



# WJEC Level 1/2 Vocational Award in Hospitality and Catering (Technical Award)

## SAMPLE ASSESSMENT MATERIALS

### UNIT 2

For teaching from 2022

For award from 2024

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## Unit 2: Hospitality and Catering in Action

### Assignment

### SAMPLE ASSESSMENT MATERIALS

12 HOURS

#### INSTRUCTIONS FOR CANDIDATES

Read the brief carefully prior to starting the assignment.

You will gain marks for key tasks that are completed in the Assessment window. The total time allocated for assessed tasks will be 12 hours. You cannot exceed this time. Recommended timings are given for each task.

Your work should include knowledge and understanding gained from classroom teaching.

Read the information and assignment tasks carefully to make sure you understand what is needed.

It is important that when a task states 'collaboration is not allowed' you must work independently from other candidates and make sure the evidence you produce is your own unaided work.

Check your work carefully to make sure that it is accurate and correct meets the assessment requirements.

#### INFORMATION FOR CANDIDATES

You and your teacher will be required to sign a declaration that all work presented is the work of you alone.

You must not discuss or share any details of the brief or tasks.

# WJEC/Eduqas Level 1/2 Vocational Award in Hospitality and Catering (Technical Award)

## Unit 2 – Hospitality and Catering in Action

### Controlled Assessment

#### Assignment Brief

*The Thirsty Camel (TTC)* is a hospitality and catering establishment based in a busy city centre. It attracts a large variety of people during evenings and weekends but is struggling to attract customers during weekdays.

TTC want to increase sales during weekdays and decide to revamp the lunch menu to attract families with pre-school aged children. The dishes must be suitable to meet the nutritional needs of **pregnant women** and **young children**. TTC has a small team of chefs who cook from a wide-ranging menu of dishes that represent the multicultural city centre. Ingredients are sourced locally where possible. TTC has excellent sustainable practices such as reducing waste, recycling, and reusing. The kitchen itself is limited in size but has a variety of specialist, hand-held and electrical equipment available.

As a commis chef for TTC you have been asked to plan, prepare, cook, present and review **two** dishes. The dishes can be starters, main courses, or desserts.

You will need to:

- analyse the assignment brief and recommend **two** dishes\*, one for each of the customers mentioned in the brief.
- produce a production plan to show how the practical preparation, cooking and presentation will be completed within the allocated time.
- complete the preparation and cooking of the two dishes.
- evaluate and review the dishes.
- review your own performance.

\* the dish can be a starter, a main course or a dessert and should include the appropriate accompaniment.

## Assignment Tasks

## Task 1

Unit content	Tasks	Evidence Required	Recommended Time	Controls	AOs	Marks	
2.1	1.	The importance of nutrition.					<b>12</b>
2.1.1	(a)	Analyse the assignment brief and recommend <b>one</b> dish for <b>each</b> customer. Assess how the dish meets the nutritional needs of the customer.  You must show an understanding of the importance of the following: <ul style="list-style-type: none"> <li>• macro nutrients</li> <li>• micronutrients.</li> </ul>	Typed/written response in the candidate pack.	2 hours	Supervision: Indirect Guidance: Direct Resources: Not permitted Collaboration: Not permitted	AO3	[8]
2.1.2	(b)	Explain the impact of cooking methods on the nutritional value of the chosen dishes.			AO2	[4]	

## Task 2

Unit content	Tasks	Evidence Required	Recommended Time	Controls	AOs	Marks	
2.2	Menu planning.						
	2.					<b>18</b>	
2.2.1	(a)	<p>Discuss the factors which affected <b>your choice</b> of dishes.</p> <p>You should demonstrate your knowledge of the factors that affected <b>your</b> choice of dishes.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• cost</li> <li>• portion control</li> <li>• balanced diets</li> <li>• time of day</li> <li>• clients/customers</li> <li>• equipment available</li> <li>• techniques of the chef</li> <li>• time available</li> <li>• environmental issues</li> <li>• time of year</li> <li>• organoleptic.</li> </ul>	Typed/written report	1 hour	<p><b>Supervision:</b> Indirect</p> <p><b>Guidance:</b> Direct</p> <p><b>Resources:</b> Permitted</p> <p><b>Collaboration:</b> Not permitted</p>	AO3	[8]
2.2.2	(b)	<p>Plan to produce your <b>two</b> dishes.</p> <p>You should show evidence of:</p> <ul style="list-style-type: none"> <li>• commodity list with quantities</li> <li>• equipment list</li> <li>• health, safety, and hygiene</li> <li>• contingencies</li> <li>• quality points</li> <li>• sequencing/dovetailing</li> <li>• timings</li> <li>• mise en place</li> <li>• cooking</li> <li>• cooling</li> <li>• hot holding</li> <li>• serving</li> <li>• storage.</li> </ul>	Production plan	2 hours	<p><b>Supervision:</b> Indirect</p> <p><b>Guidance:</b> Direct</p> <p><b>Resources:</b> Permitted</p> <p><b>Collaboration:</b> Not permitted</p>	AO2	[10]

## Task 3

Unit content	Tasks	Evidence Required	Recommended Time	Controls	AOs	Marks	
2.3	The techniques of preparation, cooking, and presentation of dishes.					<b>66</b>	
	3.						
2.3.3	(a)	Demonstrate how to work safely, follow correct food safety and hygiene practices and procedures in relation to the preparation and cooking of food and use of equipment and facilities.	Teacher observation Record	3 ½ hours	Supervision: Direct Guidance: Indirect Resources: Permitted Collaboration: Not permitted	AO2	[8]
2.3.1	(b)	Prepare the dishes, demonstrating a variety of basic, medium, and complex preparation and knife techniques.				AO2	[24]
	(c)	Cook the dishes, demonstrating a variety of basic, medium, and complex cooking techniques.				AO2	[26]
2.3.2	(d)	Present the dishes in a way that is appropriate for the brief.  Candidates should demonstrate techniques including: <ul style="list-style-type: none"> <li>• creativity</li> <li>• garnish and decoration</li> <li>• portion control</li> <li>• accompaniments.</li> </ul>				AO2	[8]

## Task 4

Unit content	Tasks	Evidence Required	Recommended Time	Controls	AOs	Marks	
2.4	Evaluating cooking techniques						
	4.					<b>24</b>	
2.4.1	(a)	<p>Assess the production of the presented dishes.</p> <p>You should provide a review of your planning, preparation and cooking, highlighting areas of success and of potential further development.</p> <p>Answers should refer to:</p> <ul style="list-style-type: none"> <li>dish production and selection</li> <li>organoleptic including qualities.</li> <li>improvements</li> <li>presentation</li> <li>health, safety, and hygiene</li> <li>food waste.</li> </ul>	Typed/written report/voice recording	1 3/4 hours	<b>Supervision:</b> Indirect <b>Guidance:</b> Direct <b>Resources:</b> Permitted <b>Collaboration:</b> Not permitted	AO3	[12]
2.4.2	(b)	<p>Review your own performance.</p> <p>You should provide a review of your own performance. You should identify strengths and weaknesses and answers should refer to:</p> <ul style="list-style-type: none"> <li>decision making</li> <li>organisation</li> <li>planning – including the advantages and disadvantages of your chosen dishes and how they meet the specific needs of the customers identified in the brief.</li> <li>time management.</li> </ul>	Typed/written report	1 3/4 hours	<b>Supervision:</b> Indirect <b>Guidance:</b> Direct <b>Resources:</b> Permitted <b>Collaboration:</b> Not permitted	AO3	[12]
					<b>Total marks:</b>	<b>[120]</b>	



## Guide to Controls

There are several different aspects that are controlled within the internal assessment of our Vocational Awards. These are:

- supervision
- guidance
- resources
- collaboration

## Supervision

Two levels of supervision feature throughout the Unit 2 Hospitality and Catering Controlled Assessment:

<b>Direct</b>	<p>The use of resources is tightly prescribed. The centre must ensure that:</p> <ul style="list-style-type: none"><li>• all candidates are within direct sight of the supervisor throughout the session(s)</li><li>• display materials which might provide assistance are removed or covered.</li><li>• there is no access to e-mail, the internet or mobile phones.</li><li>• candidates complete their work independently.</li><li>• interaction with other candidates does not occur.</li><li>• no assistance of any description is provided.</li><li>• candidates' work must always remain within the centre and must be stored securely between timetabled sessions.</li></ul> <p>Where direct supervision is specified, the centre must ensure that the JCQ No Mobile Phone poster and JCQ Warning to Candidates is displayed.</p>
<b>Indirect</b>	<p>Candidates do not need to be directly always supervised. The centre must ensure that:</p> <ul style="list-style-type: none"><li>• all candidates participate in the assessment.</li><li>• there is sufficient supervision to ensure that work can be authenticated.</li><li>• the work an individual candidate submits for assessment is his/her own.</li></ul> <p>Candidates' work must always remain within the centre and must be stored securely between timetabled sessions.</p>

## Guidance

Two levels of guidance feature throughout the Unit 2 Hospitality and Catering Controlled Assessment:

Category of Advice/Feedback: <i>Teachers can:</i>	Direct	Indirect
Review candidates' work and provide oral and written advice at a <b>general</b> level.	x	✓
Evaluate progress to date and propose broad approaches for improvement.	x	x
Provide detailed specific advice on how to improve drafts to meet assessment criteria.	x	x
Give detailed feedback on errors and omissions which leave candidates with no opportunity to show initiative themselves.	x	x
Intervene personally to improve the presentation or content of work.	x	x

Before giving additional assistance beyond that described above, teachers must ensure that there is provision to record this assistance. Details must be documented on the record form issued by WJEC. The intervention must be taken into account when marking the work. Annotation should be used to explain how marks were applied in the context of the additional assistance given. Failure to follow this procedure constitutes malpractice.

## Resources

In Unit 2, candidates will be undertaking tasks that are typical of the workplace and are therefore allowed resources that would be typically used in that environment.

One level of control for resources features throughout the Unit 2 Hospitality and Catering Controlled Assessment:

<b>Permitted</b>	<p>Candidates have access to resources and/or preparatory notes as directed by the brief or unit guidance.</p> <p>Candidates' work must always remain within the centre and must be stored securely between timetabled sessions.</p> <p>Centres should refer to specifications or subject-specific guidance.</p>
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Centres should refer to the WJEC guidance Malpractice-a guide for centres and the JCQ suspected malpractice in examinations and assessments policies and procedures if they are unsure how to proceed.

### Collaboration

One level of control for collaboration features throughout the Unit 2 Hospitality and Catering Controlled Assessment:

**Not permitted**

Candidates should not collaborate in any way during the task.

### Redrafting

Re-drafting is allowed within the time of the controlled assessment and without teacher feedback.

### Time

The total time allocated for assessed tasks is 12 hours. Candidates cannot exceed this time. In terms of time controls Unit 2 tasks will feature recommended timings for guidance only. Nonetheless, centres should discourage candidates from exceeding them or devoting insufficient time to this work.

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## Mark scheme

### Guidance

#### Assessment grids for controlled assessment - Unit 2

#### Generic marking principles

- Marks awarded are always whole marks (not half marks, or other fractions).
- Answers should only be judged on the quality of spelling, punctuation, and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.
- Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
- Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

#### Banded mark schemes

Banded mark schemes are divided so that each band within a section has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks.

Before marking, assessors should first read and annotate a candidate's work to pick out the evidence that is being assessed. Once the annotation is complete, the mark scheme can be applied. This is done as a two-stage process.

#### Stage 1 – Deciding on the band

Beginning at the lowest band, assessors should look at the appropriate section of the candidate's work and check whether it matches the descriptor for that section's mark band. If the descriptor at the lowest band is satisfied, assessors should move up to the next band and repeat this process for each band until the descriptor matches the work.

If a candidate's work covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's work should be used to decide on the mark within the band. For instance, if work is mainly in band 2 but with a limited amount of band 3 content, the work would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Assessors should not seek to mark candidates down as a result of small omissions in minor areas of their work.

#### Stage 2 – Deciding on the mark

Once the band has been decided, assessors can then assign a mark. WJEC will provide exemplar work already awarded a mark, and this should be used as reference material when assessing the work.

When marking, assessors can use these examples to decide whether a candidate's work is of a superior, inferior or comparable standard to the example. Assessors are reminded of the need to revisit the work as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the work submitted.

Where work is not creditworthy, that is, contains nothing of any significance to the project, or has been omitted, no marks should be awarded.

### Internal standardisation

It is essential that where there is more than one teacher in a centre, work from all teaching groups is standardised internally. This is to ensure that the final assessment reflects a single agreed standard for all teaching groups involved. All centres will receive detailed feedback from moderation via the secure web site on results day.

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### Differentiation within our mark schemes

The following grid demonstrates our starting point to formulating our mark schemes. These are used in order to ensure differentiation between our bands. Mark schemes will use this table as the basis for the assessment of each question but will reflect the specific demands of the question.

Band Descriptor	AO1	AO2	AO3
<b>Excellent</b>	<ul style="list-style-type: none"> <li>Aware of a wide range of detailed and accurate knowledge.</li> <li>Demonstrates fully developed understanding that shows relevance to the demands of the question.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and understanding is consistently applied to the context of the question/task.</li> <li>Practical skills are consistently and effectively applied and are of a high standard.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis and evaluation skills are used in a highly effective way.</li> <li>Evidence is selected to construct an effective and balanced argument.</li> <li>Detailed and substantiated evaluation that offers secure judgements leading to rational conclusions.</li> </ul>
<b>Very Good</b>	<ul style="list-style-type: none"> <li>Effective and precise use of terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Is able to form a fully developed and thorough interpretation that is fully accurate.</li> </ul>	
<b>Good</b>	<ul style="list-style-type: none"> <li>Has a range of detailed and accurate knowledge.</li> <li>Demonstrates well developed understanding that is relevant to the demands of the question.</li> <li>Precise use of terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and understanding is applied to the context of the question/task.</li> <li>Practical skills are effectively applied and are of a high to medium standard.</li> <li>Is able to form a developed interpretation that is mostly accurate.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis and evaluation skills are used in an effective way.</li> <li>Evidence is selected to construct a developed argument, that may not be presented in equal measure.</li> <li>Detailed evaluation that offers generally secure judgements, with some link between rational conclusions and evidence.</li> </ul>

<p><b>Satisfactory</b></p>	<ul style="list-style-type: none"> <li>• Includes accurate knowledge.</li> <li>• Demonstrates sound understanding that is relevant to the demands of the question/task</li> <li>• Generally precise use of terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding is mainly applied to the context of the question/task.</li> <li>• Practical skills are appropriately applied and are of a medium standard.</li> <li>• Is able to form a sound interpretation that is generally accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis and evaluation skills are used in an appropriate and sound way.</li> <li>• Evidence is selected to construct a sound argument</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Evidence is selected to construct a detailed one-sided argument.</li> <li>• Evaluation that offers some judgements, with some link between conclusions and evidence.</li> </ul>
<p><b>Basic</b></p>	<ul style="list-style-type: none"> <li>• Shows some accurate knowledge.</li> <li>• Demonstrates partial understanding that is relevant to the demands of the question.</li> <li>• Some use of appropriate terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding is partially applied to the context of the question/task.</li> <li>• Practical skills are of a medium to low-level standard.</li> <li>• Is able to form some interpretation that shows some accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis and evaluation skills are used in a suitable way with a sound level of competence but may lack precision.</li> <li>• Evidence is selected to construct a one-sided argument</li> <li>• Evaluation that offers generalised judgements and conclusions, with minimal use of evidence.</li> </ul>
<p><b>Limited</b></p>	<ul style="list-style-type: none"> <li>• Limited knowledge with some relevance to the topic or question.</li> <li>• Little or no development seen.</li> <li>• Very little or no use of terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding is applied in a minimal manner to the context of the question/task.</li> <li>• Practical skills are of a low-level standard.</li> <li>• Can only form a simple interpretation, if at all, with very limited accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis and evaluation skills are used with limited competence.</li> <li>• Unsupported evaluation that offers simple or no judgements/conclusions.</li> </ul>

When you look at each of our mark schemes, each band has a sequence of performance descriptors. The descriptors work like a ladder: from a bottom rung, to a top. The lower level band 'Limited' is the simplest descriptor in terms of candidates' performance. The descriptors progress through the grid to the more challenging aspect of that assessment objective. It's important to note that not all questions will use every bullet point listed in the table above, however candidates should demonstrate **all of the requirements** that are included in the published mark schemes in order to achieve full marks at a particular level. If a candidate gets full marks at a particular level, markers should see whether they're also demonstrating any of the requirements from the next level up. Often candidates will achieve some of the descriptors at one level, but not all of them. In this case, apply a best fit principle.

Further information on how the mark schemes for our Vocational Awards have been constructed, including information on the use of the mark bands for Excellent, Very Good and Good can be found in the Vocational Awards Administration Guide.

## Unit 2 Hospitality and Catering in Action

### Assignment mark scheme

#### Task 1

**Task 1 (a)** *Analyse the assignment brief and recommend one dish for each customer. Assess how the dish meets the nutritional needs of the customer.* **[8 marks]**

*You must show an understanding of the importance of the following:*

- *macro nutrients*
- *micro nutrients.*

**Note:** a response which considers only one dish and/or only one type of customer cannot be awarded higher than Band 2.

<b>Band</b>	<b>AO3: Analyse and evaluate information, making reasoned judgements and presenting conclusions.</b>
<b>4</b>	<b>7-8 marks</b> An excellent response which demonstrates: <ul style="list-style-type: none"> <li>• a highly effective analysis of the brief resulting in a fully-considered recommendation of dishes</li> <li>• a detailed and effective assessment of how each dish meets the nutritional needs of the two types of customer</li> <li>• full consideration to the requirements of the task.</li> </ul>
<b>3</b>	<b>5-6 marks</b> A good response which demonstrates: <ul style="list-style-type: none"> <li>• an effective analysis of the brief resulting in a considered recommendation of dishes</li> <li>• a detailed assessment of how each dish meets the nutritional needs of the two types of customer</li> <li>• consideration to the requirements of the task.</li> </ul>
<b>2</b>	<b>3-4 marks</b> A basic response which demonstrates: <ul style="list-style-type: none"> <li>• some analysis of the brief resulting in a partially considered recommendation of dishes</li> <li>• some assessment of how each dish meets the nutritional needs of the two types of customer</li> <li>• some consideration, to the requirements of the task.</li> </ul>
<b>1</b>	<b>1-2 marks</b> A limited response which demonstrates: <ul style="list-style-type: none"> <li>• a limited analysis of the brief resulting in minimally considered recommendation of dishes</li> <li>• a minimal assessment of how each dish meets the nutritional needs of the two types of customer</li> <li>• minimal consideration to the requirements of the task.</li> </ul>
	<b>0 marks</b> Not credit worthy or not attempted.



Task 1. (b)	<i>Explain the impact of cooking methods on the nutritional value of the chosen dishes. [4 marks]</i>
	<p>Award <b>four</b> marks for a fully developed explanation of the impact of cooking methods on the nutritional value of the chosen dishes.</p> <p>Award <b>three</b> marks for a developed explanation of the impact of cooking methods on the nutritional value of the chosen dishes.</p> <p>Award <b>two</b> marks for a basic explanation of the impact of cooking methods on the nutritional value of the chosen dishes.</p> <p>Award <b>one</b> mark for a limited explanation of the impact of cooking methods on the nutritional value of the chosen dishes.</p>

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## Task 2

<b>Task 2 (a)</b>	<p><i>Discuss the factors which affected your choice of dishes. [8 Marks]</i></p> <p><i>You should demonstrate your knowledge of the factors that affected your choice of dishes. Answers may include:</i></p> <ul style="list-style-type: none"> <li>• <i>cost</i></li> <li>• <i>portion control</i></li> <li>• <i>balanced diets</i></li> <li>• <i>time of day</i></li> <li>• <i>clients/customers</i></li> <li>• <i>equipment available</i></li> <li>• <i>techniques of the chef</i></li> <li>• <i>time available</i></li> <li>• <i>environmental issues</i></li> <li>• <i>time of year</i></li> <li>• <i>organoleptic.</i></li> </ul>
<b>Band</b>	<b>AO3: Analyse and evaluate information, making reasoned judgements and presenting conclusions.</b>
<b>4</b>	<p style="text-align: center;"><b>7-8 marks</b></p> <p>The candidate has demonstrated excellent analysis and evaluation of the factors that affected their choice of dishes by:</p> <ul style="list-style-type: none"> <li>• discussing a wide range of factors</li> <li>• fully considering how each relevant factor affected their choice of dishes</li> <li>• clearly demonstrating the decision making process for the choice of each dish.</li> </ul>
<b>3</b>	<p style="text-align: center;"><b>5-6 marks</b></p> <p>The candidate has demonstrated good analysis and evaluation of the factors that affected their choice of dishes by:</p> <ul style="list-style-type: none"> <li>• discussing a range of factors</li> <li>• considering how each relevant factor affected their choice of dishes</li> <li>• demonstrating the decision making process for the choice of each dish.</li> </ul>
<b>2</b>	<p style="text-align: center;"><b>3-4 marks</b></p> <p>The candidate has demonstrated basic analysis and evaluation of the factors that affected their choice of dishes by:</p> <ul style="list-style-type: none"> <li>• discussing some factors</li> <li>• partially considering how each factor affected their choice of dishes</li> <li>• partially demonstrating the decision making process for the choice of each dish.</li> </ul>
<b>1</b>	<p style="text-align: center;"><b>1-2 marks</b></p> <p>The candidate has demonstrated limited analysis and evaluation of the factors that affected their choice of dishes by:</p> <ul style="list-style-type: none"> <li>• discussing few factors</li> <li>• minimally considering how factors affected their choice of dishes</li> <li>• minimally demonstrating the decision making process for the choice of each dish.</li> </ul>
	<p style="text-align: center;"><b>0 marks</b></p> <p style="text-align: center;">Not creditworthy or not attempted.</p>

Task 2 (b)

Plan for the production of your two dishes.

[10 Marks]

You should show evidence of:

- a commodity list with quantities
- equipment list
- health, safety and hygiene
- contingencies
- quality points
- sequencing/dovetailing
- timings
- mise en place
- cooking,
- cooling
- hot holding
- serving
- storage.

**Note:** a response which plans for **only one** dish cannot be awarded higher than Band 2.

Band	AO2: Apply techniques (including practical techniques), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.
4	<p style="text-align: center;"><b>9-10 Marks</b></p> <p>An excellent response which demonstrates:</p> <ul style="list-style-type: none"> <li>• highly effective application of knowledge and understanding of production planning, resulting in a fully developed plan which:                             <ul style="list-style-type: none"> <li>• is sequenced with accurate timings, and detailed instruction for mise en place, cooking, cooling, hot holding, serving and storage</li> <li>• is clearly presented in an easy to follow format</li> <li>• incorporates highly effective contingencies for all situations</li> <li>• provides a detailed and effective commodity list with quantities.</li> </ul> </li> <li>• detailed and effective consideration with regards to health, safety and hygiene, and quality points.</li> </ul>
3	<p style="text-align: center;"><b>6-8 marks</b></p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> <li>• effective application of knowledge and understanding of production planning, resulting in a developed plan which:                             <ul style="list-style-type: none"> <li>• is sequenced with mainly accurate timings and instruction for mise en place, cooking, cooling, hot holding, serving and storage</li> <li>• is presented in an easy to follow format</li> <li>• incorporates effective contingencies for most situations</li> <li>• provides a detailed commodity list with quantities with some minor omissions</li> </ul> </li> <li>• detailed consideration with regards to health, safety and hygiene, and quality points.</li> </ul>

2	<p style="text-align: center;"><b>3-5 marks</b></p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"><li>• some application of knowledge and understanding of production planning, resulting in a plan which:<ul style="list-style-type: none"><li>• is sequenced with partially accurate timings and instruction for mise en place, cooking, cooling, hot holding, serving and storage</li><li>• is presented in a partially easy to follow format</li><li>• incorporates contingencies for some situations</li><li>• provides a commodity list with quantities with some omissions.</li></ul></li><li>• some consideration with regards to health, safety and hygiene, and quality points.</li></ul>
1	<p style="text-align: center;"><b>1-2 marks</b></p> <p>A limited response which demonstrates:</p> <ul style="list-style-type: none"><li>• minimal application of knowledge and understanding of production planning, resulting in a minimal plan which:<ul style="list-style-type: none"><li>• makes little or no attempt to sequence and has inaccurate timings and instruction for mise en place, cooking, cooling, hot holding, serving and storage</li><li>• is presented in an unclear format which is hard to follow</li><li>• incorporates minimal contingencies</li><li>• provides a limited commodity list</li></ul></li><li>• minimal consideration with regards to health, safety and hygiene, and quality points.</li></ul>
	<p style="text-align: center;"><b>0 marks</b></p> <p style="text-align: center;">Not credit worthy or not attempted.</p>

<b>Task 3 (a) Demonstrate how to work safely, follow correct food safety and hygiene practices and procedures in relation to the preparation and cooking of food and use of equipment and facilities. [8 marks]</b>	
<b>Band</b>	<b>AO2: Apply techniques (including practical techniques), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.</b>
<b>4</b>	<p style="text-align: center;"><b>7-8 marks</b></p> <p>The candidate demonstrates:</p> <ul style="list-style-type: none"> <li>• highly effective application of knowledge and understanding of how to work safely, following:                             <ul style="list-style-type: none"> <li>• correct food safety practices and procedures</li> <li>• correct hygiene practices and procedures</li> </ul> </li> <li>• ability to use equipment and facilities safely at all times</li> <li>• highly effective consideration with regards to health, safety and hygiene, and quality points throughout the practical assessment.</li> </ul>
<b>3</b>	<p style="text-align: center;"><b>5-6 marks</b></p> <p>The candidate demonstrates:</p> <ul style="list-style-type: none"> <li>• effective application of knowledge and understanding of how to work safely, following:                             <ul style="list-style-type: none"> <li>• correct food safety practices and procedures</li> <li>• correct hygiene practices and procedures</li> </ul> </li> <li>• ability to use equipment and facilities safely at all times</li> <li>• effective consideration with regards to health, safety and hygiene, and quality points.</li> </ul>
<b>2</b>	<p style="text-align: center;"><b>3-4 marks</b></p> <p>The candidate demonstrates:</p> <ul style="list-style-type: none"> <li>• some application of knowledge and understanding of how to work safely, following:                             <ul style="list-style-type: none"> <li>• correct food safety practices and procedures</li> <li>• correct hygiene practices and procedures</li> </ul> </li> <li>• ability to use equipment and facilities safely most of the time</li> <li>• some consideration with regards to health, safety and hygiene, and quality points.</li> </ul>
<b>1</b>	<p style="text-align: center;"><b>1-2 marks</b></p> <p>The candidate demonstrates:</p> <ul style="list-style-type: none"> <li>• minimal application of knowledge and understanding of how to work safely, following:                             <ul style="list-style-type: none"> <li>• correct food safety practices and procedures</li> <li>• correct hygiene practices and procedures</li> </ul> </li> <li>• ability to use equipment and facilities safely some of the time</li> <li>• minimal consideration with regards to health, safety and hygiene, and quality points.</li> </ul>
	<p><b>0 marks</b></p> <p>Not credit worthy or not attempted.</p>

<b>Task 3 (b) Prepare the dishes, demonstrating a variety of basic, medium and complex preparation and knife techniques.</b> <span style="float: right;"><b>[ 2 x 12] [24marks]</b></span>		
<b>Band</b>	<b>AO2: Apply techniques (including practical techniques), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.</b>	
	<b>Dish 1</b>	<b>Dish 2</b>
<b>4</b>	<p style="text-align: center;"><b>10-12 marks</b></p> <p>The candidate demonstrates excellent application of knowledge and understanding in the use of preparation and knife techniques.</p> <p>The candidate demonstrates a range of predominantly complex level preparation and knife techniques which are used effectively with speed and precision.</p> <p>No guidance is required.</p>	<p style="text-align: center;"><b>10-12 marks</b></p> <p>The candidate demonstrates excellent application of knowledge and understanding in the use of preparation and knife techniques.</p> <p>The candidate demonstrates a range of predominantly complex level preparation and knife techniques which are used effectively with speed and precision.</p> <p>No guidance is required.</p>
<b>3</b>	<p style="text-align: center;"><b>7-9 marks</b></p> <p>The candidate demonstrates a good application of knowledge and understanding in the use of preparation and knife techniques.</p> <p>The candidate demonstrates a range of mostly complex and medium preparation and knife techniques which are used competently with speed and precision.</p> <p>No guidance is required.</p>	<p style="text-align: center;"><b>7-9 marks</b></p> <p>The candidate demonstrates a good application of knowledge and understanding in the use of preparation and knife techniques.</p> <p>The candidate demonstrates a range of mostly complex and medium preparation and knife techniques which are used competently with speed and precision.</p> <p>No guidance is required.</p>
<b>2</b>	<p style="text-align: center;"><b>4-6 marks</b></p> <p>The candidate demonstrates a basic application of knowledge and understanding in the use of preparation and knife techniques.</p> <p>The candidate demonstrates medium and basic preparation and knife techniques with some precision.</p> <p>Limited guidance is required.</p>	<p style="text-align: center;"><b>4-6 marks</b></p> <p>The candidate demonstrates a basic application of knowledge and understanding in the use of preparation and knife techniques.</p> <p>The candidate demonstrates medium and basic preparation and knife techniques with some precision.</p> <p>Limited guidance is required.</p>

<p><b>1</b></p>	<p style="text-align: center;"><b>1-3 marks</b></p> <p>The candidate demonstrates a limited application of knowledge and understanding in the use of preparation and knife techniques.</p> <p>The candidate demonstrates basic preparation and knife techniques with limited precision.</p> <p>Guidance is required.</p>	<p style="text-align: center;"><b>1-3 marks</b></p> <p>The candidate demonstrates a limited application of knowledge and understanding in the use of preparation and knife techniques.</p> <p>The candidate demonstrates basic preparation and knife techniques with limited precision.</p> <p>Guidance is required.</p>
	<p style="text-align: center;"><b>0 marks</b></p> <p style="text-align: center;">Not creditworthy or not attempted.</p>	<p style="text-align: center;"><b>0 marks</b></p> <p style="text-align: center;">Not creditworthy or not attempted.</p>

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<b>Task 3 (c) Cook the dishes, demonstrating a variety of basic, medium and complex cooking techniques.</b>		
<b>[2 x13] [26 marks]</b>		
<b>Band</b>	<b>AO2: Apply techniques (including practical techniques), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.</b>	
	<b>Dish 1</b>	<b>Dish 2</b>
<b>4</b>	<p style="text-align: center;"><b>11-13 marks</b></p> <p>The candidate demonstrates an excellent application of knowledge and understanding of cooking.</p> <p>The candidate demonstrates a range of predominantly complex cooking techniques which are used effectively with speed and precision.</p> <p>No guidance is required</p>	<p style="text-align: center;"><b>11-13 marks</b></p> <p>The candidate demonstrates an excellent application of knowledge and understanding of cooking.</p> <p>The candidate demonstrates a range of predominantly complex cooking techniques which are used effectively with speed and precision.</p> <p>No guidance is required</p>
<b>3</b>	<p style="text-align: center;"><b>8-10 marks</b></p> <p>The candidate demonstrates a good application of knowledge and understanding of cooking.</p> <p>The candidate demonstrates a range of mostly complex and medium level cooking techniques which are used competently with precision.</p> <p>No guidance is required.</p>	<p style="text-align: center;"><b>8-10 marks</b></p> <p>The candidate demonstrates a good application of knowledge and understanding of cooking.</p> <p>The candidate demonstrates a range of mostly complex and medium level cooking techniques which are used competently with precision.</p> <p>No guidance is required.</p>
<b>2</b>	<p style="text-align: center;"><b>4-7 marks</b></p> <p>The candidate demonstrates a basic application of knowledge and understanding of cooking.</p> <p>The candidate demonstrates medium and basic cooking techniques with some precision.</p> <p>Limited guidance is required.</p>	<p style="text-align: center;"><b>4-7marks</b></p> <p>The candidate demonstrates a basic application of knowledge and understanding of cooking.</p> <p>The candidate demonstrates medium and basic cooking techniques with some precision.</p> <p>Limited guidance is required.</p>



<p><b>1</b></p>	<p><b>1-3 marks</b></p> <p>The candidate demonstrates a limited application of knowledge and understanding of cooking.</p> <p>The candidate demonstrates basic cooking techniques with limited precision</p> <p>Guidance is required.</p>	<p><b>1-3 marks</b></p> <p>The candidate demonstrates a limited application of knowledge and understanding of cooking.</p> <p>The candidate demonstrates basic cooking techniques with limited precision</p> <p>Guidance is required.</p>
	<p><b>0 marks</b></p> <p>Not creditworthy or not attempted.</p>	<p><b>0 marks</b></p> <p>Not creditworthy or not attempted.</p>

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**Task 3 (d) Present the dishes in a way that is appropriate for the brief.**

**[2 x 4][8marks]**

*Candidates should demonstrate techniques including:*

- *creativity*
- *garnish and decoration*
- *portion control*
- *accompaniments.*

<b>Band</b>	<b>AO2:</b> <i>Apply techniques (including practical techniques), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.</i>	
<b>3</b>	<b>4 marks</b> The candidate demonstrates a range of presentation techniques with precision.  Presentation is fully appropriate for the establishment set out in the brief.	<b>4 marks</b> The candidate demonstrates a range of presentation techniques with precision.  Presentation is fully appropriate for the establishment set out in the brief.
<b>2</b>	<b>2-3 marks</b> The candidate demonstrates presentation techniques.  Presentation is appropriate for the establishment set out in the brief.	<b>2 -3 marks</b> The candidate demonstrates presentation techniques.  Presentation is appropriate for the establishment set out in the brief.
<b>1</b>	<b>1 mark</b> The candidate demonstrates some presentation techniques.  Presentation is partially appropriate for the establishment in the brief.	<b>1 mark</b> The candidate demonstrates some presentation techniques.  Presentation is partially appropriate for the establishment in the brief.
	<b>0 marks</b> Not creditworthy or attempted.	<b>0 marks</b> Not creditworthy or attempted.

**Task 4(a) Assess the production of the presented dishes.**

**[12 marks]**

*Candidates should provide a review of their planning, preparation and cooking; highlighting areas of success and of potential further development.*

*Answers should refer to:*

- *dish production and selection*
- *organoleptic including qualities*
- *improvements*
- *presentation*
- *health, safety and hygiene*
- *food waste.*

Band	AO3: Analyse and evaluate information, making reasoned judgements and presenting conclusions
4	<p style="text-align: center;"><b>10-12 marks</b></p> <p>The candidate has demonstrated excellent analysis and evaluation in their assessment of the production of the presented dishes by:</p> <ul style="list-style-type: none"> <li>• providing a highly effective review of the production of the presented dishes</li> <li>• fully considering the planning, preparation and cooking</li> <li>• providing a highly effective analysis of dish selection and production</li> <li>• providing clear judgement regarding the organoleptic qualities of the dishes</li> <li>• fully considering health, safety, hygiene and food waste</li> <li>• presenting clear conclusions relating to improvements, areas of success and future development.</li> </ul>
3	<p style="text-align: center;"><b>7-9 marks</b></p> <p>The candidate has demonstrated good analysis and evaluation in their assessment of the production of the presented dishes by:</p> <ul style="list-style-type: none"> <li>• providing an effective review of the production of the presented dishes</li> <li>• considering the planning, preparation and cooking</li> <li>• providing an effective analysis of dish selection and production</li> <li>• providing judgement regarding the organoleptic qualities of the dishes</li> <li>• considering health, safety, hygiene and food waste</li> <li>• presenting conclusions relating to improvements, areas of success and future development.</li> </ul>
2	<p style="text-align: center;"><b>4-6 marks</b></p> <p>The candidate has demonstrated basic analysis and evaluation in their assessment of the production of the presented dishes by demonstrating some:</p> <ul style="list-style-type: none"> <li>• providing a review of the production of the presented dishes</li> <li>• partially considering the planning and/or preparation and/or cooking</li> <li>• providing an analysis of dish selection and production</li> <li>• providing a partial judgement regarding the organoleptic qualities</li> <li>• partially considering health, safety, hygiene and food waste</li> <li>• presenting some conclusions relating to improvements, areas of success and/or future development.</li> </ul>

<p><b>1</b></p>	<p style="text-align: center;"><b>1-3 marks</b></p> <p>The candidate has demonstrated limited analysis and evaluation in their assessment of the production of the presented dishes by demonstrating minimal:</p> <ul style="list-style-type: none"><li>• providing a limited review of the production of the presented dishes</li><li>• minimally considering the planning or preparation or cooking</li><li>• providing a limited analysis of dish selection and or production</li><li>• providing minimal judgement regarding the organoleptic qualities</li><li>• minimally considering health, safety, hygiene and food waste</li><li>• presenting limited conclusions relating to improvements, areas of success or future development.</li></ul>
	<p style="text-align: center;"><b>0 marks</b></p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

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**Task 4 (b) Review your own performance.****[12 marks]**

*You should provide a review of your own performance. You should identify strengths and weaknesses and answers should refer to:*

- *decision making*
- *organisation*
- *planning – including the advantages and disadvantages of chosen dishes and how they meet the specific needs of the customers identified in the brief*
- *time management.*

Band	AO3: Analyse and evaluate information, making reasoned judgements and presenting conclusions
4	<p style="text-align: center;"><b>10-12 marks</b></p> <p>The candidate has demonstrated excellent analysis and evaluation in reviewing their own performance by:</p> <ul style="list-style-type: none"> <li>• producing a highly effective review of own performance of the production of the presented dishes</li> <li>• fully considering the identification of strengths and weaknesses</li> <li>• providing a clear judgement regarding decision making and the advantages and disadvantages of the chosen dishes and how they meet the specific needs of the customers identified in the brief</li> <li>• fully considering time management and organisation</li> <li>• presenting detailed and effective conclusions.</li> </ul>
3	<p style="text-align: center;"><b>7-9 marks</b></p> <p>The candidate has demonstrated good analysis and evaluation in reviewing their own performance by:</p> <ul style="list-style-type: none"> <li>• producing an effective review of own performance of the production of the presented dishes</li> <li>• considering the identification of strengths and weaknesses</li> <li>• providing a judgement regarding decision making and the advantages and disadvantages of chosen dishes and how they meet the specific needs of the customers identified in the brief</li> <li>• considering time management and organisation</li> <li>• presenting detailed conclusions.</li> </ul>
2	<p style="text-align: center;"><b>4-6 marks</b></p> <p>The candidate has demonstrated basic analysis and evaluation in reviewing their own performance by:</p> <ul style="list-style-type: none"> <li>• producing a review of own performance of the production of the presented dishes</li> <li>• considering the identification of strengths and weaknesses</li> <li>• providing a partial judgement regarding decision making and the advantages and disadvantages of chosen dishes and how they meet the specific needs of the customers identified in the brief</li> <li>• partially considering time management and organisation</li> <li>• presenting some conclusions.</li> </ul>

1	<p style="text-align: center;"><b>1-3 marks</b></p> <p>The candidate has demonstrated limited analysis and evaluation in reviewing their own performance by:</p> <ul style="list-style-type: none"><li>• producing a review of own performance of the production of the presented dishes</li><li>• considering the identification of strengths and weaknesses</li><li>• presenting minimal judgement regarding decision making and the advantages and disadvantages of chosen dishes and how they meet the specific needs of the customers identified in the brief</li><li>• minimally considering time management and organisation</li><li>• presenting limited conclusions.</li></ul>
	<p style="text-align: center;"><b>0 marks</b></p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

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## Mapping of question to specification and assessment objectives

### Unit 2

Assessment criteria	Specification content (main focus)									Mark allocation			
	Topic and Section									Total Marks	AO1 Marks	AO2 Marks	AO3 Marks
	2.1		2.2		2.3			2.4					
	2.1.1	2.1.2	2.2.1	2.2.2	2.3.1	2.3.2	2.3.3	2.4.1	2.4.2				
1 (a)	8									8			8
1 (b)		4								4		4	
2 (a)			8							8			8
2 (b)				10						10		10	
3(a)							8			8		8	
3 (b)					24					24		24	
3 (c)					26					26		26	
3 (d)						8				8		8	
4 (a)								12		12			12
4 (b)									12	12			12
Total Section marks	8	4	8	10	50	8	8	12	12	120			
Total Topic marks	12		18		66			24		120	0	80	40