## **PPL2PC25** **(J8JV 04)**

### Prepare, Cook and Finish Basic Cakes, Sponges, Biscuits and Scones

### Candidate’s statement

I confirm that the evidence detailed in this unit is my own work.

|  |  |
| --- | --- |
| Candidate’s name |  |
| Candidate’s signature |  |
| Date |  |

### Assessor’s statement

I confirm that the candidate has achieved all the requirements of this unit.

|  |  |
| --- | --- |
| Assessor’s name |  |
| Assessor’s signature |  |
| Date |  |
| Countersigning Assessor’s name(if applicable) |  |
| Countersigning Assessor’s signature(if applicable) |  |
| Date |  |

© SQA 2024

### Internal Verifier’s statement

I confirm that the candidate’s sampled work meets the standards specified for this unit and may be presented for external verification.

|  |  |
| --- | --- |
| Internal Verifier’s name |  |
| Internal Verifier’s signature |  |
| Date |  |
| Countersigning Internal Verifier’s name (if applicable) |  |
| Countersigning Internal Verifier’s signature (if applicable) |  |
| Date |  |

|  |  |
| --- | --- |
| External Verifier’s initials (if sampled) |  |
| Date |  |

#### Unit overview

This standard is about preparing, cooking and finishing basic cakes, spongesand scones, for example:

* victoria sponge
* fruit scones
* fruit cake
* shortbread

The standard covers a range of types of preparation methods moving onto cooking methods and then how to finish basic cakes, sponges, biscuits and scones.

#### Sufficiency of evidence

There must be sufficient evidence to ensure that the candidate can consistently achieve the required standard over a period of time in the workplace or approved realistic working environment.

#### Performance criteria (What you must do)

There must be evidence for all performance criteria (PC).

The assessor **must** assess PCs 1-8 by directly observing the candidate’s work.

For PC 9, if it is not possible to observe both “holding” and “serving”, alternative methods of assessment may be used for one of them (that is, either holding **or** serving) but the assessor must observe the other.

PC 10 may be assessed by alternative methods if observation is not possible.

1. Select the type and quantity of ingredients required for preparation.
2. Check the ingredients meet quality and other requirements.
3. Choose the correct tools and equipment required to prepare, cook and finish the cake, sponge, biscuit or scone.
4. Use the tools and equipment correctly when preparing, cooking and finishing the cake, sponge, biscuit or scone.
5. Prepare the ingredients to meet the requirements of the cake, sponge, biscuit or scone.
6. Cook the ingredients to meet the requirements of the cake, sponge, biscuit or scone.
7. Check the cake, sponge, biscuit or scone has the correct flavour, colour, texture, quantity and finish.
8. Finish and present the cake, sponge, biscuit or scone to meet requirements.
9. Make sure the cake, sponge, biscuit or scone is at the correct temperature for holding and serving.
10. Store any cooked, cakes, sponges, biscuits and scones not for immediate use in line with food safety regulations.

.

#### Performance criteria evidence

| **Evidence reference** | **Evidence description** | **Date** | **PC1** | **PC 2** | **PC 3** | **PC 4** | **PC5** | **PC 6** | **PC 7** | **PC 8** | **PC9** | **PC 10** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |

#### Scope / range (What you must cover)

**All** scope / range must be covered. There must be performance evidence, gathered through direct observation by the assessor of the candidate’s work for a minimum of:

1. Preparation methods - **twelve from:**

1.1 using ready mix

1.2 weighing / measuring

1.3 creaming / beating

1.4 whisking

1.5 folding

1.6 rubbing in

1.7 greasing

1.8 glazing

1.9 portioning

1.10 piping

1.11 shaping

1.12 filling

1.13 rolling

1.14 lining

1.15 trimming / icing

1.16 spreading / smoothing

1.17 kneading

1.18 mixing

1. the **cooking method** of baking
2. Products – **all four:**

3.1 cakes

3.2 sponges

3.3 biscuits

3.4 scones

1. Finishing methods - **two** **from:**

4.1 dusting, dredging or sprinkling

4.2 icing

4.3 presenting

4.4 adding accompaniments

Evidence for any “what you must cover” point not included in the minimum observation requirements may be assessed using alternative assessment methods.

#### Scope / range evidence (continued on next page)

| **Evidence reference** | **Evidence description** | **Date** | **1.1** | **1.2** | **1.3** | **1.4** | **1.5** | **1.6** | **1.7** | **1.8** | **1.9** | **1.10** | **1.11** | **1.12** | **1.13** | **1.14** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

#### Scope / range evidence (continued)

| **Evidence reference** | **Evidence description** | **Date** | **1.15** | **1.16** | **1.17** | **1.18** | **2** | **3.1** | **3.2** | **3.3** | **3.4** | **4.1** | **4.2** | **4.3** | **4.4** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

#### Knowledge and understanding (What you must know and understand)

For those knowledge statements that relate to **how** the candidate should do something, the assessor may be able to infer that the candidate has the necessary knowledge from observing their performance or checking products of their work. In **all** other cases, evidence of the candidate’s knowledge and understanding must be gathered by alternative methods of assessment (eg oral or written questioning).

| **Knowledge statement** | **Evidence reference** | **Date** |
| --- | --- | --- |
| 1. Different types of cakes, sponges, biscuits and scones and their characteristics. |  |  |
| 2. How to make sure that the ingredients meet product requirements. |  |  |
| 3. What quality points to look for in cakes, sponges, biscuits and scones. |  |  |
| 4. Why and to whom you should report any problems with the cakes, sponges, biscuits and scones or other ingredients. |  |  |
| 5. The correct tools and equipment to carry out the required preparation and cooking methods. |  |  |
| 6. How to carry out each of the preparation, cooking and finishing methods according to product requirements. |  |  |
| 7. Why it is important to use the correct techniques, tools and equipment when preparing, cooking/baking and finishing cakes, sponges, biscuits and scones. |  |  |
| 8. The correct temperatures for cooking cakes, sponges, biscuits and scones and why these temperatures are important. |  |  |
| 9. How to check and adjust cakes, sponges, biscuits and scones to make sure they have the correct colour, flavour, texture quantity and finish. |  |  |
| 10. The correct temperatures and conditions for holding and serving cakes, sponges, biscuits and scones. |  |  |
| 11. The correct temperatures and procedures for storing cakes, sponges, biscuits and scones not for immediate use. |  |  |
| 12. Healthy eating options when preparing, cooking and finishing cakes, sponges, biscuits and scones. |  |  |

#### Supplementary evidence

| **Reference** | **Evidence description** | **Date** |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

#### Assessor feedback on completion of the unit: