



**MS2**  
**£2.00**

**GENERAL CERTIFICATE OF SECONDARY EDUCATION**  
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# **MARKING SCHEME**

**HOSPITALITY AND CATERING**

**JANUARY 2009**

## **INTRODUCTION**

The marking schemes which follow were those used by WJEC for the January 2009 examination in GCSE HOSPITALITY AND CATERING. 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.

## UNIT 1

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

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

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

- (i) Al dente
- (ii) A thickening of cooked flour and fat / base of a sauce
- (iii) En croute
- (iv) A richly spiced liquid used to give flavour and assist in tenderising meat and/or fish – not just add herbs & spices

**Q.3 (a) Award 1 mark for each correct answer.** [2]  
Any of the following:

- Verbal
- Telephone
- e-mail
- ICT
- Fax
- Written
- Braille
- Walkie-talkie
- Talking
- Mobile phone (but not as well as a telephone)
- Meetings

**(b) Award 1 mark for each correct answer.** [3]

Answer could include:

- Chef would know how many to cater for
- Chef would be notified of any changes to numbers
- Chef would know of any specific dietary requirements or allergies
- Head waiter would know what the specials were
- He could notify his staff of these
- Head waiter would know when certain foods were running out or not available
- Each would be aware of any problems in the others area
- Chef would have knowledge of the menu
- Ensure the correct meal is cooked
- Pass on compliments or complaints

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

Answers could include:

- Delegating jobs
- Staff rotas
- Setting out the restaurant for functions
- Ordering equipment/stock control
- Training staff
- Greeting and seating
- Checking all is running smoothly
- Take bookings
- Serve food (if busy)
- Deal with complaints
- Motivate staff
- Appointments – hiring & firing
- Financial responsibility for restaurant

Do not accept any points related to kitchen.

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

- Customers may not always leave at the same time
- May have more customers in on some nights
- May have special functions on that start early or run late
- Functions could last all day
- Need to work extra hours if staff absent
- May need to come in if problems
- Stay late for staff training

(c) **Award up to 2 marks** for clearly defined answer. [2]

Caterers who provide food and drink for a function, where catering facilities are not available. They prepare and cook the food in advance and deliver it to the event.

**Award 1 mark** for just prepare for a function.

**Award 2 marks** for prepare food, deliver (& serve) for a function.

**Q.5 (a) Award 1 mark for each correct answer. [2]**

- Carbohydrate NSP
- Vitamin A, C
- Iron
- Calcium

Do **not** accept

- Just vitamins

**Accept**

- Fibre

**(b) Award 1 mark for each correct answer. [5]**

- Chop
- Sauté
- Stock
- Simmer
- Vegetables

**(c) Award 0–2 marks** for an answer that recalls some knowledge and demonstrates a basic understanding of how you can make vegetables more appealing. The answer may be a simple list with no reasons. Communication will tend to be impeded by poor expression.

**Award 3–4 marks** for an answer that recalls knowledge and demonstrates understanding of how you can make vegetables more appealing. The answer will include a range of points with evidence of reasoning. Expression is adequate to convey meaning but some errors may be apparent. [4]

Answer could include:

- Add them to dishes that are cooked in gravy e.g. casseroles
- Marinating vegetables in chilli/cumin/crushed coriander
- Produce special dishes from them e.g. vegetable stir fry
- Coating in sesame seeds
- Make salads e.g. green salad
- Introduce foreign dishes that include more vegetables e.g. curry
- For children make them into faces
- Add them to something else e.g. carrot and mashed potatoes
- Different ways of cooking vegetables e.g. roasting
- Vegetable nuggets e.g. sweet potato
- Layered vegetable dishes e.g. lasagne
- Cut into interesting shapes
- Cook them in different ways, e.g. \_\_\_\_\_
- Serve with a sauce
- Unusual vegetables, exotic
- More colour – give example

- Q.6** (a) **Award 1 mark** for making pastry.  
**Award 2 marks** for makes pastries and desserts. [2]
- (b) **Award 1 mark** for **each** quality. [4]

Answer could include:

- The person should have the relevant qualifications – City and Guilds, B Tec, In house or any professional training as it identifies the knowledge of the chef
- Should have knowledge of a range of dishes developed from experience
- Should be able to work well under pressure
- Should have a good palate to know what foods go well together
- Be able to produce meals with limited ingredients in case food orders do not arrive
- May need knowledge of stock control if they are responsible for the budget and costing and are responsible to the manager to make a profit
- Should be a team player/leader, have good communication skills and relate well to others – speaking & listening skills
- Be punctual and have good attendance
- Good time management
- Good knowledge of hygiene
- Have flair
- Be able to work independently
- Be able to cook

- (c) **Award 1–2marks** for an answer that recalls some knowledge and demonstrates a basic understanding of the factors a chef will need to consider when planning a winter menu. 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 detailed knowledge and demonstrates a comprehensive and detailed understanding of factors a chef will need to consider when planning a winter menu. 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:

- Colour
- Texture
- Flavour
- Skills of chef
- Time of year / foods in season / winter / summer seasonal menu
- Foods available
- Time
- Cost
- Customer needs
- Occasion
- Type of menu
- Hot foods
- Use local foods / food miles
- Nutritionally balanced
- Special dietary requirements

**Q.7 (a) Award 1–2 marks** for an answer that recalls some knowledge and demonstrates a basic understanding of adapting menus. 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 detailed knowledge and demonstrates a comprehensive and detailed understanding of adapting menus. 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:

- Including a range of nutrients within the dishes provided
- Including a range of salads e.g. couscous, pasta and rice
- Use a variety of colours, textures and tastes
- Using fresh ingredients
- Using local ingredients
- Using foods in season
- Not too many fried foods to reduce fat content
- Use better cuts of meat to reduce fat content
- Ways of cooking dishes to ensure nutrients stay in the food e.g. stewing, steaming, grilling
- Indicate energy values on menus
- Accept any reasonable answer linked to modification of recipe

**(b) Award 1–2 marks** for an answer that recalls some knowledge and demonstrates a basic understanding of types of services available. 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 types of services available. 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 types of services available. 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. [6]

Answer could include:

- Leisure facilities should include why they are used
- Lectures on healthy eating
- Lectures on diets e.g. low fat, high fibre, high carbohydrate
- Fitness sessions with trainer – to show customers how to use machinery
- Cooking sessions – to explain nutrients and ways of cooking food to make it more healthy
- Use of swimming pool
- Assessment of personal fitness – look at BMI
- Beauty treatments
- Life-style coaching sessions
- Offer discounted gym membership
- Give out resources on healthy eating / diets
- Guided walks

**Q.8** (a) **Award 1–2 marks** for an answer that recalls some knowledge and demonstrates a basic understanding of how to deal with a complaint. 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 detailed knowledge and demonstrates a comprehensive and detailed understanding of how to deal with a complaint. 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:

- Apologise
- Listen to the customer
- Assure them the complaint will be dealt with
- Remove the food and take back to chef
- Explain the problem to the chef
- Return the food when cooked properly
- Apologise again
- Offer a drink while the customer is waiting
- Refer to the restaurant manager / team leader
- Give out compensation money off vouchers

(b) **Award 1–2 marks** for an answer that recalls some knowledge and demonstrates a basic understanding of how to ensure the customer's order is as requested. 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 detailed knowledge and demonstrates a comprehensive and detailed understanding of how to ensure the customer's order is as requested. 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:

- Ensure they write the customer requirements down clearly
- Writing is legible
- Repeat the order back to the customer and the chef
- Ensure the chef has got the details he needs
- Check with the chef when picking up the order that it is correct
- Staff training in taking and delivering orders to the kitchen
- Highlight special requests to show the chef
- Check after 5 minutes that everything is okay



(c) **Award 1–2 marks** for an answer that recalls some knowledge and demonstrates a basic understanding of good customer care. 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 detailed knowledge and demonstrates a comprehensive and detailed understanding of good customer care. 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 should be detailed with evaluative comments:

- The welcome or greeting they give when customers first arrive
- Knowing how to deal with problems effectively
- Having a pleasant manner when dealing with customers
- Check the customers are happy with the food at various stages during the meal
- Staff smile when they speak to customers
- Customers are shown to their tables quickly
- If there is a delay, staff apologise and give a reason
- Customers are served efficiently
- Staff are polite and attentive
- Staff are helpful
- Staff understand customers needs
- Staff have a professional attitude
- Staff make each customer feel special
- Staff escort customers to the door at the end of the meal and wish them 'good night' or 'good day'
- Repeat customers
- Customers will recommend them to others
- Keep the customers happy so they will return
- Stops business losing money / profits
- Keeps the business open / viable
- Accept any appropriate answer related to customer care

**Q.9 (a) Award 1 mark for each correct answer. [2]**

Answers could include:

- Dietary factors e.g. halal, kosher, vegetarian / allergies
- Religious factors
- Strong flavours – use of ingredients from other countries
- Colour, flavour, texture
- Good range
- Numbers to be catered for
- Equipment available
- Chef's skills
- Cost of ingredients

**(b) Award up to 4 marks for a description of both diets with foods identified. [4]**

- A lacto-vegetarian does not eat meat but will eat produce from animal e.g. eggs, milk, cheese, yoghurt, cream.
- A vegan will not eat any produce from the animal or the animal itself, anything with a face, e.g. no fish, cheese, etc.

**Award up to 2 marks for no identification of foods.**

**(c) Award 0–3 marks for an answer that recalls some knowledge and number of suggestions. Communication will tend to be impeded by poor expression.**

**Award 4–6 marks for an answer that recalls knowledge and demonstrates understanding of nutrition. 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 nutrition. 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. [8]**

Candidates may refer to other vegetarian diets such as pescatarians, fruitarians, lacto-ovo vegetarians. They may also refer to specific cultural or religious taboos.

Answer could include:

- Nutritionally balanced diet
- Including a range of nutrients within the dishes provided
- Include carbohydrates
- Include vitamins e.g. vegetable dishes
- Include protein in dishes with the use of pulses and nuts
- Including a range of salads, e.g. couscous, pasta and rice
- Include dairy produce such as cheese and yoghurt in dishes
- Ways of cooking dishes to ensure nutrients stay in the food e.g. stewing, steaming, grilling
- Examples of dishes could be included
- By using a range of unusual foods with a range of textures
- Dressings such as chilli sauce, mayonnaise, French dressing
- Foods available at specific times of year
- Use meat alternatives – quorn & tofu
- Use of soya products e.g. milk, cheese

Accept any appropriate response linked to vegetarian diets and special products.

**Q.10 (a) Award 1 mark for each correct answer. [4]**

- Food
- Warmth
- Moisture
- Time

Do **not** accept heat or water.

**(b) Award up to 2 marks for answer. [2]**

- Sources are uncooked chicken or eggs
- Undercooked poultry or undercooked chicken / poultry

Do **not** accept just poultry /chicken.

**(c)(i) Award 1–2 marks** for an answer that recalls some knowledge and demonstrates a basic understanding of safe food preparation. 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 safe food preparation. 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 safe food preparation. 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. [6]

Answer could include:

- Avoiding cross contamination
- Cleanliness of staff – accept only **one** point of personal hygiene
- Using separate chopping boards for raw and cooked foods
- Keep raw foods away from cooked foods
- Check dates on foods
- Use reputable companies for ingredients
- Temperature control when storing food 1-4°C in fridge
- Freezer temperature -18°C
- Avoid leaving food at room temperature for long periods of time
- Keeping foods covered
- Raw food at bottom of fridge so no blood drips
- Clean equipment and areas
- Defrost foods thoroughly prior to cooking

- (ii) **Award 1–2 marks** for an answer that recalls some knowledge and demonstrates a basic understanding of safe 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 safe 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 safe 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. [6]

Answer could include:

- Checking core temperature of cooked meats 72°C – 75°C
- Safe reheating of foods to core temperature of 72°C – use of temperature probe
- Minimal time in danger zone. Food served quickly. 37– 63°C
- By reducing the risks the bacteria cannot multiply and therefore will not affect the customer
- Avoiding cross contamination – keep raw & cooked foods apart
- Checking meat is not raw in middle
- Keep poultry and meat separate
- Accept only one point of personal hygiene

If stated temperatures this justifies higher range of marks.

- (d) **Award 1–2 marks** for an answer that recalls some knowledge and demonstrates a basic understanding of food poisoning and how it affects the establishment. 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 detailed knowledge and demonstrates a comprehensive and detailed understanding of food poisoning and how it affects the establishment. 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:

- Loss of earnings
- Loss of jobs
- Loss of good reputation
- Fine
- Closure of business
- Imprisonment
- Reference to EHO and procedures
- Customers will be ill / can sue, etc.
- Staff may need extra training
- Premises may need adaptations
- Owners may struggle to re-open this type of premises again – insurance
- Any premises within a chain (or with the same name) may also

## UNIT 4

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

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

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

- Corporate identity
- So customers would recognise brands/products/services
- So staff have sense of identity
- Identify standards associated with company

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

- (i)
  - Customers can recognise staff easily
  - They know who is in charge by the uniform
  - The same in every establishment belonging to that company
- (ii)
  - Uniform is provided so cheaper
  - Can be washed by the company
  - When worn out new one provided
  - Don't have to look for something to wear

**Q.3 (a) Award 1 mark for each correct answer.** [2]

- All employers must provide safe working areas
- All employees must take care of their own health and safety and not endanger others

**(b) Award 1 mark for each correct answer.** [5]

- (i) Electrical hazard
- (ii) First aid
- (iii) Now wash hands
- (iv) No smoking
- (v) Fire exit this way

- Q.4** (a) **Award 1 mark** for correct answer. [1]
- Someone who is allergic to dairy or milk products
- (b) **Award 1 mark** for **each** correct answer. [3]
- Adapt recipes
  - Identifying them on the menu with special symbols
  - Putting notices up around the restaurant
  - Ensure staff know the ingredients in the dishes
  - Ask suppliers to provide accurate written details of ingredients used in pre made products
  - Avoid the use of certain products where possible
  - Organise staff training on allergies
  - Use fresh ingredients not processed as could be contaminated in food production
- (c) **Award 1 mark** for **each** correct answer. [3]
- Telling customers what ingredients are used in the dishes
  - Identifying suitable dishes on the menu by the symbols used
  - Check with the chef as to what foods are suitable
  - Having prior knowledge of dishes on menu
  - Having knowledge of dietary needs and foods which can be eaten
  - Knowledge of processed foods as some could cause allergic reactions
  - Suggest alternative dishes

**Q.5** (a) **Award 1 mark for each** correct answer. [2]

- Polystyrene foam may be used to protect sharp objects
- Use washed plastic containers to store extra sauces etc.
- Use foil containers again to cook more of the same product
- Use cardboard to cover floor after it has been washed to prevent slips
- Refill bottles

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

- Persuading guests to use towels more than once by putting signs in bathroom about conserving water
- Ask guests to shower rather than bathe
- Only having showers and no baths
- Not changing sheets every day
- Advising guests of their environmental policy by displaying notices around the hotel and in lifts
- Set limits on water allowance: taps

(c) **Award 1–2 marks** for an answer that recalls some knowledge and demonstrates a basic understanding of environmental issues. 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 environmental issues. 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 environmental issues. 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. [6]

Answer could include:

- Recycle glass
- Recycle paper by using old paper for notes etc.
- Recycle tins
- Recycle vegetable oil
- Recycle cardboard
- Recycle newspapers
- Put vegetable waste in compost bin and use on gardens
- Recycle shampoo and shower gel bottles by getting the ones that can be refilled
- Use of hand driers instead of paper towels or cloth towels that need washing
- Door cards that only switch electricity and heating on when customers are in the room
- Using showers instead of baths
- Notices encouraging customers to help the environment and stating the hotels policy
- Not change bedding everyday if customers do not change
- Recycle rainwater
- Purchase local produce – good miles / pollution
- Ask guests to use towels more than once
- Not using individually packaged condiments, etc

**Q.6** (a) **Award 1 mark** for **each** correct answer.

[4]

- Any points linked to health & safety
- Size of portions
- Suitable for young children (toddlers)
- Include foods from different cultures
- Finger foods
- Include fresh fruit
- Sugar free drinks
- No additives or colourings
- Selection of fruit juices
- Tinned baby foods
- Attractive
- Nutritionally suitable for toddlers

(b) **Award 1–2 marks** for an answer that recalls some knowledge and demonstrates a basic understanding of facilities for children. 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 facilities for children. 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 facilities for children. 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. [6]

Answer could include:

- Highchairs
- Booster seats
- Bright colours
- Pictures of nursery characters on walls
- Toilets and changing facilities
- Special dishes and cutlery for toddlers
- Feeder cups
- Facilities to heat baby food e.g. microwave
- Baby wipes
- Playing area/colouring materials / activity sheets – age appropriate
- Disabled access
- Carpet or non-slip flooring



**Q.7** (a) **Award 1 mark** for an answer that recalls some knowledge and demonstrates a basic understanding of a set menu. Simple list or restricted number of suggestions. Communication will tend to be impeded by poor expression.

**Award 2–3 marks** for an answer that recalls detailed knowledge and demonstrates a comprehensive and detailed understanding of a set menu. 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. [3]

Answer could include:

- One or two choices given for each course
- Set dishes for a buffet
- Set cost for the menu depending on how many dishes are chosen
- More dishes more cost
- Sit down meal or buffet meal
- Type of occasion it is for

(b) (i) **Award 1 mark** for **each** suitable dish. [3]

Answers could include:

- Sandwiches
- Quiche
- Vol-au-vents
- Sausage rolls
- Cold meats
- Salads
- Gateau
- Trifle
- Cakes

Accept any suitable dishes for a hot or cold buffet for standing or seated parties.

(ii) **Award 1–2 marks** for an answer that recalls some knowledge and demonstrates a basic understanding of the suitability of a buffet. 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 the suitability of a buffet. 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:

- Range of hot and cold dishes
- Types of diets
- Easy to eat depending on whether finger buffet or fork buffet
- Large number of people
- People need to circulate while eating
- Cost
- Allow flexibility of choice, amount, time
- Allows for people to come at different times
- No need for wait staff

Accept negative and positive points, e.g. mobility concerns – access/collecting own food.

- (c) **Award 1–2 marks** for an answer that recalls some knowledge and demonstrates a basic understanding of the types of menus available. 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 types of menus available. 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 types of menu available. 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. [6]

Answer could include:

<b>A la carte</b>	<b>Table D'Hôte</b>
Gives the customer more choice	Limited choices of starter, main and dessert
All dishes are individually priced	Cheaper/set price
Cooked to order	Limited menu
Customers will wait longer for their food	May use up foods in store and put special dishes on menu
Can have more than three courses of you want	Fewer courses usually only 2 or 3
More courses e.g. fish available	
Good quality dishes available	

Reasons for provision may include:

- Need to cater for variety of guests, e.g. those out for meal, those on company business
- Table d'hôte may be menu of choice for large groups – businesses, functions, wedding, etc. – more economical on staff etc.
- A la carte can make use of variety of skills (especially if more than one chef)
- A la carte can make use of foods in season/local produce for 'specials'
- Table d'hôte menu ensures hotel restaurant has dishes available for influx of customers – many dishes often on both menus

**Q.8** (a) **Award 1–2 marks** for an answer that recalls some knowledge and demonstrates a basic understanding of kitchen planning. The answer may be a simple list or restricted number of suggestions. Communication will tend to be impeded by poor expression.

**Award 3–5 marks** for an answer that recalls knowledge and demonstrates understanding of kitchen 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 6–8 marks** for an answer that recalls detailed knowledge and demonstrates a comprehensive and detailed understanding of kitchen 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. [8]

Answer could include:

- Ergonomic features required for a safe and healthy working environment
- Layout
- Lighting
- Heating
- Services available – gas/electric/water
- Amount of expenditure, costs/budget
- Type of equipment available
- Hygiene and Food Safety Act – refer to current guidelines
- Design and décor
- Size and extent of menu and market it serves
- Serving area
- Environmental considerations – how can they reduce, reuse, recycle – could include other ideas such as fuel consumption, energy efficient equipment
- Staffing levels and staff expertise
- How long they will need to close
- Size of kitchen – do they need to expand
- Historical/planning restrictions

- (b) **Award 1–2 marks** for an answer that recalls some knowledge and demonstrates a basic understanding of the role of EHO. 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 EHO. 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 EHO. 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. [6]

Answer could include the role of the EHO when visiting e.g.

- Cleaning and sanitizing work surfaces
- Stock control e.g. foods in date
- Records of fridge and freezer temperatures
- Avoiding cross contamination
- Cleanliness of staff – accept only one point of personal hygiene
- Food handlers should have basic hygiene certificate, advice given on how to obtain this
- Organising staff training on equipment etc.
- EHO can issue warnings if the work area is not up to standard
- Can close the place down if unfit
- To check if the new facilities are up to standard – kitchen and staff changing areas
- Checking on hygiene procedures
- To look at food storage areas
- Check for pest infestation
- Check food is fit for sale
- Check hand washing facilities are available
- Temperature of cooked foods
- Correct storage of foods
- Give verbal advice on how to keep premises clean and hygienic
- Advice on the Basic Hygiene Certificate
- Training sessions for staff
- Leaflets can be given on safe food practice
- Advice given on illness and when staff can not work with food

**Q.9 (a)** **Award 1–2 marks** for an answer that recalls some knowledge and demonstrates a basic understanding of a four star hotel. 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 detailed knowledge and demonstrates a comprehensive and detailed understanding of a four star hotel. 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:

- High standards of cleanliness
- Plenty of space
- High quality furniture
- Excellent décor, nothing damaged or broken
- Good food using fresh ingredients where possible
- Excellent levels of customer care
- Local information provided for customers
- TV, internet access/entertainment
- Tea/coffee facilities in room
- Room service

**(b)** **Award 1–2 marks** for an answer that recalls some knowledge and demonstrates a basic understanding of planning the menu. 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 the menu. 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 the menu. 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. [6]

Answer should include:

- A range of dishes
- Cost
- Skills used
- Good use of nutrients
- Foods available
- Foods suitable for all ages including children
- Healthy option foods could be highlighted as grilled rather than fried
- Mix and match children's meals
- Foods suitable for all dietary needs including vegetarian and wheat free etc.
- Different ways of cooking foods
- Clientele – age and needs
- Types of service
- Limitations of resources/equipment

**Q.10 (a)** **Award 1–2 marks** for an answer that recalls some knowledge and demonstrates a basic understanding of setting up a room for a function. 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 setting up a room for a function. 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 setting up a room for a function. 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. [6]

Answer could include:

- Decorations
- Colour
- Layout of room
- Theme e.g. old school colours
- Paper plates, cups etc.
- Balloons
- Entertainment
- Photographs of when students were in school
- Copies of year book
- Place for cake
- Disco
- Lights

**(b)(i)** **Award 1–2 marks** for an answer that recalls some knowledge and demonstrates a basic understanding of how to protect customers in the event of a fire. 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 protect customers in the event of a fire. 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 protect customers in the event of a fire. 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. [6]

Answers could refer to preparation prior to the reunion or procedures hotel would follow in the event of a fire.

Prior to the reunion

- Staff training on fire drill
- Regular inspection of fire-fighting equipment
- Regular fire safety certificates

In the event of a fire

- Checking registers all staff & customers are safe
- Help customers out to safety
- Not returning into building
- Assist disabled
- Ring the fire bell
- Call Fire Brigade
- Accept a good description of the role of staff in the event of a fire.

- (ii) **Award 1–2 marks** for an answer that recalls some knowledge and demonstrates a basic understanding 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. [6]

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
- Room not cluttered – chairs spaced out if in rows
- Disabled customers accommodated close to fire exits, etc.
- Accept any suitable response linked to hazards



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