension of Basic Techniques for Cake Decoration – Part 1 (F/501/8128)*
- Unit 2 Royal Icing - Development and Extension of Basic Techniques for Cake Decoration – Part 2 (J/501/8129)*
- Unit 3 Sugar Paste – Development and Extension of Basic Techniques for Cake Decoration (F/501/8131)*
- Unit 4 Modelling with Marzipan for Cake Decoration (J/501/8132)*

* Numbers in brackets indicate QCA Unit numbers.

Levels 1 and 2 have been allocated a minimum of 100 guided learning hours each for completion.

The LSC definition of 'guided learning hours' is "all times when a member of staff is present to give specific guidance towards the learning aim being studied on a programme. This includes lectures, tutorials, and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in the day-to-day marking of assignments or homework where the learner is not present. It does not include hours where supervision or assistance is of a general nature and is not specific to the study of the learners."

Centres should bear this in mind when planning qualification delivery.

Qualification Delivery

Centres are encouraged to choose the most suitable curriculum model for their learners. Whilst the sequential delivery of topics is a possibility and may provide the most straightforward way of determining completion of individual topics, it is inevitable that some degree of integration of topics will occur.

Throughout the course a simulated working atmosphere/environment should be adopted. In addition, learners should be provided with real work experiences wherever possible and visits to places of interest and co-operation with local bakery and / or catering establishments are strongly recommended.

The unit structure of the practical part of the scheme will enable learners to achieve accreditation for units successfully completed, if for some reason they are unable, or do not wish to achieve a full certificate. It should be noted that the units are not expected to occupy equal amounts of time. It is hoped that opportunities provided by the syllabus will be fully used to introduce related and general / key skills studies.

Centres must ensure that adequate arrangements are in place for supporting learners. This could be either through separate tutorial / assessment sessions or through the use of time within structured study sessions.

Centres are recommended to provide information and guidance to their learners on the availability and type of employment the programme may lead to and on the progression routes available for further education and training in the bakery and catering field.

Resources

EQUIPMENT REQUIREMENTS

Level 1 Cake Decoration

Essential

Centre

Tumtables
Straight edges
Practice boards
Assorted cutters
Mixing machine
Food Colours
Storage space
Spatulas

Recommended

Palette knives
Dummies - various sizes and shapes
Mixing bowls
Containers with lids
Rolling pins and boards
Pans

Learner

Palette knife 6" or 8"	Various dummies (polystyrene) and boards with boxes to contain them
Straight edge	Mixing palettes
Scrapers - straight and fancy	Embossers and crimpers
Scissors	
Cutting knife	
Tubes - as recommended	
Cocktail sticks and modelling tools	
Small containers	
Food Colours	
Pencils and paint brushes	
Crayons or paints	
Ruler, compass and protractor	
Dishcloth and towel	
Protective clothing	
Greaseproof, wax and acetate sheet for food use, writing and drawing paper provided by the college or learner together with folder and any recommended text books.	

Level 2 Cake Decoration

Most learners who continue are now well established. They want to own their own equipment and usually buy more equipment than the requirement of the course.

Learner

Small rolling pin and board
Assortment of simple flower cutters
Brushes - various
Drawing equipment and larger paper (A3) for run-outs
Cocktail sticks - modelling tools
Protective clothing

Assessment

Both Levels 1 and 2 are internally assessed and internally and externally moderated. All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes for all units of each level of the qualifications. Evidence is not prescribed but may include any or all of the following*:

- Product evidence
- Observation reports
- Oral/Written questions and answers
- Reports/Notes
- Worksheets/Workbooks
- Witness Statements
- Taped evidence (Video or Audio)
- Photographic evidence
- Case studies/Assignments

- Other suitable supplementary evidence
- Simulation (if stated as being acceptable)
- Role Play
- Interview/Discussion

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

Portfolios do not need to be very large and must contain the learners' own work, not an abundance of tutor handouts. The completed and signed Learner Portfolio Checklist and Declaration of Authenticity should be placed in the portfolio.

Internal Assessment

For Level 1 ABC Cake Decoration the practical work is divided into three units; for Level 2 the practical work is divided into 4 units. The content of each unit is listed in the qualification content for the relevant level. Learners must complete satisfactorily **all** the specified practical work in a unit to achieve a pass for that unit. This will involve decorating **three** finished assessment pieces at Level 1 and **four** at Level 2, which will be internally assessed according to criteria laid down in the Qualification Content section and in more detail in the Assessment Documentation section which follows the Qualification Content for each level.

During the course, each centre will receive a visit by an external moderator for the purpose of standardisation of the practical assessment marks awarded by the centre staff.

For more information on assessment and evidence collection, please refer to the web site.

Recording Assessment

A learner portfolio checklist is available in Appendix 1 – this should be copied for each learner and completed as a means of ensuring that all the requirements of the qualification have been met.

In addition forms are available for Levels 1 and 2 for tutors/assessors to record the final results of the internally assessed work – see the end of the Assessment Documentation section for each level.

Certification

A full certificate in Cake Decoration (Level 1 or Level 2) will be awarded to learners who successfully complete the qualification.

All units and the overall qualification are graded as follows:

Internal assessment of practical skills -	Distinction:	80-100%
	Merit:	65-79%
	Pass:	50-64%

Centres will determine the overall grade by totalling the marks for each unit and dividing by the number of units. Centres should then convert the average mark into a grade of Pass, Merit or Distinction as indicated above and transfer the overall grade onto the Form MS1 in addition to the unit grades.

At any Level, ABC will award a Certificate of Unit Credit on request for individual units, which could later be converted into a full Certificate.

Level 1 Certificate in Cake Decoration

Qualification Content
&
Assessment Documentation

Qualification Content

Level 1 Certificate in Cake Decoration

Unit Title:	Unit 1 Royal Icing a Round Cake	
Level:	1	
Credit Value:		
Guided Learning Hours:	35	
Unit Summary	This unit will enable learners to coat a cake and pipe simple lettering, flowers and borders with linework and overpiping, suitable for the bakery industry. They will also understand the principles of design relating to cake decorating.	
Learning Outcomes (Skills, knowledge, understanding) <i>The learner will:</i>	Assessment Criteria (To assess learning outcome) <i>The learner can:</i>	
1. Understand personal responsibilities of current health, safety and hygiene legislation	1.1 Demonstrate personal responsibilities of current health, safety and hygiene legislation	
2. Be able to use design principles to decorate a cake	2.1 Use technical drawing aids to prepare designs taking note of: <ul style="list-style-type: none"> • size and spacing • symmetry and asymmetry • colour and colour harmonies 	
3. Be able to identify and produce resources to decorate cakes	3.1 Identify and use a range of equipment used for icing to include: <ul style="list-style-type: none"> • making piping bags • use of various piping tubes • flower nails • templates 	
4. Know how to produce icing for specific purposes	4.1 Describe the suitability of icings for different techniques	

	<p>4.2 Combine ingredients to produce royal icing</p> <p>4.3 Produce coloured icing by:</p> <ul style="list-style-type: none"> • identifying food colours available • describe their uses • identifying restrictions on their uses • selecting colours appropriately <p>4.4 List the uses the icing can be put to</p>
<p>5. Be able to decorate a round cake using a variety of techniques</p>	<p>5.1 Decorate a round cake or dummy using the techniques of:</p> <ul style="list-style-type: none"> • coating • graduated linework • S & C scrolls and rope with overpiping • lettering • piped flowers
<p>6. Know how to store royal icing and royal iced products</p>	<p>6.1 Identify the correct method of storing, packaging of prepared icing and finished products</p>

Links to National Occupational Standards

The ABC Level 1 Certificate in Cake Decoration is mapped to the following national standards:

Improve Food Safety 2006 / Craft Bakery 2007 / Food and Drink Manufacturing 2000

FS – K1 – Understand the principles of personal hygiene and food safety

FS – S1 – Maintain personal hygiene standards

FS – S2 – Maintain workplace food safety standards

FDM03.3 – Maintain and improve health and safety within the workplace

CB.211S – Decorate celebration cakes

CB.213K – Understand how to decorate celebration cakes

SC.203K – Principles of sugar solutions

SD.109K – Understand how to store goods and materials in food manufacture

Key Skills Mapping

Level 1 Application Of Number – N1.1, N1.2, N1.3

Level 1 Information Technology – IT1.1, IT1.2

Level 1 Communication – C1.1, C1.2, C1.3

Level 1 Working with Others – WO1.1, WO1.2, WO1.3

Level 1 Improving Own Learning and Performance – OLP1.1, OLP1.2, OLP1.3

Level 1 Problem Solving – PS1.1, PS1.2, PS1.3

SUPPORTING UNIT INFORMATION

Level 1 Unit 1 Royal Icing a Round Cake

INDICATIVE CONTENT

This unit will introduce learners to the following key information:

- Personal responsibilities of current health, safety and hygiene legislation
- Types of sugar available
- Types of albumen available
- Storage conditions for ingredients
- Equipment varieties and selection for specific tasks
- Cleanliness of equipment
- Methods of making royal icing
- Storage of royal icing – long and short term to include labelling and date coding
- Procedures for coating round cakes
- Procedure for piping
- Design and manufacture of templates
- Colour theory and various types of edible colour
- Theory of design, symmetrical and asymmetrical
- Proportional size and spacing
- Skills in piping simple flowers
- Skills in piped borders
- Methods of colouring
- Procedure for preparing working drawings, including the use of compass, ruler and protractor

TEACHING STRATEGIES AND LEARNING ACTIVITIES

In the delivery of this unit a simulated working atmosphere / environment should be adopted. In addition, learners should be provided with real work experiences wherever possible and visits to places of interest and co-operation with local bakery and / or catering establishments are strongly recommended.

METHODS OF ASSESSMENT

This unit will be internally assessed and internally and externally moderated.

EVIDENCE OF ACHIEVEMENT

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes. Evidence is not prescribed but may include any or all of the following*:

- Evidence of practical work
- Observation reports
- Oral/Written questions and answers
- Reports/Notes
- Worksheets/Workbooks
- Witness Statements
- Taped evidence (Video or Audio)
- Photographic evidence
- Case studies/Assignments
- Other suitable supplementary evidence
- Simulation (if stated as being acceptable)
- Role Play
- Interview/Discussion

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

Unit Title:	Unit 2 Royal Icing a Square Cake	
Level:	1	
Credit Value:		
Guided Learning Hours:	35	
Unit Summary	This unit will enable learners to coat a square cake and pipe shell / bulb borders with overpipng. The cake should show skills in linework, lettering, simple run-outs and stencilling. The learner will understand the principles of design relating to cake decorating.	
Learning Outcomes (Skills, knowledge, understanding) <i>The learner will:</i>	Assessment Criteria (To assess learning outcome) <i>The learner can:</i>	
1. Understand personal responsibilities of current health, safety and hygiene legislation	1.1 Demonstrate personal responsibilities of current health, safety and hygiene legislation	
2. Be able to use design principles to decorate a cake	2.1 Use technical drawing aids to prepare designs taking note of: <ul style="list-style-type: none"> • size and spacing • symmetry and asymmetry • colour and colour harmonies 	
3. Be able to identify and produce resources to decorate cakes	3.1 Identify and use a range of equipment used for icing to include: <ul style="list-style-type: none"> • making piping bags • use of stencils • use of various piping tubes • templates 	
4. Know how to produce icing for specific purposes	4.1 Describe the suitability of icings for different techniques 4.2 Combine ingredients to produce royal icing	

	<p>4.3 Combine ingredients to produce run sugar</p> <p>4.4 Produce coloured icing by:</p> <ul style="list-style-type: none"> • identifying food colours available • describe their uses • identifying restrictions on their uses • selecting colours appropriately <p>4.5 List the uses the icing can be put to</p>
<p>5. Be able to decorate a square cake using a variety of techniques</p>	<p>5.1 Decorate a square cake or dummy using the techniques of:</p> <ul style="list-style-type: none"> • coating • single linework • shells/bulbs with overpiping • lettering • simple run out • stencilling
<p>6. Know how to store royal icing and royal iced products</p>	<p>6.1 Identify the correct method of storing, packaging of prepared icing and finished products</p>
<p>Links to National Occupational Standards The ABC Level 1 Certificate in Cake Decoration is mapped to the following national standards: Improve Food Safety 2006/Craft Bakery 2007/Food and Drink Manufacturing 2000</p> <p>FS – K1 – Understand the principles of personal hygiene and food safety FS – S1 – Maintain personal hygiene standards FS – S2 – Maintain workplace food safety standards FDM03.3 – Maintain and improve health and safety within the workplace CB.211S – Decorate celebration cakes CB.213K – Understand how to decorate celebration cakes SC.203K – Principles of sugar solutions SD.109K – Understand how to store good and materials in food manufacture</p> <p>Key Skills Mapping Level 1 Application Of Number – N1.1, N1.2, N1.3 Level 1 Information Technology – IT1.1, IT1.2 Level 1 Communication – C1.1, C1.2, C1.3 Level 1 Working with Others – WO1.1, WO1.2, WO1.3 Level 1 Improving Own Learning and Performance – OLP1.1, OLP1.2, OLP1.3 Level 1 Problem Solving – PS1.1, PS1.2, PS1.3</p>	

SUPPORTING UNIT INFORMATION

Level 1 Unit 2 Royal Icing a Square Cake

INDICATIVE CONTENT

This unit will introduce learners to the following key information:

- Personal responsibilities of current health, safety and hygiene legislation
- Types of sugar available
- Types of albumen available
- Storage conditions for ingredients
- Equipment varieties and selection for specific tasks
- Cleanliness of equipment
- Methods of making royal icing
- Storage of royal icing – long and short term to include labelling and date coding
- Procedures for coating square cakes
- Procedure for piping
- Design and manufacture of templates
- Colour theory and various types of edible colour
- Theory of design, symmetrical and asymmetrical
- Proportional size and spacing
- Procedure for making run-out sugar – faults to avoid
- Procedure for piping and filling simple shapes
- The use of Royal Icing with stencilling
- Skills in piped borders
- Designs for plaques and simple run-outs
- Methods of colouring
- Procedure for preparing working drawings, including the use of compass, ruler and protractor

TEACHING STRATEGIES AND LEARNING ACTIVITIES

In the delivery of this unit a simulated working atmosphere/environment should be adopted. In addition, learners should be provided with real work experiences wherever possible and visits to places of interest and co-operation with local bakery and/or catering establishments are strongly recommended.

METHODS OF ASSESSMENT

This unit will be internally assessed and internally and externally moderated.

EVIDENCE OF ACHIEVEMENT

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes. Evidence is not prescribed but may include any or all of the following*:

- Evidence of practical work
- Observation reports
- Oral/Written questions and answers
- Reports/Notes
- Worksheets/Workbooks
- Witness Statements
- Taped evidence (Video or Audio)
- Photographic evidence
- Case studies/Assignments
- Other suitable supplementary evidence
- Simulation (if stated as being acceptable)
- Role Play
- Interview/Discussion

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

Unit Title:	Unit 3 Sugar Paste/Marzipan for Cake Decoration	
Level:	1	
Credit Value:		
Guided Learning Hours:	30	
Unit Summary	<p>This unit will enable learners to coat a cake in sugar paste and decorate using crimping and embossing.</p> <p>The unit will include simple marzipan modelling and an understanding of the principles of design relating to cake decorating.</p>	
Learning Outcomes (Skills, knowledge, understanding) <i>The learner will:</i>	Assessment Criteria (To assess learning outcome) <i>The learner can:</i>	
1. Understand personal responsibilities of current health, safety and hygiene legislation	1.1 Demonstrate personal responsibilities of current health, safety and hygiene legislation	
2. Be able to identify and produce resources for modelling techniques	2.1 Identify a variety of tools used to model marzipan	
3. Be able to use design principles to decorate a cake	3.1 Use technical drawing aids to prepare designs taking note of: <ul style="list-style-type: none"> • size and spacing • symmetry and asymmetry • colour and colour harmonies 	
4. Be able to cover a cake with sugar paste	4.1 Prepare materials, equipment and cakes ready for covering 4.2 Identify faults and rectify them	

<p>5. Be able to use sugar pastes to create decorative effects on cakes</p>	<p>5.1 Decorate a cake or dummy using the following techniques:</p> <ul style="list-style-type: none"> • crimping • embossing incorporating colour • simple marzipan model
<p>6. Know how to store sugar paste and marzipan</p>	<p>6.1 Identify the correct method of storing and packaging ingredients and finished paste products</p>
<p>Links to National Occupational Standards The ABC Level 1 Certificate in Cake Decoration is mapped to the following national standards: Improve Food Safety 2006/Craft Bakery 2007/Food and Drink Manufacturing 2000</p> <p>FS – K1 – Understand the principles of personal hygiene and food safety FS – S1 – Maintain personal hygiene standards FS – S2 – Maintain workplace food safety FDM03.3 – Maintain and improve health and safety within the workplace CB.213K – Understand how to decorate celebration cakes SC.203K – Principles of sugar solutions SD.109K – Understand how to store goods and materials in food manufacture</p> <p>Key Skills Mapping Level 1 Application Of Number – N1.1, N1.2, N1.3 Level 1 Information Technology – IT1.1, IT1.2 Level 1 Communication – C1.1, C1.2, C1.3 Level 1 Working with Others – WO1.1, WO1.2, WO1.3 Level 1 Improving Own Learning and Performance – OLP1.1, OLP1.2, OLP1.3 Level 1 Problem Solving – PS1.1, PS1.2, PS1.3</p>	

SUPPORTING UNIT INFORMATION

Level 1 Unit 3 Sugar Paste/Marzipan for Cake Decoration

INDICATIVE CONTENT

This unit will introduce learners to the following key information:

- Personal responsibilities of current health, safety and hygiene legislation
- Storage of ingredients and of finished paste – shelf life, to include labelling and date coding
- Equipment varieties and selection for specific tasks
- Procedure for coating round and square cakes
- Faults and how to avoid/rectify them
- Procedure for crimping
- Designs and styles for crimping
- Procedure for embossing incorporating colouring
- Techniques required for modelling simple figures using marzipan
- Storage of finished products, to include labelling and date coding
- Procedure for preparing working drawings, including the use of compass, ruler and protractor

TEACHING STRATEGIES AND LEARNING ACTIVITIES

In the delivery of this unit a simulated working atmosphere/environment should be adopted. In addition, learners should be provided with real work experiences wherever possible and visits to places of interest and co-operation with local bakery and/or catering establishments are strongly recommended.

METHODS OF ASSESSMENT

This unit will be internally assessed and internally and externally moderated.

EVIDENCE OF ACHIEVEMENT

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes. Evidence is not prescribed but may include any or all of the following*:

- Evidence of practical work
- Observation reports
- Oral/Written questions and answers
- Reports/Notes
- Worksheets/Workbooks
- Witness Statements
- Taped evidence (Video or Audio)
- Photographic evidence

- Case studies/Assignments
- Other suitable supplementary evidence
- Simulation (if stated as being acceptable)
- Role Play
- Interview/Discussion

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

Coursework Assessment – Level 1

1. PRACTICAL WORK

- 1.1 Throughout the course, a systematic assessment of learners' practical work will be conducted by the centre. It is expected that this assessment will form part of the normal teaching/learning process and it is not considered appropriate for the assessments to be conducted as a series of mini-examinations.
- 1.2 During the course, assessments should be made in the areas of practical coursework given below in accordance with the criteria and marking scheme shown.

Practical Skills and Presentation

ROYAL ICING

	Unit 1 Assessment Piece 1	Unit 2 Assessment Piece 1
Coating	20	20
Line work	10	5
'S' scrolls & 'C' scrolls and rope	20	
Shells/bulbs with over piping		15
Lettering	10	10
Simple run out		10
Piped flowers	10	
Design Work	10	10
Stencilling		10
Finished Cake	20	20
Total:	<u>100</u>	<u>100</u>

SUGAR PASTE / MARZIPAN

	Unit 3 Assessment Piece 1
Covering	20
Crimping	10
Embossing	10
Marzipan Modelling	20
Design Work	20
Finished Cake	20
Total:	<u>100</u>

Approximately 85% of the total marks for coursework assessment are allocated to practical work.

- 1.3 Whilst each area must be assessed separately it is permissible for more than one area to be shown in one product. The actual items or methods of presentation within each area will be chosen by the learner in consultation with the tutor and need not be identical for each learner. Information on the items or methods of presentation must be available for the moderation visit together with samples of finished products in the various areas. Where it is impractical to retain finished products for review by the moderator because of their perishable nature, it is suggested that a photographic record be kept instead.

2. **WRITTEN AND DESIGN WORK**

2.1 **Written Work**

Learners must produce a file or record book of their own work demonstrating the knowledge and understanding specified for each unit.

2.2 **Design Work**

Learners must also submit a file or folder of their working drawings and notes covering design aspects, including for assessment purposes a **minimum of three designs/working drawings (one for each Unit e.g. two for royal icing and one for sugar paste)** plus diagrams or planned layouts showing how to use simple run out shapes, lettering, templates and how to construct simple models. The design work should be assessed using the following criteria as appropriate:

Proportion
Balance of layout
Standard of execution
Suitability

- 2.3 Approximately 15% of the total marks are allocated to written and design work and it is essential that learners submit this evidence, as it will be required to be available at the moderator visit.

3 **RECORDING OF MARKS**

- 3.1 ABC will provide internal assessment mark sheets. The Royal Icing final result is obtained by adding the totals of the 2 Royal Icing assessments together and dividing by 2. The Sugar Paste final result is the total mark obtained. These final grades are then transferred to Form MS1 and returned to ABC for certification purposes. The tutor/assessor and external moderator should sign both sheets.

Assessment Documentation Level 1

(This section contains the marking criteria for the coursework and internal assessments).

Coursework Assessment Criteria (For use with the practical work carried out during the course. They relate to the practical work criteria given on Page 26). (See Pages 29 and 30 for suggestions for allocation of marks)

Level 1 Units 1 & 2 Royal Icing

Coating	Graduated Line work	S and C Scroll and Ropes	Shells and Bulbs with Over Piping	Lettering	Simple Run-outs	Piped Flowers	Stencilling
Correct consistency of icing	Neatness of built up lines	Correct consistency of icing	Correct consistency of icing	Correct consistency of icing	Correct consistency of icing	Correct consistency of icing	Correct consistency of icing
Evenness of coating	Lines parallel to each other	Correct tube used	Correct tube used	Neatness of lettering	Depth of run-out	Size in relation to cake	Evenness of icing texture
Evenness of texture	Spacing of lines	Size in relation to cake	Size in relation to cake	Spacing of lettering	No blemishes	Correct formation	No blemishes
Correctly made icing	Evenness of curved lines	Consistency of shape	Consistency of shape	Suitability of style	No air holes/sinkage	Colour	Neatness (no smudge marks)
No blemishes- air holes, ridges	Colour	Quality of over piping	Quality of over piping	Colour	Neatness of outline		Suitability
No take off mark		Neatness of both start and finish	Neatness of both start and finish		Colour		Proportion/ balance
Surface sheen		Symmetry	Quality of over piping				Colour
Colour		Colour	Colour				

LEVEL 1 Unit 1 Royal Icing Marking Criteria for Practical Work Assessment Piece 1	Coating	Graduated Line Work	S and C scrolls and ropes	Lettering	Piped Flowers
Total of Marks:	20	10	20	10	10
Icing made correctly	2				
Bright white icing with sparkle or colour blended correctly (as applicable)	2	1	2	1	2
Correct consistency of icing used	2	1	2	1	2
Evenness of texture	2				
Icing applied evenly	2				
Surface free from blemishes	2				
Surface free from ridges	2				
Surface free from pitting caused by air holes	2				
Neatly executed take off mark	2				
Neatly formed right angled edge	2				
Neatness of built up lines		2			
Lines parallel to each other		2			
Lines evenly and correctly spaced		2			
Evenness of curved/straight lines		2			
Correct tube used			2		
Correct size in relation to cake			2	2	2
Correctly formed scrolls and rope			2		
Correctly placed scrolls and rope			2		
Consistency of size and shape			2		
Neatness of start and finish			2		
Correctly executed over piping			2		
Symmetry			2		
Neatness of piping				2	2
Suitable style of lettering				2	
Correctly placed inscription				2	
Correct and appropriate configuration of petals					2

LEVEL 1 Unit-2 Royal Icing Marking Criteria for Practical Work Assessment Piece 1	Coating	Single Line work	Shells and bulbs with over piping	Lettering	Simple Run outs	Stencilling
Total of Marks:	20	5	15	10	10	10
Icing made correctly	2					
Bright white icing with sparkle or colour blended correctly (as applicable)	2	1	1	1	1	1
Correct consistency of icing used	2		2	1	1	2
Evenness of texture	2					2
Icing applied evenly	2					2
Surface free from blemishes and air holes	2				2	
Surface free from ridges	2					1
Surface free from pitting caused by air holes	2					
Neatly executed take off mark	2					
Neatly formed right angled edge	2					
Evenness of curved/straight lines		1				
Correct tube used		1	2			
Correct size in relation to cake			2	2	1	2
Correctly formed bulbs and shells			2			
Consistency of size and shape			2			
Neatness of start and finish		1	2			
Correctly executed over piping			2			
Neatness of piping		1		2		
Suitable style of lettering				2		
Correctly placed inscription				2		
Neatness of outline					1	
Correct volume of filling					2	
Surface dried with good sheen.					2	

Coursework Assessment Criteria (For use with the practical work carried out during the course. They relate to the practical work criteria given on Page 26) (See Page 32 for suggestions for allocation of marks)

Level 1 Unit 3 Sugar Paste/Marzipan in Cake Decoration

Covering	Crimping	Embossing	Simple Marzipan Modelling
Evenness	Evenness	Evenness of depth	Surface texture (no cracks, crazing, blemishes, finger marks)
Surface sheen	Correct formation	Position	Sheen
No blemishes (cracks/crazing, finger marks)	Position	Neatness of applied colour	Colour
Straightness of sides	Depth		Proportion
			Facial expression
			Realism if applicable
			Suitable for purpose

LEVEL 1 Unit 3 Sugar Paste/Marzipan in Cake Decoration Marking Criteria for Practical Work Assessment Piece 1	Covering	Crimping	Embossing	Figure Modelling
Total of Marks:	20	10	10	20
Colour blended evenly	2			
Covering applied smoothly	4			
Sides remain vertical	2			
Surface free from cracks; crazing; finger marks	6			4
Surface free from bubbles; blemishes	4			2
Surface polished correctly	2			2
Paste crimped evenly		3		
Crimpers released from paste crisply		2		
Crimping positioned correctly		2		
Appropriate depth of crimping		3		
Embossing applied evenly			3	
Embossing positioned correctly			2	
Style of embosser appropriate to design			2	
Colour selection is appropriate and correctly applied			3	3
Figures are suitable for the purpose				2
Figures are appropriate size				2
Each figure is in proportion				3
Figures have suitable facial expressions				2

Design Assessment Criteria - Level 1 Units 1 & 2

(See Page 34 for suggestions for allocation of marks)

Proportion (is the design in proportion i.e. right size for cake)
Balance-is the design layout balanced (in relation to the shape and size of the cake)
Working drawing (covering all design criteria and evidence of research)
Requirements (indication of equipment to use and colour selection)
Suitability of design for the given purpose
Suitability of colour selection
Is the run out/stencil/flowers suitable for the given purpose

Design Assessment Criteria - Level 1 Unit 3

(See Page 34 for suggestions for allocation of marks)

Proportion (is the design in proportion i.e. right size for cake)
Balance-is the design layout balanced (in relation to the shape and size of the cake)
Working drawing (covering all design criteria and evidence of research)
Requirements (indication of equipment to use and colour selection)
Suitability of design for the given purpose
Suitability of colour selection
Are the simple figures suitable for the given purpose

LEVEL 1 Marking Criteria for design work for each Assessment Piece	Unit 1 Assessment Piece 1	Unit 2 Assessment Piece 1	Unit 3 Assessment Piece 1
Total of Marks:	10	10	20
The design is in proportion to the size of the cake	2	2	4
The layout of the design is balanced	2	2	4
The design is suitable for the given purpose	1	1	2
The colour selection is suitable for the given purpose	1	1	2
The run out/stencil/flowers/figures are suitable for the given purpose	1	1	2
The working drawing has been completed correctly covering all design criteria including colour selection, equipment requirements, skill selected and evidence of research.	3	3	6

Marking Criteria for finished Assessment Pieces – Level 1

LEVEL 1 Marking Criteria for final presentation of each Assessment Piece	Unit 1 Assessment Piece 1	Unit 2 Assessment Piece 1	Unit 3 Assessment Piece 1
Total of Marks:	20	20	20
Assessment Piece is balanced in appearance and matches the Working Drawing	5	5	5
Design features have been correctly executed and match the design criteria	5	5	5
Skills displayed have been correctly executed and match the design criteria	5	5	5
The colour selection is appropriate to the occasion and matches the design criteria	5	5	5

Internal Assessment Marking Criteria - Level 1 Unit 1

PREPARATION AND USE OF ROYAL ICING

Assessment Piece 1	
Produce a round Celebration Cake using the skills listed below. (This will be kept for the moderator's visit for standardisation).	
Criteria	Marks
Coating	20
Graduated line work	10
S & C Scrolls and rope with over piping	20
Lettering	10
Piped flowers	10
Design and colour in conjunction with design theory	10
Finished Assessment Piece	20
Total	100

Feedback

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Assessor Signature

Learner Signature

Date

This sheet should be copied and given to each learner so that they are aware of the marking criteria. Any feedback should be written in the space above, signed by both parties and then the sheet retained in the learner's portfolio of evidence.

Internal Assessment Marking Criteria – Level 1 Unit 2

PREPARATION AND USE OF ROYAL ICING

Assessment Piece 1	
Produce a square Celebration Cake to include the skills listed below. (This will be kept for the moderator's visit for standardisation).	
Criteria	Marks
Coating	20
Line work	05
Shells/Bulbs with over piping	15
Lettering	10
Simple run-out	10
Stencilling	10
Design and colour in conjunction with design theory	10
Finished Assessment Piece	20
Total	100

Feedback

Assessor Signature.....

Learner Signature.....

Date.....

This sheet should be copied and given to each learner so that they are aware of the marking criteria. Any feedback should be written in the space above, signed by both parties and then the sheet retained in the learner's portfolio of evidence.

Internal Assessment Marking Criteria - Level 1 Unit 3

PREPARATION AND USE OF SUGAR PASTE/MARZIPAN

Assessment Piece 1	
Produce a Celebration Cake using the skills listed below. (This will be kept for the moderator's visit for standardisation).	
Criteria	Marks
Covering	20
Simple marzipan modelling	20
Crimping	10
Embossing incorporating colour	10
Design and colour in conjunction with design theory	20
Finished Assessment Piece	20
Total	100

Feedback

Assessor Signature.....

Learner Signature.....

Date.....

This sheet should be copied and given to each learner so that they are aware of the marking criteria. Any feedback should be written in the space above, signed by both parties and then the sheet retained in the learner's portfolio of evidence.

Level 2 Certificate in Cake Decoration

Qualification Content
&
Assessment Documentation

Qualification Content

Level 2 Certificate in Cake Decoration

Unit Title:	Unit 1 Royal Icing - Development and Extension of Basic Techniques for Cake Decoration – Part 1	
Level:	2	
Credit Value:		
Guided Learning Hours:	30	
Unit Summary	The learner will have basic practical skills and will produce working drawings to support the practical work. The learner will produce a cake including full collars, linework, run-out lettering and pressure piping.	
Learning Outcomes (Skills, knowledge, understanding) <i>The learner will:</i>	Assessment Criteria (To assess learning outcome) <i>The learner can:</i>	
1. Understand personal responsibilities of current health, safety and hygiene legislation	1.1 Demonstrate personal responsibilities of current health, safety and hygiene legislation	
2. Be able to use design principles to decorate a cake	2.1 Use technical drawing aids to prepare designs taking note of: <ul style="list-style-type: none"> • size and spacing • symmetry and asymmetry • colour and colours harmonies 	
3. Be able to identify and produce resources to decorate cakes	3.1 Identify and use a range of equipment used for icing	
4. Know how to produce icing for specific purposes	4.1 Describe the suitability of icings for different bases 4.2 Combine ingredients to produce royal icing 4.3 Combine ingredients to produce run sugar	

	<p>4.4 Produce coloured icing by:</p> <ul style="list-style-type: none"> • identifying food colours available • describe their uses • identifying restrictions on their uses • selecting colours appropriately <p>4.5 List the uses the icing can be put to</p>
<p>5. Be able to decorate a cake using a variety of techniques</p>	<p>5.1 Coat a cake using royal icing</p> <p>5.2 Decorate 5.1 using the following techniques:</p> <ul style="list-style-type: none"> • full collar top and board • graduated linework top and sides • run-out lettering • pressure piping
<p>6. Know how to store royal icing and royal iced products</p>	<p>6.1 Identify the correct method of storing, packaging of prepared icing and finished products</p>

Links to National Occupational Standards

The ABC Level 2 Certificate in Cake Decoration is mapped to the following national standards:

Improve Food Safety 2006/Craft Bakery 2007/Food and Drink Manufacturing 2000

FS – K1 – Understand the principles of personal hygiene and food safety

FS – S1 – Maintain personal hygiene standards

FS – S2 – Maintain workplace food safety standards

FDM03.3 – Maintain and improve health and safety within the workplace

CB.213K – Understand how to decorate celebration cakes

SC.203K – Principles of sugar solutions

CB.211S – Decorate celebration cakes

SD.109K – Understand how to store goods and material in food manufacture

Key Skills Mapping

Level 2 Application Of Number – N2.1, N2.2, N2.3

Level 2 Information Technology – IT2.1, IT2.2, IT 2.3

Level 2 Communication – C2.1a, C2.1b, C2.2, C2.3

Level 2 Working with Others – WO2.1, WO2.2, WO2.3

Level 2 Improving Own Learning and Performance – OLP2.1, OLP2.2, OLP2.3

Level 2 Problem Solving – PS2.1, PS2.2, PS2.3

SUPPORTING UNIT INFORMATION

Level 2 Unit 1 Royal Icing - Development and Extension of Basic Techniques for Cake Decoration – Part 1

INDICATIVE CONTENT

This unit will introduce learners to the following key information:

- Personal responsibilities of current health, safety and hygiene legislation
- Procedures for coating cakes
- Storage and packaging including labelling and date coding
- Run-out lettering
- Procedure for designing collars and preparing templates using technical drawing aids
- Procedure for piping and filling full run-out collars
- Graduated line work
- Techniques in pressure piping
- Procedure for preparing working drawings, including the use of compass, ruler and protractor

TEACHING STRATEGIES AND LEARNING ACTIVITIES

In the delivery of this unit a simulated working atmosphere/environment should be adopted. In addition, learners should be provided with real work experiences wherever possible and visits to places of interest and co-operation with local bakery and/or catering establishments are strongly recommended.

METHODS OF ASSESSMENT

This unit will be internally assessed and internally and externally moderated.

EVIDENCE OF ACHIEVEMENT

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes. Evidence is not prescribed but may include any or all of the following*:

- Evidence of practical work
- Observation reports
- Oral/Written questions and answers
- Reports/Notes
- Worksheets/Workbooks
- Witness Statements
- Taped evidence (Video or Audio)
- Photographic evidence
- Case studies/Assignments
- Other suitable supplementary evidence
- Simulation (if stated as being acceptable)
- Role Play
- Interview/Discussion

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

Unit Title:	Unit 2 Royal Icing – Development and Extension of Basic Techniques for Cake Decoration – Part 2	
Level:	2	
Credit Value:		
Guided Learning Hours:	30	
Unit Summary	The learner will have basic practical skills and will produce working drawings to support the practical work. The learner will produce an exhibit to include sectional collar, microdots and graduated linework, run-out motif and piped decorative lettering.	
Learning Outcomes (Skills, knowledge, understanding) <i>The learner will:</i>	Assessment Criteria (To assess learning outcome) <i>The learner can:</i>	
1. Understand personal responsibilities of current health, safety and hygiene legislation	1.1 Demonstrate personal responsibilities of current health, safety and hygiene legislation	
2. Be able to use design principles to decorate a cake	2.1 Use technical drawing aids to prepare designs taking note of: <ul style="list-style-type: none"> • size and spacing • symmetry and asymmetry • colour and colours harmonies 	
3. Be able to identify and produce resources to decorate cakes	3.1 Identify and use a range of equipment used for icing	
4. Know how to produce icing for specific purposes	4.1 Describe the suitability of icings for different bases 4.2 Combine ingredients to produce royal icing 4.3 Combine ingredients to produce run sugar 4.4 Produce coloured icing by: <ul style="list-style-type: none"> • identifying food colours available • describe their uses • identifying restrictions on their uses • selecting colours appropriately 	

	4.5 List the uses the icing can be put to
5. Be able to decorate a board using a variety of techniques	5.1 Coat a board using royal icing 5.2 Decorate 5.1 using the following techniques: <ul style="list-style-type: none"> • sectional collar with or without overlays and/or inserts • microdots and graduated linework • run-out motif • piped decorative lettering
6. Know how to store royal icing and royal iced products	6.1 Identify the correct method of storing and packaging of prepared icing and finished products
<p>Links to National Occupational Standards The ABC Level 2 Certificate in Cake Decoration is mapped to the following national standards: Improve Food Safety 2006/Craft Bakery 2007/Food and Drink Manufacturing 2000</p> <p>FS – K1 – Understand the principles of personal hygiene and food safety FS – S1 – Maintain personal hygiene standards FS – S2 – Maintain workplace food safety standards FDM03.3 – Maintain and improve health and safety within the workplace CB.213K – Understand how to decorate celebration cakes SC.203K – Principles of sugar solutions CB.211S – Decorate celebration cakes SD.109K – Understand how to store goods and materials in food manufacture</p> <p>Key Skills Mapping Level 2 Application Of Number – N2.1, N2.2, N2.3 Level 2 Information Technology – IT2.1, IT2.2, IT 2.3 Level 2 Communication – C2.1a, C2.1b, C2.2, C2.3 Level 2 Working with Others – WO2.1, WO2.2, WO2.3 Level 2 Improving Own Learning and Performance – OLP2.1, OLP2.2, OLP2.3 Level 2 Problem Solving – PS2.1, PS2.2, PS2.3</p>	

SUPPORTING UNIT INFORMATION

Level 2 Unit 2 Royal Icing – Development and Extension of Basic Techniques for Cake Decoration – Part 2

INDICATIVE CONTENT

This unit will introduce learners to the following key information:

- Personal responsibilities of current health, safety and hygiene legislation
- Procedures for coating cakes and boards
- Storage and packaging including labelling and date coding
- Run-out motif
- Procedure for designing collars and preparing templates using technical drawing aids
- Procedure for piping and filling collar sections
- Piped decorative lettering
- Techniques in microdots and graduated linework
- Procedure for preparing working drawings, including the use of compass, ruler and protractor

TEACHING STRATEGIES AND LEARNING ACTIVITIES

In the delivery of this unit a simulated working atmosphere/environment should be adopted. In addition, learners should be provided with real work experiences wherever possible and visits to places of interest and co-operation with local bakery and/or catering establishments are strongly recommended.

METHODS OF ASSESSMENT

This unit will be internally assessed and internally and externally moderated.

EVIDENCE OF ACHIEVEMENT

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes. Evidence is not prescribed but may include any or all of the following*:

- Evidence of practical work
- Observation reports
- Oral/Written questions and answers
- Reports/Notes
- Worksheets/Workbooks
- Witness Statements
- Taped evidence (Video or Audio)
- Photographic evidence
- Case studies/Assignments
- Other suitable supplementary evidence
- Simulation (if stated as being acceptable)
- Role Play
- Interview/Discussion

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

Unit Title:	Unit 3 Sugar Paste – Development and Extension of Basic Techniques for Cake Decoration	
Level:	2	
Credit Value:		
Guided Learning Hours:	25	
Unit Summary	The learner will have basic practical skills and will produce working drawings to support the practical work. The learner will decorate cakes to include coating, fabric effects, bas relief and unwired simple flowers.	
Learning Outcomes (Skills, knowledge, understanding) <i>The learner will:</i>	Assessment Criteria (To assess learning outcome) <i>The learner can:</i>	
1. Understand personal responsibilities of current health, safety and hygiene legislation	1.1 Demonstrate personal responsibilities of current health, safety and hygiene legislation	
2. Be able to use design principles to decorate a cake	2.1 Use technical drawing aids to prepare designs taking note of: <ul style="list-style-type: none"> • size and spacing • symmetry and asymmetry • colour and colours harmonies 	
3. Be able to identify and produce resources to decorate cakes	3.1 Identify and use a range of equipment used for sugar paste	
4. Know the ingredients and method of manufacture of commercial sugar paste	4.1 Identify the ingredients required for the manufacture of sugar paste 4.2 Distinguish between sugar paste and fondant	
5. Be able to cover a cake with sugar paste	5.1 Prepare materials, equipment and cakes ready for covering 5.2 Use a variety of covering techniques to cover various shaped cakes	

	5.3 Identify faults and rectify them
6. Be able to use sugar pastes to create decorative effects on cakes	6.1 Decorate cake using the following techniques: <ul style="list-style-type: none"> • covering • fabric effects • bas relief • unwired simple strengthened sugarpaste flowers
7. Know how to store sugar paste	7.1 Identify the correct method of storing and packaging ingredients and finished paste products

Links to National Occupational Standards

The ABC Level 2 Certificate in Cake Decoration is mapped to the following national standards:

Improve Food Safety 2006/Craft Bakery 2007/Food and Drink Manufacturing 2000

FS – K1 – Understand the principles of personal hygiene and food safety

FS – S1 – Maintain personal hygiene standards

FS – S2 – Maintain workplace food safety standards

FDM03.3 – Maintain and improve health and safety within the workplace

CB.213K – Understand how to decorate celebration cakes

SC.203K – Principles of sugar solutions

CB.211S – Decorate celebration cakes

SD.109K – Understand how to store goods and materials in food manufacture

Key Skills Mapping

Level 2 Application Of Number – N2.1, N2.2, N2.3

Level 2 Information Technology – IT2.1, IT2.2, IT 2.3

Level 2 Communication – C2.1a, C2.1b, C2.2, C2.3

Level 2 Working with Others – WO2.1, WO2.2, WO2.3

Level 2 Improving Own Learning and Performance – OLP2.1, OLP2.2, OLP2.3

Level 2 Problem Solving – PS2.1, PS2.2, PS2.3

SUPPORTING UNIT INFORMATION

Level 2 Unit 3 Sugar Paste – Development and Extension of Basic Techniques for Cake Decoration

INDICATIVE CONTENT

This unit will introduce learners to the following key information:

- Personal responsibilities of current health, safety and hygiene legislation
- Recipes and methods of making paste suitable for creating fabric effects
- Commercial pastes
- Fabric effects in sugar
- Techniques in bas relief
- Covering techniques
- Use of cornflour
- Use of edible gums
- Equipment choice and selection
- Faults and how to rectify them
- Recipes and methods of making pastes suitable for creating simple pulled and cutter flowers and foliage
- Correct storage of items and finished products, to include labelling and date coding
- Procedure for preparing working drawings, including the use of compass, ruler and protractor

TEACHING STRATEGIES AND LEARNING ACTIVITIES

In the delivery of this unit a simulated working atmosphere/environment should be adopted. In addition, learners should be provided with real work experiences wherever possible and visits to places of interest and co-operation with local bakery and/or catering establishments are strongly recommended.

METHODS OF ASSESSMENT

This unit will be internally assessed and internally and externally moderated.

EVIDENCE OF ACHIEVEMENT

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes. Evidence is not prescribed but may include any or all of the following*:

- Evidence of practical work
- Observation reports
- Oral/Written questions and answers
- Reports/Notes
- Worksheets/Workbooks
- Witness Statements
- Taped evidence (Video or Audio)
- Photographic evidence
- Case studies/Assignments

- Other suitable supplementary evidence
- Simulation (if stated as being acceptable)
- Role Play
- Interview/Discussion

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

Unit Title:	Unit 4 Modelling with Marzipan for Cake Decoration	
Level:	2	
Credit Value:		
Guided Learning Hours:	15	
Unit Summary	The learner will demonstrate skills in producing marzipan figures, petits fours, flowers and fruits in cross section.	
Learning Outcomes (Skills, knowledge, understanding) <i>The learner will:</i>	Assessment Criteria (To assess learning outcome) <i>The learner can:</i>	
1. Understand personal responsibilities of current health, safety and hygiene legislation	1.1 Demonstrate personal responsibilities of current health, safety and hygiene legislation	
2. Be able to identify and produce resources for modelling techniques	2.1 Identify a variety of tools used to model marzipan	
3. Be able to use a variety of modelling techniques	3.1 Use a variety of techniques to produce: <ul style="list-style-type: none"> • figures • petits fours • flowers and foliage • fruits in cross section 	
4. Know how to construct marzipan exhibits	4.1 Produce exhibits using correct proportion, balance and colour	
5. Know how to store marzipan	5.1 Identify the correct method of storing and packaging finished products	
<p>Links to National Occupational Standards The ABC Level 2 Certificate in Cake Decoration is mapped to the following national standards: Improve Food Safety 2006/Craft Bakery 2007/Food and Drink Manufacturing 2000</p> <p>FS – K1 – Understand the principles of personal hygiene and food safety FS – S1 – Maintain personal hygiene standards FS – S2 – Maintain workplace food safety standards</p>		

FDM03.3 – Maintain and improve health and safety within the workplace
CB.213K – Understand how to decorate celebration cakes
SC.203K – Principles of sugar solutions
CB.211S – Decorate celebration cakes
SD.109K – Understand how to store goods and materials in food manufacture

Key Skills Mapping

Level 2 Application Of Number – N2.1, N2.2, N2.3
Level 2 Information Technology – IT2.1, IT2.2, IT 2.3
Level 2 Communication – C2.1a, C2.1b, C2.2, C2.3
Level 2 Working with Others – WO2.1, WO2.2, WO2.3
Level 2 Improving Own Learning and Performance – OLP2.1, OLP2.2, OLP2.3
Level 2 Problem Solving – PS2.1, PS2.2, PS2.3

SUPPORTING UNIT INFORMATION

Level 2 Unit 4 Modelling with Marzipan for Cake Decoration

INDICATIVE CONTENT

This unit will introduce learners to the following key information:

- Personal responsibilities of current health, safety and hygiene legislation
- Ingredients and manufacture of modelling marzipan
- How to identify tools and techniques associated with marzipan modelling
- How to identify the correct proportions for marzipan animals and figures
- How to identify the correct proportions for petits fours fruits
- Procedure for producing flowers and foliage
- Procedure for producing fruits in cross section
- Correct storage of items and finished products, to include labelling and date coding
- Hazards related to the use of cornflour

TEACHING STRATEGIES AND LEARNING ACTIVITIES

In the delivery of this unit a simulated working atmosphere/environment should be adopted. In addition, learners should be provided with real work experiences wherever possible and visits to places of interest and co-operation with local bakery and/or catering establishments are strongly recommended.

METHODS OF ASSESSMENT

This unit will be internally assessed and internally and externally moderated.

EVIDENCE OF ACHIEVEMENT

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes. Evidence is not prescribed but may include any or all of the following*:

- Evidence of practical work
- Observation reports
- Oral/Written questions and answers
- Reports/Notes
- Worksheets/Workbooks
- Witness Statements
- Taped evidence (Video or Audio)
- Photographic evidence
- Case studies/Assignments
- Other suitable supplementary evidence
- Simulation (if stated as being acceptable)
- Role Play
- Interview/Discussion

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

Coursework Assessment – Level 2

1. PRACTICAL WORK

- 1.1 Throughout the course a systematic assessment of learners' practical work will be conducted by the centre. It is expected that this assessment will form part of the normal teaching/learning process and it is not considered appropriate for the assessments to be conducted as a series of mini-examinations.
- 1.2 During the course, assessments should be made in the areas of practical course work given below in accordance with the criteria and marking scheme shown.

Practical Skills and Presentation

ROYAL ICING-

	Unit 1 Assessment Piece 1
Coating	10
Full Collars top and board	20
Graduated line work – top and side	10
Run out lettering	10
Pressure piping	10
Design Work	20
Finished cake	20
Total	<u>100</u>

	Unit 2 Assessment Piece 1
Sectional collar	20
Microdots and Graduated line work	15
Run out motif	15
Piped decorative lettering	10
Design work	20
Finished piece	20
Total:	<u>100</u>

SUGAR PASTE-

	Unit 3 Assessment Piece 1
Covering	10
Fabric effects	15
Bas Relief	15
Simple flowers	20
Design Work	20
Finished cake	20
Total:	<u>100</u>

MODELLING - WITH MARZIPAN

	Unit 4 Assessment Piece 1
Figures	40
Petits fours	20
Flowers and foliage	20
Fruit in cross section	20
Total:	<u>100</u>

Approximately 80% of the total marks for course work assessment are allocated to practical work.

- 1.3 Whilst each area must be assessed separately it is permissible for more than one area to be shown in one product. The actual items or methods of presentation within each area will be chosen by the learner in consultation with the centre staff and need not be identical for each learner. Information on the items or methods of presentation must be available for the moderator at the end of the course visit together with samples of finished products in the various areas. Where it is impractical to retain finished products for review by the moderator because of their perishable nature, it is suggested that a photographic record be kept instead.

2. WRITTEN AND DESIGN WORK

2.1 Written Work

Learners must produce a file or record book of their own work demonstrating the knowledge and understanding specified for each unit.

2.2 Design Work

Learners must keep a file or folder of their working drawings and notes covering design aspects. Learners should submit for assessment designs/working drawings, with an accent on creative interpretation, for all techniques.

Approximately 20% of the total marks are allocated to written and design work and it is essential that learners submit the written and design work, as evidence will be required to be available at the moderator visit.

3. RECORDING OF MARKS

- 3.1 ABC will provide internal assessment mark sheets. The Royal Icing final result is obtained by adding the totals of the 2 Royal Icing assessments together and dividing by 2. Sugar Paste and Modelling final results are the total marks obtained in each respective assessment. These final grades are then transferred to Form MS1 and returned to ABC for certification purposes. The tutor/assessor and external moderator should sign both sheets.

Assessment Documentation Level 2

(This section contains the marking criteria for the coursework and internal assessments)

Coursework Assessment Criteria (For use with the practical work carried out during the course. They relate to the practical work criteria given on Page 53) (See Pages 57 and 58 for suggestions for allocation of marks)

Level 2 Unit 1 Royal Icing

Coating	Full Collar (cake top and board collar)	Graduated Line Work (top and side)	Run out lettering	Pressure Piping
Correct consistency of icing	Correct consistency of icing	Correct consistency of icing	Correct consistency of icing	Correct consistency of icing
Evenness of coating	Neatness of collar external edges	Correct tube used	Correct tube used	Neatness
Evenness of texture	Outline covered unless part of the design	Size in relation to cake	Size in relation to cake	Spacing
Correctly made icing	Flooding accuracy (square corners stay square)	Consistency of shape	Consistency of shape	Suitability of style
No blemishes- air holes, ridges	Dried correctly	Quality of over piping	Neatness of both start and finish	Definition
No take off mark	Surface sheen	Neatness of both start and finish	Not under or over filled	Detail
Straight cake sides (not a funnel or a tower shape)	Not under or over filled	Evenness of spacing	Flooding accuracy	Colour
Surface sheen	Colour	Parallel lines	Surface sheen	
Colour		Colour	Colour	

Level 2 Unit 2 Royal Icing

Sectional Collar	Microdots and Graduated Line Work	Run out Motif	Piped Lettering
Correct consistency of icing	Correct consistency of icing	Correct consistency of icing	Correct consistency of icing
Neatness of collar external edges	Correct tube used	Correct tube used	Neatness
Outline covered unless part of the design	Size in relation to cake	Size in relation to cake	Spacing
Flooding accuracy (square corners stay square)	Consistency of shape and lack of take off mark	Consistency of shape	Suitability of style
Dried correctly	Quality of over piping	Quality of over piping/run out	Detail
Surface sheen	Neatness of both start and finish	Neatness of both start and finish	Colour
Not under or over filled	Evenness of spacing	Evenness of spacing	
Colour	Parallel lines	Parallel lines	
	Colour	Colour	

LEVEL 2 Unit 1 Royal Icing Marking Criteria for Practical Work Assessment Piece 1	Coating	Full Collar Top & Board	Run out Lettering	Graduated Line Work	Pressure Piping
Total of Marks:	10	20	10	10	10
Icing made correctly	1	2	1	1	1
Bright white icing with sparkle / Colour blended correctly (as appropriate)	1	2	1		1
Correct consistency of icing used	1	2	1		1
Icing applied evenly	1				
Evenness of texture	1				1
Surface free from blemishes and ridges	2				
Surface free from pitting caused by air holes	1				
Neatly executed take off mark	1				
Neatly formed right angled edge	1				
Correct tube used		1	1	2	1
Outline piping executed accurately and neatly		2	1		
Outline piping covered (unless it is meant to be seen)		2	1		
Correct volume of filling		2			1
Area flooded accurately		2			
Surface free from blemishes and air holes		2	1		1
Surface dried with good sheen		2	1		1
Size correct in relation to cake		1	1		1
Neatness of built up lines				2	
Lines parallel to each other				2	
Lines evenly and correctly spaced				2	
Evenness of curved / straight lines				1	
Correctly formed shape (lettering / microdots / pressure piping)			1		1

LEVEL 2 Unit 2 Royal Icing Marking Criteria for Practical Work Assessment Piece 1	Sectional collar	Decorative Lettering	Microdots/ Graduated Line Work	Run out motif
Total of Marks:	20	10	15	15
Icing made correctly	2	1	1	1
Bright white icing with sparkle or Colour blended correctly (as appropriate)	2	1		2
Correct consistency of icing used	2	1		2
Correct tube used	2	1	2	1
Outline piping executed accurately and neatly	2			1
Outline piping covered (unless it is meant to be seen)	2			1
Correct volume of filling	2			2
Area flooded accurately	2			2
Surface free from blemishes and air holes	2			2
Size correct in relation to cake	2	1		1
Neatness of built up lines			3	
Lines parallel to each other			3	
Lines evenly and correctly spaced			3	
Evenness of curved / straight lines			2	
Correctly formed shape		1	1	
Neatness of start and finish		2		
Suitable style of lettering		2		

Level 2 Unit 3 Sugar Paste

(See Page 60 for suggestions for allocation of marks)

Covering	Fabric Effects	Bas Relief	Simple Flowers
Evenness	Evenness	Depth	Neatness
Surface sheen	Surface sheen	Neatness	Thickness of petals
No blemishes (cracks/crazing, finger marks)	No blemishes (cracks/crazing, finger marks)	Realism of effect	
Straightness of sides	Realism of effect	Complexity	Surface texture
Colour	Thickness	Colour	Proportion
	Neatness of edges		Colour
	Colour		

LEVEL 2 Unit 3 Sugar Paste Marking Criteria for Practical Work Assessment Piece 1	Covering	Fabric Effects	Bas relief	Flowers
Total of Marks:	10	15	15	20
Colour blended evenly	2	1	2	2
Covering applied smoothly	2			
Sides remain vertical	2			
Surface of paste free from cracks; crazing; finger marks; bubbles; blemishes;	3	3	3	2
Surface correctly polished	1	2		
Paste made correctly		2		2
Paste rolled finely and evenly		2		2
Realistic fabric effect achieved		2		
Edges are finished neatly		1	2	
Pleating / embossing / pattern applied correctly		2		
Sections /component parts correctly assembled			3	
Correctly applied depth and proportion of component parts			3	
Correct and appropriate use of colour			2	
Realistic and appropriate flower shape				2
Appropriate choice of colour				2
Fine smooth edges to petals and leaves				2
Flowers are suitable for the occasion				2
Appropriate size and proportion of flowers within arrangement				2
Size and species of foliage complement flowers				2

Level 2 Unit 4 Modelling with Marzipan
(See below for suggestions for allocation of marks)

Figures	Petits Fours	Flowers and Foliage	Fruit in Cross Section
No blemishes (cracking, crazing, fingerprints, bubbles)	No blemishes	No blemishes	No blemishes
Facial expression	Surface sheen	Thickness of petals	Realistic
Sheen	Proportion	Proportion	Accuracy of cross section
Proportion	Neatness	Neatness	Painting
Suitability for purpose	Colour	Colour	Colour
Colour			

LEVEL 2 Unit 4 Modelling with Marzipan Marking Criteria for Practical Work Assessment Piece 1	Figures	Petits Fours Fruits	Flowers & Foliage	Fruit in Cross Section
Total of Marks:	40	20	20	20
Colour blended evenly	4	2	2	2
Paste prepared correctly	4	2	2	2
Surface of paste free from cracks; crazing; finger marks; bubbles blemishes	12	6	6	6
Surface correctly polished	4	2	2	2
Colour selection is appropriate and correctly applied	4	3	2	2
Figures are correctly proportioned	4			
Figures are appropriate size	4			
Figures have suitable facial expressions	4			
Fruits are correctly proportioned		2		
Shape of fruit is realistic		3		
Fineness of paste for petals and leaves achieved			2	
Realistic and appropriate flower shape achieved			2	
Appropriate size and proportion of flowers within arrangement			2	
Details of the inside of the fruit are correct				2
The two sections of fruit are in proportion				2
Realistic texture to fruit skin and flesh				2

Design Assessment Criteria Level 2 Unit 1 Royal Icing - Assessment Piece 1

(See suggested marking criteria for design work on page 63)

Proportion (is the design in proportion i.e. right size for cake)
Balance-is the design layout balanced (in relation to the shape and size of the cake)
Working drawing (covering all design criteria and evidence of research)
Requirements (indication of equipment to use and colour selection)
Suitability of design for the given purpose
Suitability of colour selection
Is the run-out lettering, pressure piping suitable for the given purpose

Design Assessment Criteria Level 2 Unit 2 Royal Icing - Assessment Piece 1

Proportion (is the design in proportion i.e. right size for cake)
Balance-is the design layout balanced (in relation to the shape and size of the cake)
Working drawing (covering all design criteria and evidence of research)
Requirements (indication of equipment to use and colour selection)
Suitability of design for the given purpose
Suitability of colour selection
Are the cut-outs/inserts, microdots, run out lettering suitable for the given purpose

Design Assessment Criteria Level 2 Unit 3 Sugar Paste – Assessment Piece 1

Proportion (is the design in proportion i.e. right size for cake)
Balance-is the design layout balanced (in relation to the shape and size of the cake)
Working drawing (covering all design criteria and evidence of research)
Requirements (indication of equipment to use and colour selection)
Suitability of design for the given purpose
Suitability of colour selection
Are the bas-relief, fabric effects and simple flowers suitable for the given purpose

NB There is no design mark for Level 2, Unit 4 Assessment Piece 1

Marking Criteria for Design Work

LEVEL 2 Marking Criteria for Design work for each Assessment Piece	Unit 1 Assessment Piece 1	Unit 2 Assessment Piece 1	Unit 3 Assessment Piece 1
Total of Marks:	20	20	20
The design is in proportion to the size of the cake	4	4	3
The layout of the design is balanced	4	4	3
The design is suitable for the given purpose	2	2	2
The colour selection is suitable for the given purpose	2	2	2
The collars/line work / lettering / pressure piping / motif design are suitable for the given purpose	2	2	
The fabric effects/bas relief / flowers design are suitable for the given purpose			4
The working drawings have been completed correctly covering all design criteria including colour selection, equipment requirements, skill selected and evidence of research.	6	6	6

Marking Criteria for finished Assessment Pieces – Level 2, Units 1, 2 & 3

<p style="text-align: center;">LEVEL 2</p> <p style="text-align: center;">Marking Criteria for final presentation of each Assessment Piece</p>	<p style="text-align: center;">Unit 1 Assessment Piece 1</p>	<p style="text-align: center;">Unit 2 Assessment Piece 1</p>	<p style="text-align: center;">Unit 3 Assessment Piece 1</p>
Total of Marks:	20	20	20
Assessment Piece is balanced in appearance and matches the Working Drawing	5	5	5
Design features have been correctly executed and match the design criteria	5	5	5
Skills displayed have been correctly executed and match the design criteria	5	5	5
The colour selection is appropriate to the occasion and matches the design criteria	5	5	5

Internal Assessment Marking Criteria - Level 2 Unit 1

ROYAL ICING – DEVELOPMENT AND EXTENSION OF BASIC TECHNIQUES

Assessment Piece 1 Produce a celebration cake to include the skills listed below.	
Criteria	Marks
Coating	10
Full collar top and board	20
Graduated line work – (top and side)	10
Run out lettering	10
Pressure piping	10
Design work, working drawings and suitability for purpose	20
Finished Assessment Piece	20
Total	100

Feedback

Assessor Signature

Learner Signature

Date

This sheet should be copied and given to each learner so that they are aware of the marking criteria. Any feedback should be written in the space above, signed by both parties and then the sheet retained in the learner’s portfolio of evidence.

Internal Assessment Marking Criteria - Level 2 Unit 2

ROYAL ICING – DEVELOPMENT AND EXTENSION OF BASIC TECHNIQUES

Assessment Piece 1: Produce a sectional collar displayed on a royal iced board to include the skills listed below:	
Criteria	Marks
Sectional Collar with or without overlays	20
Microdots and graduated line work	15
Run out motif	15
Piped decorative lettering	10
Design work, working drawings and suitability	20
Finished Assessment Piece	20
Total	100

Assessor Signature

Learner Signature

Date

This sheet should be copied and given to each learner so that they are aware of the marking criteria. Any feedback should be written in the space above, signed by both parties and then the sheet retained in the learner's portfolio of evidence.

Internal Assessment Marking Criteria - Level 2 Unit 3

SUGAR PASTE - DEVELOPMENT AND EXTENSION OF BASIC TECHNIQUES

Assessment Piece 1: Produce a celebration cake to include the skills listed below.	
Criteria	Marks
Covering	10
Fabric effects	15
Bas relief	15
Unwired simple sugar paste flowers	20
Design working drawings and suitability	20
Finished assessment piece	20
Total	100

Feedback

Assessor Signature

Learner Signature

Date

This sheet should be copied and given to each learner so that they are aware of the marking criteria. Any feedback should be written in the space above, signed by both parties and then the sheet retained in the learner's portfolio of evidence.

Internal Assessment Marking Criteria - Level 2 Unit 4

MODELLING WITH MARZIPAN

Assessment Piece 1:

Produce the following exhibits:

- a) Figures in marzipan on a selected theme to fit on a 6" cake drum
- b) Selection of petits fours size fruits – suitably displayed.
- c) Marzipan flowers and foliage to include roses
- d) A realistic proportional model of a fruit in cross section to show the inside and outside surfaces

Criteria	Marks
Figures	40
Petits fours	20
Flowers and foliage	20
Fruit in cross section	20
Total	100

Feedback

Assessor Signature

Learner Signature

Date

This sheet should be copied and given to each learner so that they are aware of the marking criteria. Any feedback should be written in the space above, signed by both parties and then the sheet retained in the learner's portfolio of evidence.

Appendices

1 Learner Portfolio Checklist and Declaration of Authenticity

The two-sided checklist should be copied and given to learners to complete and add to their evidence. The second side of the checklist is for tutors and moderators to complete.

The Declaration of Authenticity should be copied and given to learners to complete and sign prior to being countersigned by the tutor/assessor.

2 Wider Curriculum Signposting

For information purposes, this signposting shows how the ABC Levels 1 and 2 Certificates in Cake Decoration provide opportunities for the learner to develop an understanding of the wider curriculum (spiritual, moral, ethical, social and cultural issues and an awareness of environmental issues, health and safety considerations and European developments).

3 Glossary of Terms Specific to Cake Decoration

An explanation of terms used within this specification relating to Cake Decoration.

4 ABC Glossary and Acronyms

An explanation of some of the terms, phrases and abbreviations commonly used throughout ABC documentation.



1 ABC Level 1 / 2* Certificate in Cake Decoration Learner Portfolio Checklist

*delete as appropriate

Centre Name: _____ **Learner Name:** _____

Notes to learners – this checklist is for you to complete, to show that you have met all the requirements of the qualification you are studying. For each unit, you need to state where your assessor/tutor and moderator can find your evidence for the unit. This could be page numbers in your portfolio or a name for a piece of evidence. Some pieces of evidence will cover several different parts of the qualification. Remember to include evidence for learning outcomes and internal assessment. Your tutor/assessor can help you with this.

Unit No:	Where is my evidence for the Learning Outcomes?	Internal Assessment Evidence	Date this unit completed	Learner Signature

TUTOR COMMENTS:

Name:

Signature:

Date:

If chosen for sampling, Internal/External Moderators must complete the following:

INTERNAL MODERATOR COMMENTS:

Name:

Signature:

Date:

EXTERNAL MODERATOR COMMENTS:

Name:

Signature:

Date:

Please ensure these forms are copied and distributed to each learner.



DECLARATION OF AUTHENTICITY

This declaration must be completed and signed by the learner and countersigned by the tutor/assessor.

Learner Name:

Learner Number:

Centre:

Learner declaration of authenticity

I confirm that the attached assignment/portfolio is all my own work* and does not include any work completed by anyone other than myself. I have completed the assignment/portfolio in accordance with the Awarding Body instructions and within the time limits set by my Centre.

Signature:

Date:

Centre confirmation of authenticity

On behalf of(insert centre name), I confirm that the above mentioned learner, to the best of my knowledge, is the sole author of the completed assignment/portfolio attached.

Signed:

Date:

Name:

Job Description:

*Unless otherwise stated e.g. for some entry level qualifications learners can work together but should show sections which are their own work.

2 Wider Curriculum Signposting

With regard to the enhancement of spiritual understanding, two definitions within the Oxford English dictionary state *'of the human spirit or soul, not physical or worldly'* and *'of the Church or religion'*. These qualifications do not contribute to an understanding of spiritual issues.

The word 'Moral' can be defined as *'of or concerned with the goodness and badness of human character or with the principles of what is right and wrong in conduct'*. In the delivery of the qualification a tutor must undertake to instil in a student the difference between good and bad practice, most significantly in those practices relating directly to their employment. So in the context of the latter definition, an understanding of moral issues may be gained from these awards.

A definition of 'Ethical' is given as *'morally correct, honourable'* i.e. compliance with given procedures and processes. To integrate into a working environment, an individual will always be required to conform to accepted principles of conduct, professionally as well as personally, and the lessons learnt during these programmes of study should stand them in good stead.

A definition of 'Social' is *'of the mutual relations of people or classes living in an organised community'*. There may be minimal understanding of social issues gained from working together as a team during delivery of the qualifications.

'Cultural' can be defined as *'the customs and civilisation of a particular people or group'*. Cultural awareness does not prevail in these qualifications.

European developments may have a bearing on these qualifications in terms of changes in Health, Safety and Hygiene legislation that may occur.

Health and Safety issues run throughout these qualifications and are of tremendous importance. The safe and correct use of equipment, safety of self and others, safe food handling etc should always be emphasised.

Environmental awareness runs throughout these qualifications, in terms of safe disposal of waste products. Learners should also be made aware of the importance of a safe and clean environment and the consequences of unhygienic conditions.

3 Glossary of Terms Specific to Cake Decoration

Bas relief

A figure/motif in half relief using paste.

Crimping

Pinching soft paste with metal tools called crimpers to create a pattern in the paste. This can be used to decorate the cake or create a border either on the cake or the cake board.

Cross section

An object cut in half to reveal the inside.

Cut outs in run out collars also known as windows or openings

Included in collar designs to make them appear more delicate and can include inserts. These are open areas not flooded in.

Decorative lettering

A style of writing using an ornate font.

Embossing

A technique of imprinting a design onto the surface of soft paste using a tool with a raised pattern on the surface. The imprint may be coloured.

Fabric effects

Any technique that uses paste to emulate fabric e.g. drapes, frills, quilting, ribbons, smocking, swags etc.

Graduated line work (built up line work)

Piped lines using graduated size tubes e.g. 3, 2, 1. These should be piped directly above one another. A second line should be piped, adjacent to the first, using 2+1 and a final line using only a no. 1 tube should be piped adjacent to the second line, thus creating a stepped effect.

Inserts

Designs piped with royal icing within the cut out sections in a collar e.g. lines, lace work filigree.

Line work

Single piped lines, may be straight or curved dropped line work executed with one size writing tube, to complement the design.

Marzipan/almond paste

A paste containing ground almonds and sugar.

Marzipan flowers/foilage

Unwired flowers/foilage using free hand or cutter techniques.

Medium

Material used.

Off pieces (prefabricated pieces)

Decorative items made separately.

Overlays

Small prefabricated shapes of run out icing used to decorate a plain collar or to conceal joins in a sectional collar.

Over piping

A technique using a writing tube to pipe over the original piping to enhance or define the design.

Petits fours fruits

Small hand modelled representations of any fruits, made from uniformly sized pieces of marzipan, weighing between 10-15 grams.

Pinning out

The action of rolling out paste with a rolling pin.

Piped flowers

Flowers piped with royal icing using either a petal tube and flower nail or simple direct piped flowers using a writing tube.

Piped lettering

Applied directly to chosen surface using clear elementary, unadorned font, executed in line work using a writing tube.

Plaque

Pre-defined flat shape, made in advance using pastillage or run out sugar. It may be used to display decorative features.

Pressure piping

A technique similar to run out work but with no outline. The icing should be mixed to a consistency that holds its shape and gives definition.

Proportional

Properly related in size to the main item.

Run out collars

Prefabricated off pieces made using the run out technique, attached to the edges of royal iced cakes to extend the border area and make the cake appear larger than it is.

Full collars

A complete band or border of run sugar made to fit around the top edge or base of the cake.

Sectional collars

A collar designed and made in smaller sections. May incorporate overlays.

Run out lettering

Lettering with a piped outline and filled with soft sugar.

Run out work

Prefabricated off pieces outlined using a small diameter tube and flooded in (run in, filled with soft royal icing).

Simple run out

Uncomplicated shape/figures executed using run out techniques.

Sectional fruits

Fruits cut to show the internal structure of the fruit and the outside colour and texture.

Simple marzipan models

Cartoon type representations of human or animal figures made from marzipan, using elementary modelling techniques.

Stencil

A device for applying a design to a surface consisting of a thin sheet of acetate, card, metal etc. in which the design has been cut so that food colour, royal icing or other chosen medium may be applied through the incisions on the surface.

Stencilling

The technique of applying a design to a surface using a stencil and a named medium.

4 Glossary and Acronyms

ABC

ABC Awards.

Accreditation

The process through which the regulatory authorities (QCA) confirm that a qualification and the associated specification conform to the regulatory criteria.

Accreditation of Prior Learning (APL)

The process of recognising a learner's previous achievements or learning.

Assessment

The process of making judgements about the extent to which a learner's work meets the assessment criteria (requirements that must be met in order to achieve success, or a given grade) for a qualification or unit, or part of a unit.

Assessment Criteria

In a unit, these explain how the assessment may be carried out, depth of coverage expected, what *should* be included and what *could* be included.

Awarding Body

An organisation or consortium that awards qualifications.

Basic Skills

Basic Skills refers to the ability to read, write and speak English/Welsh and use mathematics at a level necessary to function and progress at work and in society in general.

Centre

An organisation or consortium accountable to an awarding body for the assessment arrangements leading to a qualification or units.

Centre Recognition

A process through which a centre wishing to offer ABC's qualifications is confirmed as being able to maintain the required quality and consistency of assessment and comply with other expectations of the awarding body.

Declaration of Authenticity

A declaration from the learner, endorsed by the tutor/assessor, that the work submitted for assessment is the learner's own and that it has not been copied from someone else or allowed to be copied by another learner. This document needs to be completed and submitted with each learner's portfolio. It confirms that the work produced by the learner is their own work.

External Assessment

A form of independent assessment where assessment tasks are set, and learners' work assessed, by the awarding body.

External Moderator

An individual appointed by the awarding body to ensure accurate and consistent standards of assessment, across centres and over time.

Internal Assessment

Assessment where assessment tasks are set, and learners' work assessed, wholly within the learner's centre, subject where appropriate to external moderation.

Internal Moderator

An individual appointed by the centre to secure accurate and consistent standards of assessment, both between assessors operating within a centre and between centres offering the same award.

Key Skills

General skills that apply across occupational and academic fields and assist in improving learning and performance.

Learning and Skills Council (LSC)

The body responsible for funding and planning education and training for over 16-year-olds in England.

Learning Outcomes

The part of the ABC qualification that the learner needs to do.

Level

The level at which a qualification is positioned in the National Qualifications Framework.

Moderation

The process of checking that assessment standards have been applied correctly and consistently between assessors, between centres and over time, and making adjustments to results where required to compensate for any differences in standard that are encountered.

National Occupational Standards (NOS)

Statements which describe the outcomes of competent work in an occupational field.

National Qualifications Framework (NQF)

The framework used by the regulatory authorities to position qualifications in England, Wales and Northern Ireland.

National Vocational Qualification (NVQ)

NVQs are work-related, competence based qualifications that reflect the skills and knowledge needed to do a job effectively throughout the country. They represent the national standards recognised by employers.

Qualification Approval

A process through which a centre wishing to offer a particular qualification is confirmed as being able to maintain the required quality and consistency of assessment and has the correct resources, facilities and equipment specific to the qualification.

Qualifications and Curriculum Authority (QCA)

Government-designed statutory organisation required to establish national standards for qualifications in England and secure consistent compliance with them (the regulatory authorities in Wales and Northern Ireland are ACCAC and CCEA respectively).

Sector Skills Council (SSC)

A body recognised by the regulatory authorities as responsible for formulating and reviewing standards of occupational competence for an employment sector.

Unit

The smallest part of a qualification that is (generally) capable of certification in its own right.

Vocationally Related Qualification (VRQ)

VRQs are linked to NVQs but are different. They are designed to underpin much of the knowledge for the National Occupational Standards (NOS) and assist in the development of practical skills and do not have to be delivered in the workplace.