



GCSE MARKING SCHEME

HOSPITALITY & CATERING (LEGACY)

JANUARY 2011

INTRODUCTION

The marking schemes which follow were those used by WJEC for the January 2011 examination in GCSE HOSPITALITY & CATERING (LEGACY). They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

GCSE HOSPITALITY & CATERING

UNIT 1 (LEGACY)

Q.1 Award 1 mark for each correct answer. [4]

- (i) True
- (ii) False
- (iii) True
- (iv) True

Q.2 Award 1 mark for each correct answer. [4]

- (i) Bouquet garni – A small bundle of herbs
- (ii) Mise en place – Basic preparation prior to cooking
- (iii) En croûte – In a pastry case
- (iv) Al dente – Firm to the bite

Q.3 Award 1 mark for each correctly named type of food poisoning. [4]

Answers could include:

- Salmonella
- Campylobacter
- E coli
- Listeria
- Staphylococcus aureus
- Bacillus cereus
- Clostridium perfringens

Q.4 (a) Award 1 mark for a correct answer. [1]

- Computer
- Booking forms
- ICT
- Check list
- Register
- Paper-based / record books
- Stock control sheet/stock records/order book/delivery note

(b) Award 1 mark for each correct answer [2]

Answer should include:

- Restaurant staff would know how many guests they are expecting
- Restaurant aware of the needs of customers
- Group bookings would be catered for and tables ready
- Number of staff required
- Awareness of special dietary needs
- Time of arrival
- Billing/payment
- Room service
- Complaints

- (c) **Award 1 mark for each** correct answer. [3]
- Kitchen
Head chef, commis chef, chef de partie, pastry chef, sous chef, chef, porter, kitchen supervisor.
 - Reception
Head receptionist, receptionist, porter, concierge, night porter, cashier, supervisor.
 - Restaurant
Head waiter(ess), wine waiter(ess), waiter(ess), manager.
 - Housekeeping
Chambermaid, maintenance, cleaner.
- (d) **Allow 1 mark for each** sensible reason,; the statement should be justified. [4]
- Any of the following reasons could be included:
- Share information and learn from others.
 - Share the workload.
 - Work in an efficient and organised manner.
 - Be willing to share special skills and experience.
 - Achieve success and job satisfaction.
 - Offer encouragement and give confidence to others.
 - Good working relationship is reflected to customers.
 - Jobs are completed more efficiently.
 - Friendly, productive atmosphere.
- Q.5** (a) **Award 1 mark for each** correct response. [5]
- Strong plain flour
 - Yeast
 - Hand hot
 - Dough
 - Prove
- (b) **Award 1 mark for each** correct suggestion. [2]
- Answers could include
- Wholemeal strong flour
 - Half wholemeal half white flour
 - Add oats to mix
 - Seeds on the top
 - Add fruit
- (c) **Award 1 mark per** quality checks. [4]
- Answers could include:
- Packaging intact
 - Use by/sell by date/freshness
 - Not damaged/broken
 - No infestation
 - Even toppings
 - Base correct thickness
 - Refrigerated van/hygienic
 - Hygiene of delivery person

- (d) **Award 1 mark** for **each** correct answer. [4]
- So that you know what foods are available.
 - What to order.
 - That you use first in, first out.
 - Less waste/more profit.
 - Chef can use to plan menu.
 - Enough food for customers.
 - So that you know what foods are available.
 - What to order.
 - That you use first in first out. / Older stock does not go out of date
 - Less waste/more profit.
 - Chef can use to plan menu.
 - Enough food for customers.

- Q.6** (i)
- Listen to customers and assure them he will deal with the complaint.
 - Write down details of complaint.
 - Check on service with kitchen staff to see how long the meal took to come out.
 - Take customers name and telephone number so that he can contact them.
 - Complimentary drinks.
 - Apologise at the beginning and at the end

Award 1-2 marks for an answer which is written in point form, or that concentrates on only one point that relates to customer care. Poor expression may be a characteristic of the answer.

Award 3-4 marks for an answer which covers fully the response by the conference manager to the customer, and includes the points above. Answer will be well structured and clearly expressed.

- (ii)
- Contact member of staff involved and explain the problem.
 - Hold staff meeting to arrange further training on customer skills.
 - Report back to the customer.
 - Offer some form of compensation depending on complaint.
 - Issue warnings as required .

Award 1-2 marks for an answer written in point form or that concentrates on only one point in relation to managing staff. Poor expression may be a characteristic of the answer.

Award 3-4 marks for an answer which covers fully the response of the conference manager to the staff, and may include the points listed above. Answer will be well structured and clearly expressed.

Q.7 (a) **Allow 1 mark** for **each** of **three** reasons. (3x1=3). [3]

e.g.

- Dislike of meat.
- Religious reasons.
- Do not like the idea of killing animals.
- Against animal cruelty.
- Health reasons (high in saturated fat)
- Not allergy/medical reasons and not healthier lifestyle.

(b) **Award 1 mark** for the correct definition of a vegan and **1 mark** for the correct definition of a lacto-vegetarian. (2 x 1) [2]

- A vegan does not eat any animal (or fish) flesh or animal products.
- A lacto-vegetarian does not eat any animal (or fish) flesh but does eat dairy products (a lacto-ovo-vegetarian also eats eggs – accept this as an answer).

(accept just does not eat meat)

(c) Discussions could include the use of: [6]

- Marinades. e.g. garlic and lemon, honey and orange.
- Sauces, e.g. tomato based, curry, chilli, cheese.
- Using herbs and spices, e.g. bolognese, lasagne
- Meat alternatives.

Any of these may add flavour or texture to. Vegetarian dishes

Allow 1-2 marks for one or two suggestions for making tasty with little discussion of how this can be achieved or a list.

Allow 3-4 marks for a few suitable suggestions with some discussion on how these will improve the flavour of vegetarian meals.

Allow 5-6 marks for a discussion of a variety of ways in which the flavour of vegetarian dishes can be improved giving some examples to illustrate the discussion.

Q.8 (a) **Award 1 mark** for **each** correct point clearly explained.

Answers could include:

- Type of menu required.
- Special dietary needs (vegetarians, religious and ethnic needs, allergies and intolerances).
- Likes and dislikes of guests.
- Date.
- Numbers.
- Where to be served/prepared.
- Equipment facilities available.

(b) (i) Answers could include:

Preparation / Cooking:

- Cleaning and sanitizing work surface.
- Avoiding cross contamination bacterial/chemical.
- Cleanliness of staff – accept only one point of personal hygiene.
- Use separate chopping boards for raw and cooked foods.
- Keep raw foods away from cooked foods.
- Do not prepare too much in advance.
- Use reputable companies for ingredients.
- Check dates on food.
- Food handlers should have basic hygiene certificate.
- Thorough cooking as required.
- Core temperatures.
- Some pupils may mention types of food poisoning including: Salmonella, Clostridium Perfringens, Staphylococcus Aureus, E coli and Listeria.

Marks should be awarded if these are justified within the answer.

Award 1-2 marks for an answer that recalls some knowledge and demonstrates a basic knowledge of the role of caterers during preparation and cooking of food. The answer may be a simple list or restricted number of suggestions. Communication will tend to be impeded by poor expression.

Award 3-4 marks for an answer that recalls knowledge and demonstrates understanding of the role of caterers during preparation and cooking of food. The answer will include a range of points with evidence of discussion. Expression is adequate to convey meaning but some errors may be apparent.

Award 5-6 marks for an answer that recalls detailed knowledge and demonstrates a comprehensive and detailed understanding of the role of caterers during preparation and cooking of food. The answer will include a wide range of points with evidence of detailed discussion. The response is well structured and clearly expressed with few errors.

- (ii) Storage and serving:
- Temperature control when storing food.
 - Avoiding leaving food at room temperature for long periods of time.
 - Cooling food rapidly before storage – chilled cabinets.
 - Keeping raw and cooked foods separate.
 - Keeping foods covered.
 - Labelling of food.
 - Correct serving equipment.
 - Temperatures maintained.
 - Clean crockery/cutlery etc. correct cooking temperatures/ensure food that needs to be reheated has reached core temperature of 72° to avoid risk of food poisoning.
 - Clean hygienic staff serving foods – they should not be ill.
 - Serve food quickly.
 - Checking customer requirements/relating to allergies.
 - Staff personal hygiene.

Some pupils may mention types of food poisoning including: Salmonella, Clostridium Perfringens, Staphylococcus Aureus, E coli and Listeria.

Marks should be awarded if these are justified within the answer.

Award 1 - 2 marks for an answer that recalls some knowledge and demonstrates a basic knowledge of the role of caterers during the storage of food. The answer may be a simple list or restricted number of suggestions. Communications will tend to be impeded by poor expression.

Award 3 - 4 marks for an answer that recalls knowledge and demonstrates and understanding of the role of caterers during storage of food. The answer will include a range of points with evidence of discussion. Expression is adequate to convey meaning but some errors may be apparent.

Award 5 - 6 marks for an answer that recalls detailed knowledge and demonstrates a comprehensive and detailed understanding of the role of caterers during storage and serving of food. The answer will include a wide range of points with evidence of detailed discussion. The response is well structured and clearly expressed with few errors.

- Q.9** (a) **Award 1 mark** per correct reason identified. [3]
- Obesity.
 - Heart disease.
 - Tooth decay.
 - Diabetes in future life.
 - Increases concentration/behaviour.
 - Prevent illness.
 - Reduces high levels of cholesterol.
 - Minimise risk of high blood pressure.
 - Live longer, more active lifestyle/fitness.
 - To be healthy – not accepted.

- (b) **Award 2 marks** per nutrient for correct functions. [6]

Answer could include:

- (ii) Protein:
- Growth (so especially important for children) and the building and repair of body cells.
 - Additional Energy source.
- (ii) Carbohydrates:
- They are the main 'energy providers'.
 - Warmth.
 - Satisfy hunger.
- (iii) Vitamins and minerals.
- General good health
- Vitamin A – eye sight
- Vitamin B – needed to help release the energy from carbohydrate foods.
- Vitamin C – needed to make the connective tissue which holds body cells together. It also helps the body absorb iron.
- Vitamin D – works with calcium to help form strong bones and teeth.
- Iron – needed for making red blood cells.
- Calcium – needed for strong bones and teeth.

- (c) Methods of cooking, grilling instead of frying:

- Offer low fat alternatives.
- Use less processed food.
- Offer healthy drinks yoghurt or milk based.
- Flavoured water.
- Offer interesting salads and vegetable dishes.
- Wraps instead of burgers.
- Sweeteners instead of sugar.
- Healthy choices for kids, e.g. vegetable sticks and fruit.
- Add herbs and spices instead of salt.
- Promotional offers on new products such as wraps.
- Low fat dressings on salads.
- More fish/non-meat.

Award 1-2 marks for an answer that recalls some knowledge and demonstrates a basic understanding of how to make foods healthier. The answer may be a simple list or restricted number of suggestions. Communication will tend to be impeded by poor expression.

Award 3-4 marks for an answer that recalls knowledge and demonstrates understanding of how to make foods healthier. The answer will include a range of points with evidence of discussion. Expression is adequate to convey meaning but some errors may be apparent.

Award 5-6 marks for an answer that recalls detailed knowledge and demonstrates a comprehensive and detailed understanding of how to make foods healthier. The answer will include a wide range of points with evidence of detailed discussion. The response is well structured and clearly expressed with few errors.

Q.10 (a) Criteria marked. [6]

Award 1-2 marks for an answer that recalls some knowledge and demonstrates a basic knowledge of the role of planning an event. The answer may be a simple list or restricted number of suggestions. Communication will tend to be impeded by poor expression.

Award 3-4 marks for an answer that recalls knowledge and demonstrates understanding of planning an event. The answer will include a range of points with evidence of discussion. Expression is adequate to convey meaning but some errors may be apparent.

Award 5-6 marks for an answer that recalls detailed knowledge and demonstrates a comprehensive and detailed understanding of planning an event. The answer will include a wide range of points with evidence of detailed discussion. The response is well structured and clearly expressed with few errors.

Answer could include:

- Date.
- Cost.
- Time.
- Number of guests.
- Special diets.
- Any special needs, e.g. wheelchair access.
- Food required.
- Sit down meal or buffet.
- Room plan.
- Theme for decoration of room and tables.
- Compare facilities.

(b) Criteria marked.

[8]

Award 1-3 marks for an answer that recalls some knowledge and demonstrates a basic knowledge of health and safety when preparing the room and during the event. The answer may be a simple list or restricted number of suggestions. Communication will tend to be impeded by poor expression.

Award 4-6marks for an answer that recalls knowledge and demonstrates an understanding of health and safety when preparing the room and during the event. The answer will include a range of points with evidence of discussion. Expression is adequate to convey meaning but some errors may be apparent.

Award 7-8 marks for an answer that recalls detailed knowledge and demonstrates a comprehensive and detailed understanding of health and safety when preparing the room and during the event. The answer will include a wide range of points with evidence of detailed discussion. The response is well structures and clearly expressed with few errors

Answer could include:

- Access for disabled.
- Fire safety checks.
- HACCP checks for food.
- Risk assessment.
- Spills on floor.
- Carrying equipment.
- Lifting equipment safely.
- Reporting accidents.
- Setting up the tables ensuring clothes are not a tripping hazard.
- Access to bring food in and remove dirty equipment from the room safely.
- Knowing who is in charge of first aid.
- Not having equipment and cutlery hanging on edges of tables.
- Keeping glass away from edges of tables.
- Warning signs for hot dishes if customers are serving themselves.
- Telling customers plates are hot.

GCSE HOSPITALITY & CATERING

UNIT 4 (LEGACY)

- Q.1 Award 1 mark** for each correct answer [4]
- (i) True
 - (ii) False
 - (iii) False
 - (iv) False
- Q.2 (a) Award 1 mark** per point [2]
- Star ratings / diamonds / crowns.
Repeat trade.
Positive feedback.
Internet reviews.
Hotel inspectors
- (b) Award 1 mark** for **each** suggestion [2]
- Answers could include:
- *Ice cream scoops for ice creams, sorbets, portioning mashed potato.
 - Muffin mix.
 - *Ladles for soup, sauces.
 - *Individual serving dishes , same size dishes .
 - Standard boxes, cartons – chips, pizzas, etc.
 - Standard recipes
- (c) Award 1 mark** for **each** reason described. [3]
- Portion control is important so the chef knows how much food to order and prepare.
 - The chef will have a set amount of portions of each dish available and can notify the restaurant staff when they are running out.
 - This keeps costs low and profits high.
 - Customers will not complain about portion size as they will all get the same./ customer gets what they ve paid for
 - Consistency in the meal sizes at all times so customers know what to expect.
- (d) Award 1 mark** for **each** correct point. [4]
- Special offers.
 - Upgrade facilities – free WiFi, environmentally friendly / re decorate .
 - Advertise in range of places.
 - Themed events.
 - Money off other attractions in area.
 - Pick ups from stations, airports, etc.

Q.3 (a) **Award 1 mark** for correct answer. [1]

- Coeliac / gluten intolerant

(b) **Award 1 mark** for **each** correct symptom. [2]

Any **two** of the following:

- Lethargic
- No appetite
- Swollen abdomen
- Anaemia
- Weight loss
- Diarrhoea/upset stomach.

(c) **Award 1 mark** per point described. [4]

- By putting symbols on the menu to show what foods contain gluten this will allow the customer to make their own choices about what foods are safe for them to eat.
- The wait staff should also be aware of such foods so that when asked they will be able to inform the guests of suitable foods.
- The chefs are becoming more aware of food allergies and will provide suitable dishes on request.
- Cook food separately.
- Avoiding preparing dishes that can cause allergies

Q.4 **Award 1 mark** for simple answer which includes one of the differences.

Award 2-3 marks for answer with explanation showing 2 or more differences.

Award 4 marks for detailed answer well written showing a range of differences.

Answer could include:

T'able d'hote – set menu for the day

- Could have three choices for each course.
- Set price.
- Price include all courses.
- Could be priced for 2 or 3 course.

A la carte – Each item priced individually

- More choice.
- All foods cooked to order.
- More expensive.
- More courses to choose from, e.g. separate fish course.
- Takes longer for meal to come to you.

Q.5 (a) **Award 1 mark** for **each** correct descriptions [3]

- Buy in larger quantities.
- Use pre prepared foods.
- Use foods with less packaging.
- Recycle cans, glass, cardboard.
- Re-use containers.
- Training on how to prepare foods so less waste.
- Only buy whats needed
- Demonstrate accurate portion control
- Stock rotation

(b) Criteria marked. [6]

Award 1-2 marks for an answer that recalls some knowledge and demonstrates a basic understanding of conserving electricity and water. The answer may be a simple list or restricted number of suggestions. Communication will tend to be impeded by poor expression.

Award 3-4 marks for an answer that recalls knowledge and demonstrates understanding of conserving electricity and water. The answer will include a range of points with evidence of discussion. Expression is adequate to convey meaning but some errors may be apparent.

Award 5-6 marks for an answer that recalls detailed knowledge and demonstrates a comprehensive and detailed understanding of conserving electricity and water. The answer will include a wide range of points with evidence of detailed discussion. The response is well structured and clearly expressed with few errors.

Answer could include:

- Using key cards that work the lights when put into slot on wall.
- Timers on lights.
- Solar panels.
- Timed heating.
- Timed air conditioning.
- Setting temperatures on heating so only comes on when needed.
- Advising guests of hotel policies.
- Having showers not baths.
- Using towels more than once.
- Using waste water for watering the garden.
- Collecting rain water in butts to water garden.
- Don't leave taps running.
- Timed water for washing hands.
- Larger windows using natural light.
- Use hippo brick in toilet system.
- Energy saving light bulbs.
- Single or double flush toilets.
- Only give water to customers when requested.

Q.6 (a) **Award 1 mark** per point as described. [4]

- Employment provider – full time, part time, seasonal staff.
- Use of local produce within the hotel – can use local produce in the restaurant.
- Tourism – encouraging visitors to the area.
- Employ local businesses – tradesmen such as plumbers.
- Additional facilities

(b) **Award 1 mark** per description. [2]

- Permanent staff are staff who are employed full or part time for the whole year. Their jobs are secure and they should be given a contract.
- Seasonal staff are only employed for the high season when the centre is busiest. They only work for a set period of time e.g. summer season or Christmas break.

(c) **Award 1 mark** per point as described

(i) Role of head housekeeper. [4]

Answers could include:

- Ensures all rooms are ready for customers.
- Staff rotas.
- Staff training.
- Checks laundry.
- Compiles new customer allocations.
- Deals with complaints re; housekeeping.

(ii) Restaurant manager. [4]

- In charge of restaurant.
- Takes bookings.
- Relays information to head chef.
- Arranges staff training.
- Compiles staff rotas.
- Ensures restaurant runs smoothly.
- Deals with restaurant complaints.

Q.7 (a) **Award 1 mark** for **each** correct answer. [2]

- To protect employees.
- To protect employers.
- To ensure work areas are safe.
- To ensure workers have adequate space.

(b) Criteria marked:

Award 1-2 mark for an answer that recalls some knowledge and demonstrates a basic knowledge of lifting packages. Simple list or restricted number of suggestions. Communication will tend to be impeded by poor expression.

Award 3-4 marks for an answer that recalls detailed knowledge and demonstrates a comprehensive and detailed understanding of lifting packages. The answer will include a wide range of points with evidence of detailed discussion. The response is well structured and clearly expressed with few errors. [4]

Answer could include:

- Bend at the knees.
- Back straight.
- Lift with the legs not the back.
- As close to you as possible.
- If too heavy get help.
- Use sack barrow to move things.
- If no help available unpack and move contents in smaller loads.
- Check weight of package and don't lift if too heavy.
- Keep heavy packages at low level to avoid staining when lifting.

(c) Criteria marked:

Award 1-3 marks for an answer that recalls some knowledge and demonstrates a basic knowledge of the responsibilities of the employer. Simple list or restricted number of suggestions. Communication will tend to be impeded by poor expression.

Award 4-6 marks for an answer that recalls detailed knowledge and demonstrates a comprehensive and detailed understanding of the responsibilities of the employer. The answer will include a wide range of points with evidence of detailed discussion. The response is well structured and clearly expressed with few errors. [4]

Answers could include:

- Ensuring the work place is safe and free from hazards.
- Take responsibility for the health and safety of employees.
- Provide adequate work space.
- Provide safe areas of work.
- Making staff aware of HASAWA.
- Organising staff training on equipment, etc.
- Safety and maintenance of machinery.
- Risk assessment.
- COSHH.
- First aider

Q.8 Answers should take into account::

- (a)
- Five a day fruit and vegetables.
 - Eat less sugar.
 - Eat less fat.
 - Eat more fibre.
 - More fresh fruit and vegetables to be used in meals.
 - High energy foods for pupils who are active.
 - Popular foods could be cooked in a healthier way e.g. grilling rather than frying.
 - Use less processed food.
 - Removal of high sugar products such as sweets.
 - Use a variety of textures, tastes and colours.

Award 1-2 marks for an answer that recalls some knowledge and demonstrates a basic knowledge of the government guidelines on healthy eating. The answer may be a simple list or restricted number of suggestions. Communication will tend to be impeded by poor expression.

Award 3-4 marks for an answer that recalls knowledge and demonstrates understanding of the government guidelines on healthy eating, especially in light of recent legislation on school meals. The answer will include a range of points with evidence of discussion. Expression is adequate to convey meaning but some errors may be apparent.

Award 5 marks for an answer that recalls detailed knowledge and demonstrates a comprehensive and detailed understanding of government guidelines on healthy eating, especially in light of recent legislation on school meals. All schools now have an obligation to provide healthy foods and vending machines containing just sweets and crisps have to be removed from schools. The answer will include a wide range of points with evidence of detailed discussion. The response is well structured and clearly expressed with few errors.

- (b)
- Find out what customers want.
 - Possible survey.
 - Cost – keep costs low to encourage pupils to use the facilities available.
 - Include foods from all different cultures.
 - Include foods for special dietary requirements.
 - Variety of colour, texture and flavour.
 - Have daily specials such as curry lunch, or fish and chips.
 - Have chips once a week on a certain day.
 - Advertise new products with posters around school.
 - Have tasting sessions to trial new products.
 - Get pupils more involved in designing the new menu.
 - Food students could trail recipes in food lessons.
 - Make healthy alternatives to foods pupils like such as burgers.

Award 1-2 marks for an answer that recalls some knowledge and demonstrates a basic knowledge of how to make meals interesting, appealing and exciting. The answer may be a simple list or restricted number of suggestions. Communication will tend to be impeded by poor expression.

Award 3-4 marks for an answer that recalls knowledge and demonstrates understanding of how to make meals interesting, appealing and exciting. The answer will include a range of points with evidence of discussion. Expression is adequate to convey meaning but some errors may be apparent.

Award 5 marks for an answer that recalls detailed knowledge and demonstrates a comprehensive and detailed understanding of how to make meals interesting, appealing and exciting. The answer will include a wide range of points with evidence of detailed discussion. The response is well structured and clearly expressed with few errors.

Q.9 (a) Answer could include: [6]

- Ergonomic features required for a safe and healthy working environment.
- Layout.
- Lighting.
- Heating.
- Services available – gas, electric, water.
- Skill level of chef – what equipment can he use safely.
- Amount of expenditure, costs.
- Type of equipment available.
- Hygiene & Food Safety act.
- Design and décor.
- Size and extent of menu and market it serves.
- Storage area for food.
- Environmental considerations – how can they reduce, reuse, recycle.

Award 1-2 mark for outline answer with no explanation.

Award 3-4 marks for answer that covers relevant points with some brief reasons given.

Award 5-6 marks for clear well written and detailed answer that reflects knowledge and understanding of planning and design of new kitchen area. The suggestions should be logical and practical.

(b) Answers could include: []

- To check if the new facilities are up to standard.
- Checking on hygiene procedures.
- To look at food storage areas.
- Fridge temperatures.
- Check for pest infestation.
- Check food is fit for sale.
- Check hand washing facilities are available.
- Temperature of cooked foods.
- Correct storage of foods.
- Dates on foods.

Award 1 mark for outline answer with no explanation.

Award 2-3 marks for answer that covers relevant points with some brief reasons given.

Award 4 marks for clear well written and detailed answer that reflects knowledge and understanding of the role of EHO. The suggestions should be logical and practical.

Q.10 (a) (i)

Award 1-2 marks for an answer that recalls some knowledge and demonstrates a basic knowledge of menu planning. The answer may be a simple list or restricted number of suggestions. Communication will tend to be impeded by poor expression.

Award 3-4 marks for an answer that recalls knowledge and demonstrates understanding of menu planning. The answer will include a range of points with evidence of discussion. Expression is adequate to convey meaning but some errors may be apparent.

Award 5-6 marks for an answer that recalls detailed knowledge and demonstrates a comprehensive and detailed understanding of menu planning. The answer will include a wide range of points with evidence of detailed discussion. The response is well structured and clearly expressed with few errors.

Answer could include:

- Range of dishes with examples e.g. sandwiches, cakes biscuits, jelly, drinks.
- Nutritionally balanced diet.
- Variety of colour, flavour and texture.
- Foods in season.
- Time of year.
- Skills of chef.
- Cost / budget
- Suitability and appeal to client e.g. no nuts for small children.
- Time available.
- Latest food trends.
- Allergies.
- Easy to eat.
- How it will be served.
- Equipment available.

(ii)

Award 1-2 marks for an answer that recalls some knowledge and demonstrates a basic knowledge of preparing the room. The answer may be a simple list or restricted number of suggestions. Communication will tend to be impeded by poor expression.

Award 3-4 marks for an answer that recalls knowledge and demonstrates understanding of preparing the room. The answer will include a range of points with evidence of discussion. Expression is adequate to convey meaning but some errors may be apparent.

Award 5-6 marks for an answer that recalls detailed knowledge and demonstrates a comprehensive and detailed understanding of preparing the room. The answer will include a wide range of points with evidence of detailed discussion. The response is well structured and clearly expressed with few errors.

Answer could include:

- Decorations
- Colour
- Theme e.g. songs from the shows
- Paper plates, cups etc
- Balloons
- Entertainment
- Party games area
- Place for anniversary cake
- Lights
- Space available

- (c) **Award 1-2 marks** for an answer that recalls some knowledge and demonstrates a basic knowledge of health and safety. The answer may be a simple list or restricted number of suggestions. Communication will tend to be impeded by poor expression.

Award 3-4 marks for an answer that recalls knowledge and demonstrates understanding of health and safety. The answer will include a range of points with evidence of discussion. Expression is adequate to convey meaning but some errors may be apparent.

Award 5-6 marks for an answer that recalls detailed knowledge and demonstrates a comprehensive and detailed understanding of health and safety. The answer will include a wide range of points with evidence of detailed discussion. The response is well structured and clearly expressed with few errors

Answer could include:

- Ensure all walkways are clear.
- Keep hot jugs etc to the back of tables.
- Keep sharp objects away from customers.
- Clean up any spills.
- Allowing space between tables.
- No long tablecloths that trail on floor.
- Electrical cables taped over to avoid tripping.
- Enough staff to supervise.
- Trained staff with regard to first aid.
- Clear fire exits.
- Well signposted exits.



WJEC
245 Western Avenue
Cardiff CF5 2YX
Tel No 029 2026 5000
Fax 029 2057 5994
E-mail: exams@wjec.co.uk
website: www.wjec.co.uk