



GCSE MARKING SCHEME

HOSPITALITY AND CATERING

JANUARY 2013

INTRODUCTION

The marking schemes which follow were those used by WJEC for the January 2013 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	Page
2	1
4	9

UNIT 2

Q.1 Award 1 mark for each correct answer. [3]

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

Q.2 Award 1 mark for each correct answer. [3]

- (i) Top shelf – Cheesecake
- (ii) Bottom shelf – Raw chicken
- (iii) Door shelf – Milk

Q.3 (a) Award 1 mark for each correct answer. [4]

Roux, coating, grated, season

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

Answers may include

Lumpy, starch/gritty if not cooked through, greasy if cheese is added and then boiled, NOT burned. Sticking to pan, sauce splits, too thick, too thin, wrong consistency.

Q.4 Award 1 mark for each correct answer. [3]

- (a) (i) Raw meat
- (ii) Blue
- (iii) Salad, fruit, vegetables

(b) Award 1 mark for each correct answer from the following: [2]

- Wash hands thoroughly after touching raw foods/sneezing/coughing/going to the toilet/touching hair/returning from outside the kitchen
- Keep raw foods separate from cooked foods
- Use different knives for raw and cooked foods
- Wash knives between jobs
- Clean work surfaces and equipment thoroughly after each task
- High risk foods prepared in a separate area
- High risk foods stored in separate fridges
- Wipe fridge handles
- Don't taste foods then put spoon back in

Do not accept 'store correctly'

Q.5 (a) **Award 1 mark** for **each** correct answer from the following: **[3]**

- Fruit
- Any name vegetable e.g. carrot sticks, celery sticks/crudités
- Salad pots/pasta pots
- Fruit bags/fruit salad
- Low fat crisps/vegetable crisps/baked crisps
- Individual yoghurts
- Drinks – juice, low sugar squash, sugar free drinks, water, diet fizzy drinks, smoothies, milkshake
- Cereal bars
- Qualified sandwich/wraps
- Pots dried fruit/nuts
- Fruit salads

(b) **Award 0 – 2 marks** for a basic answer where candidates have shown little understanding of the benefits of vending machines as a form of food service. Answer may resemble a list. **[6]**

Award 3 – 4 marks for a good answer where candidates have shown some understanding of the benefits of vending machines as a form of food service.

Award 5 – 6 marks where candidates have shown an excellent understanding of the ways in which vending machines are used as a form of food service.

Responses could be to the customer or the caterer.

- Fewer staff required
- Good hygiene – food is packaged, reduced risk of bacterial contamination
- Machines are temperature controlled reducing risk of contamination
- Wide range of products available to sell/can make changes easily according to season or supplier availability
- Food is date stamped – ‘use by’
- Food is portion controlled – reducing food wastage/loss
- Machines can be linked to computer for re ordering food items
- Can be cashless using cards or tokens purchased in advance – safer
- More income for the sports centre
- Food available 24/7
- Customer can see choice available
- Quick to use
- Some give change
- Foods may be served warm if a microwave is available
- Machine does not take up much space/room

Q.6 (a) (i) **Award 1 mark** for a list of dishes. **[2]**

Award 2 marks if qualified somehow e.g. 'light' or 'cold', quicker than cooked breakfast.

Continental breakfast

A light breakfast consisting usually of coffee/tea/juice

Baked products such as croissants, rolls, Danish pastries, toast

Selection of cold meats/cheese/eggs

(ii) **Award 1 mark** for a list of dishes. **[2]**

Award 2 marks if qualified somehow e.g. 'hot' 'cooked' breakfast.

Traditional cooked breakfast

A breakfast comprising juice and cereal, a selection of hot, cooked food, toast and marmalade, tea/coffee

(b) **Award 0 – 2 marks** for a basic answer where candidates have shown little understanding of 'hot food counter' health and safety points. **[6]**

Award 3 – 4 marks for a good answer where candidates have shown some understanding of 'hot food counter' health and safety points.

Award 5 – 6 marks where candidates have shown an excellent understanding of 'hot food counter' health and safety points.

- The temperature of the food displayed must be monitored – core temp above 63°C
- Food counter to be kept clean – wipe up spills
- Sneeze guards to be present
- Hot lights to be in working order
- Food should be replenished frequently to avoid spoilage
- Display food not eaten should not be re-used
- Ensure the counter is hot before displaying food
- Staff to be trained in using the hot counter
- All staff should wear protective clothing/hair back/hats/no false nails and eyelashes/no jewellery
- Staff to follow all hygiene regulations – no coughing/sneezing/wash hands
- Risk of burning – the hotplate, dishes, heat lamps
- Napkins to be provided to hold hot plates
- Staff must not put freshly cooked food on top of 'older' food
- Use tongs and spoons provided
- Checks needed to ensure counter temperature
- Core temp of food needs to be monitored regularly
- Food to be discarded if left on the counter too long
- Safety notices on display for customers

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

Salt is needed to control

- The amount of water in the body
- Control blood pressure
- Maintain the pH of blood
- Helping with muscle contractions, prevents cramp

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

- Cheese and cheese products
- Cured meats – bacon, ham, salami
- Bread
- Tomato puree/canned tomatoes/sun dried/canned vegetables
- Named convenience foods /fast foods
- Named ready-made meals
- Smoked fish
- Crisps/peanuts/twiglets

(c) **Award 0 – 1 mark** for an answer where candidates show a basic understanding of the dangers of too much salt in the in the diet. [4]

Award 2 – 3 marks for an answer where candidates have shown some understanding of the dangers of too much salt in the in the diet.

Award 4 marks for an answer where candidates have shown excellent understanding of the dangers of too much salt in the in the diet.

- An excess of salt over a long period can lead to raised blood pressure which in turn can lead to heart disease (do not accept heart attack as an answer)
- Long term raised blood pressure may lead to having a stroke
- May cause fluid retention leading to kidney disease
- Salt is addictive
- Dehydration in small children

(d) **Award 0 – 2 marks** for a basic answer where candidates have shown little understanding of how to reduce salt content in school meals. May resemble a list. [6]

Award 3 – 4 marks for a good answer where candidates have shown some understanding of how to reduce salt content in school meals.

Award 5 – 6 marks where candidates have shown an excellent understanding how to reduce salt content in school meals.

Reduce by:

- Not adding salt at the table
- Not adding salt to the cooking water
- Using herbs to season instead of salt
- Cook dishes using fresh ingredients
- Reduce the sale of salty snack food like crisps/nuts – replace with fruit or vegetables
- Reduce the use of processed foods such as bacon, ham, cooked meats, smoked fish, canned meat and vegetables
- Use a salt substitute e.g. lo-salt
- Use fewer convenience food/ready-made meals

Q.8 (a) **Award 0 - 1 mark** for a simple answer. **[2]**

Award 2 marks for an answer that makes reference to conservation and 3 R s (decrease Co2)

Reference could be made to :

- Has an understanding of how to conserve energy and water when preparing food
- Knows how to reduce, re-use and recycle waste

(b) **Award 3x1 mark** for the example. **[6]**

Award 3x1 mark for showing understanding, giving an explanation.

- Reduce, re-use, recycle
- Using locally produced food and products
- Use biodegradable packaging
- Use a food waste bin
- Use posters/advertising 'I only use local produce'
- Have an efficient heating system/boiler
- Use energy efficient light bulbs
- Have toilets that use low flush/less water
- Turn lights off when not in use

Locally produced:

- Use farmers markets
- Buy from local farmers
- Local butchers who sell local produced beef/lamb/pork/chicken
- Buy fish from the harbour/local fisherman
- Fruit and vegetables grown locally
- Organic
- Food miles

Seasonal:

- Buying locally will ensure you are buying foods in season
- Give examples of seasonality – soft fruits/salad veg in the summer, root veg in the autumn/winter

Allow points from locally produced if related to seasonality.

Q.9 (a) **Award 1 mark for each** acceptable quality. **[4]**

- Able to cook to a high level/previous experience
- Fully trained in hygiene and safety
- Able to manage all areas of food production
- Leadership qualities e.g. Authoritative
- Motivational/motivated/prepared to work extra hours as required to provide an excellent service
- Good time keeping
- Understand finance – profit and loss, costings
- Good planning abilities
- Computer literate
- Good communication skills
- Punctual/reliable
- Works well under pressure

(b) **Award up to 2 x 4 marks for each named** piece of large scale equipment and the explanation of why it is useful. **[8]**

- Oven, cooker, range cooker
- Dishwasher/glass washer
- Refrigerator/chiller/cold room/chilled display unit
- Freezer/freezer room
- Grill/salamander
- Griddle
- Deep fat fryer
- Hot cupboard/display counter
- Electric Potato peeler/tumbler
- Large mixer e.g. Hobart , floor standing
- Brat pans
- Industrial microwave
- Pizza oven/tandori oven
- Conveyor/rotary toaster

Award 0 – 1 mark for a basic answer showing little understanding of the usefulness.

Award 2 – 3 marks for a detailed answer of the usefulness of the equipment. Reasons given must be **relevant** in it's usefulness to each piece of equipment chosen.

Award 4 marks for an excellent answer that correctly names and explains the use of the item of large scale equipment.

(c) **Award 0 – 2 marks** for an answer that shows a limited understanding of the role of the environmental health officer. **[10]**

Award 3 – 5 marks for an answer that shows a basic understanding of the role of the environmental health officer.

Award 6 – 7 marks for an answer that shows a clear understanding of the role of the environmental health officer.

Award 8 – 10 marks for an answer that shows an excellent understanding of the role of the environmental health officer. Good use of subject specific terminology.

- Check on safe layout of equipment
- Check floor, wall and work surfaces are non-permeable/easy clean
- Appropriate equipment for food storage/prep/cooking
- Fridges and freezers operate at correct temps/check log book
- Hot cupboards/surfaces operate at correct temps
- Pest control procedures/looking for infestation/ potential infestations
- Separate hand washing facilities
- Ambient food storage – shelving, air flow, temperature
- Cleaning schedules and procedures
- Check staff hygiene – whites, hair covered/tied back, no nail polish, jewellery, perfume, BO, flat closed-in shoes
- Able to give training to staff/advise on staff training
- Advise on legislation

UNIT 4

Q.1 Award 1 mark for each correct answer.

[3]

(i)	✓
(ii)	
(iii)	✓
(iv)	✓
(v)	

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

[3]

(i)	C
(ii)	A
(iii)	B

(b) Award 1 mark for each correct answer.

[3]

- (i) Menu card – a card showing choices of meals/food/dishes/available/price of meals/ foods etc.
- (ii) Place card – name card/where the customers will sit on the table
- (iii) Seating plan – who will sit on what table/shows where to sit in a large event/layout of tables in room/diagram or plan

Q.3 Award 1 mark for each correct answer.

[2]

Answers could include:

- Date
- Time
- Number of guests
- Budget/ cost / price
- Type of food service
- Type of food
- Name contact details
- Type of room required (with bar/dance floor. Restaurant)
- Special requirements (food allergies/disabilities/religion/age)
- Entertainment
- Wedding ceremony as well?

(accept any two on one line if correct)

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

[2]

- Answering phone
- Delivering room service
- Covering reception
- Dealing with complaints
- Preparing simple meals
- Checking corridors/security (e.g. watch the main areas)
- Checking in late comers
- Help with bags
- Open the door/hold door open/welcome guests
- Ordering taxis

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

[3]

- On the job training
- Job shadowing/observation
- Day release to college
- Inviting trainers in to establishment
- Send on intensive/residential course
- On-line course/computer training
- Information/booklet/manual
- Role play/team activities

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

[2]

- Pens/pencils
- Paper
- Flip chart
- Microphone
- Overhead projector/inbuilt projector
- Screen
- Extension leads
- Tool box with scissors etc.
- Laptop
- Note pads
- Interactive white board

(accept any two on one line if correct)

(b) **Award 0 – 1 mark** for one duty with a brief explanation.

[4]

Award 2 – 3 marks for an answer that recalls some knowledge and demonstrates some understanding of the role of the conference manager. The answer may be a simple list or restricted number of suggestions with some discussion. Expression is adequate to convey meaning but some errors apparent.

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

Answers could refer to:

- Ensure room is set out with required equipment to customer standard
- Brief staff on what is required of them
- Meet customer on day of event
- Brief customer on fire and safety regulations/checking fire exits clear etc.
- Informing customer of times of meals
- Checking any special dietary requirements are met
- Brief customer on housekeeping
- Be available throughout the day to answer questions/sort out any problems
- Speak to organiser mid-day to check all is as required
- Checking refreshments are replenished
- Ensures everything runs smoothly
- Ensures customer needs are satisfied (happy)

Overseeing and making sure there are no problems can be classed as two points.

Award 0 – 2 marks for an answer that recalls some knowledge and demonstrates a basic understanding of how to avoid wasting energy 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 how to avoid wasting energy 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 knowledge and demonstrates a comprehensive understanding of how to avoid wasting energy 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.

Responses must refer to energy and water to access full marks.

Answers could include:

(i) Energy

- Lights that only work when the key card is inserted into slot/timer switches
- Set heating for a few hours per day
- Only have air conditioning on when the guests are in the room
- Advise guests to unplug items and not leave on stand-by
- Use energy saving bulbs
- Small travel type kettles in the rooms
- Thermostatically setting heating and water temperature
- Buy energy efficient appliances, e.g. dishwasher, washing- machines
- Solar panels
- Do not leave things still on charge when fully charged
- Fill oven as far as possible
- Put dishwasher and washing on when full/during night when it is less expensive
- Insulation – being installed e.g. double glazing, heavy curtains, lagging on pipes or in the attic

(ii) Water

- Fit showers rather than baths
- Fitting taps that send out short bursts of water
- Using washing-up water on the garden
- Have a water butt
- Use hippo bricks
- Smaller kettles in the room
- Only serve water with meals when requested
- Install Dual flush toilets
- Encourage residents to use towels more than once
- Put up signage to inform residents how to avoid waste

Q.7 (a) **Award 0 – 1 mark** for one suggestion with brief explanation. **[4]**

Award 2 – 3 marks for an answer that recalls some knowledge and demonstrates some understanding of how the hotel can check rooms are ready. 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 4 marks for an answer that recalls knowledge and demonstrates a comprehensive understanding of how the hotel can check rooms are ready. 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.

Answers could include:

- Training give to chamber maids staff
- Head housekeeper checks rooms are to standard
- Head housekeeper checks any previous complaints have been resolved
- Team meetings
- Check-list of jobs/presentation/layout used on cards/posters/photographs
- Working in teams/shadowing by a new member of staff to train to the correct level
- Review Customer feedback
- Clear information from front of house/reception or maintenance housekeeping

Award maximum 2 marks for a list with no explanation.

(b) **Award 0 – 1 mark** for one reason with brief explanation. **[4]**

Award 2 – 3 marks for an answer that recalls some knowledge and demonstrates understanding of providing a reliable service. 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 4 marks for an answer that recalls detailed knowledge and demonstrates a comprehensive understanding of providing a reliable service. 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.

Answers could include:

- The hospitality industry rely on income from customers
- Customers will be satisfied if their needs are met
- Customers who are satisfied will come back
- They will recommend the establishment which could encourage others to go and spend money – free advertising
- Establishment will get a good reputation – more money
- Making customers feel welcome will aid satisfaction levels
- Happy customers, additional profit
- May allow for expansion/less risk of closure
- Good reviews on internet websites
- Star ratings could improve

Q.8 (a) **Award 1 mark for each** correct answer. **[2]**

Answers could include:

- Verbal Talking: face to face/walkie-talkies/ telephone/headsets/ear piece
- Non Verbal : written/note pads
- ICT/ emails
- EPOS
- Buzzers worn by wait staff, kitchen staff can inform them when food is ready
- Bell being rung when food is ready

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

Answers could include:

- Ensures correct orders are conveyed (chef knows exactly what he has to cook)
- Know what the specials are each day
- Allergies – risks that may need to be pointed out to customer
- Wait staff know what foods contain
- Any dishes that have run out/are off the menu
- Staff know when food is ready/served fresh to customers
- Complaints can be dealt with effectively
- So chef knows how many guests are in, expected still to come etc.
- Can pass on feedback/compliments to the chef

(c) **Award 0 – 1 mark** for an answer that recalls some knowledge and demonstrates a basic understanding why teamwork is important. The answer may be a simple list or restricted number of suggestions. Communication will tend to be impeded by poor expression. **[5]**

Award 2 – 3 marks for an answer that recalls knowledge and demonstrates understanding of why teamwork is important. 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 4 – 5 marks for an answer that recalls detailed knowledge and demonstrates a comprehensive understanding of why teamwork is important. The answer will include a wide range of points with evidence of discussion. The response is well-structured and clearly expressed with few errors.

Answers could include:

- Keep everyone informed/everyone knows what's required of them
- Good communication
- Allocation of jobs evenly/may make some tasks easier
- Help people learn from each other
- Help each other out if a problem occurs/may solve problems more effectively
- Uses peoples skills to the best areas
- Smooth running
- May need less staff as jobs get done quicker/more efficiently
- Good working atmosphere
- Happy staff/happy customers
- Reduces pressure/stress
- Can improve morale/motivation/encourages higher standard of work

Q.9 (a) (i) Staff [4]

Award 0 – 1 mark for one point briefly discussed.

Award 2 – 3 marks for an answer that recalls some knowledge and demonstrates understanding of how the staff can present a positive image. The answer will include a number of points with evidence of some discussion or be a list. Expression is adequate to convey meaning but some errors may be apparent.

Award 4 marks for an answer that recalls detailed knowledge and demonstrates a comprehensive understanding of how staff can present a positive image. The answer will include a wide range of points with evidence of discussion. The response is well-structured and clearly expressed with few errors.

Answers could include reference to staff being:

- Polite and attentive/smiling
- Smart and well groomed/wear a uniform
- Clean and well presented/good personal hygiene
- Warm and welcoming on customers arrival
- Helpful at all times/respectful
- Understanding of customers needs
- Professional attitude/appearance
- Able to treat customers suitably when they leave
- Able to deal with complaints and problems efficiently and/or effectively
- Able to make customers feel valued
- Positive body language
- Demonstrating sound communication skills

(ii) Establishment [4]

Award 0 – 1 mark for one point briefly explained.

Award 2 – 3 marks for an answer that recalls knowledge and demonstrates understanding of how the establishment can present a positive image. The answer will include points with some evidence of discussion or be a list. Expression is adequate to convey meaning but some errors may be apparent.

Award 4 marks for an answer that recalls detailed knowledge and demonstrates a comprehensive understanding of how the establishment can present a positive image. The answer will include a range of points with evidence of discussion. The response is well-structured and clearly expressed with few errors.

Answers could include:

- Decor – bright and colourful or warm
- Atmosphere – lively or quiet/welcoming reception environment
- Hygiene – clean and well presented
- Safety – fire exits need to be clearly marked
- Security – customers belongings need to be safe and secure
- Quality of – food/drink/furnishings
- Value for money
- Efficient service when bills are presented and payments taken
- Displaying reviews feedback on web site in photo frames etc.
- Display any awards/recommendations

Accept reference to exterior (kerb appearance) and interior (all sections) of building/establishment.

(b) **Award 0 – 2 marks** for an answer that recalls some knowledge and demonstrates a basic understanding of how to achieve a higher diamond rating. The answer may be a simple list or restricted number of suggestions. Communication will tend to be impeded by poor expression. **[6]**

Award 3 – 4 marks for an answer that recalls knowledge and demonstrates understanding of how to achieve a higher diamond rating. 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 achieve a higher diamond rating. 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.

Answers may include discussion of what is in a 3 diamond guest house and what improvements need to be made to upgrade to a 5 diamond.

Three diamonds

A three-diamond rating shows that the property can meet extensive requirements of a frequent traveller. Hotel visitors will notice a good style, plus upgrades in appearance, amenities and customer service.

Five diamonds

A five-diamond rating is the highest that AAA bestows on a property. Travellers will experience the ultimate comfort and sophistication with the highest level of customer service.

In order to improve, they need to upgrade to ensure they have:

- High quality appearance from the roadside if applicable
- Architectural features
- Extensive landscaping
- Valet parking
- Antiques and paintings within the buildings
- Live floral arrangements
- Highest quality flooring (polished marble, stone, distinctive tiling)
- High quality decor
- Gift shop
- Some leisure/spa facilities
- Multiple public areas, restaurant, bar and a lounge
- Elegant guest rooms with high quality furniture, outstanding linen, multiple pillow choices, wardrobe with hangers
- TV with films included, DVD player, CD player, free Internet access
- High quality service from staff : speed and efficiency
- Good quality tea and coffee facilities
- Offer full meal service not just B+B
- Room service
- Offer high quality complimentary toiletries

Q.10 (a) Award 1 mark for each correct answer.

[2]

- Vegetarian
- Vegan
- Low fat
- Low salt
- Religion (Muslim/Hindu/Jew etc.)
- Nut allergy
- Gluten intolerance
- Lactose intolerance
- Coeliac
- Diabetes
- Shell fish
- Food allergy

(b) (i) The Event

[4]

Award 0 – 2 marks for an answer that recalls knowledge and demonstrates understanding of planning for an event. The answer may be a simple list or one or two areas briefly discussed. Communication will tend to be impeded by poor expression.

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

Answers could include:

- Theme
- Types of service e.g. plated or self service
- Venue
- Number of people
- Type of guest
- Date and time
- Seating arrangements
- Staff/job roles
- Resources (chairs/tables/decoration/table clothes/cutlery/crockery/serving equipment)
- Entertainment
- HACCP/fire safety/risk assessment
- Team work
- Decoration required
- Special needs e.g. wheelchair access
- Budget

(ii) The Menu

[4]

Award 0 – 2 marks for an answer that recalls knowledge and demonstrates understanding of planning a 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 3 – 4 marks for an answer that recalls detailed knowledge and demonstrates a detailed understanding of planning a 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.

Answers could include:

- Selection of dishes/variety/balanced
- Time of year
- Skills of chef
- Cost
- Dietary needs
- Age of guests
- Nutritional content
- Foods in season
- Theme of the event
- Colour, taste and texture
- Equipment available for food preparation, cooking and service

(c) **Award 0 – 3 marks** for an answer that recalls some knowledge and demonstrates a basic understanding of how to ensure food is safe to eat. The answer may be a simple list or restricted number of suggestions. Communication will tend to be impeded by poor expression. **[10]**

Award 4 – 6 marks for an answer that recalls knowledge and demonstrates understanding of how to ensure food is safe to eat. 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 – 10 marks for an answer that recalls detailed knowledge and demonstrates a comprehensive understanding of how to ensure food is safe to eat. 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. Reference must be made to the three areas.

Answers may include reference to :

Preparation

- Date of ingredients
- Danger zone 5 - 63 degrees
- Safe storage of ingredients
- Hygiene of staff (only accept as one point even though numerous may be stated)
- Avoid cross contamination
- Prepare food quickly
- Clean undamaged equipment
- Types of food poisoning may be mentioned
- Freshness of ingredients
- Correct chopping boards

Cooking

- Cooked to correct temperature/temperature probe, cooked to 75°C
- Safe use of equipment, not damaged/pan handles not turned out
- Visual checks throughout
- Avoid cross contamination
- Check temperatures before putting dishes on to cook
- Protective clothing

Serving

- Clean equipment
- Different utensils for each product
- Stored or hot held at correct temperature
- Cleanliness of staff
- Replenishing criteria
- Food should not be out for more than 90 minutes

Accept reference to the room as long as it links to Safety of staff when serving e.g. adequate room for staff to serve, no carpets sticking up, falling hazards etc.



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