



# UNCOVER LEARNER POTENTIAL

Level 1/2 Vocational Award in

# HOSPITALITY & CATERING

(Technical Award)

Teaching from 2022 | Award from 2024

Version 2 - April 2026

## SAMPLE ASSESSMENT MATERIALS - UNIT 1

# SUMMARY OF AMENDMENTS

Version	Description	Page number
2	Question formatting amended	6, 7, 13

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Surname
First name(s)

Centre Number

Candidate Number
4



**LEVEL 1/2 VOCATIONAL AWARD**

Hospitality And Catering - UNIT 1

The Hospitality and Catering Industry

1 hour 20 minutes

**SAMPLE ASSESSMENT MATERIALS**

**INSTRUCTIONS TO CANDIDATES**

Use black ink or black ball-point pen. Do not use gel pen or correction fluid.

You may use a pencil for graphs and diagrams only.

Answer **all** questions.

Write your name, centre number and candidate number in the spaces provided at the top of this page.

Write your answers in the spaces provided in this booklet. If you run out of space, use the additional page(s) at the back of the booklet, taking care to number the question(s) correctly.

For Examiner's use only		
Question	Maximum Mark	Mark Awarded
1.	4	
2.	8	
3.	4	
4.	4	
5.	30	
6.	12	
7.	8	
8.	10	
<b>Total</b>	<b>80</b>	

**INFORMATION FOR CANDIDATES**

The number of marks is given in brackets at the end of each question or part question.

The total number of marks available is 80.

You are reminded of the need for clear and accurate written communication.

Answer **all** questions.

1. Hospitality and catering provision can be commercial and non-commercial.

Examiner  
only

Categorise the four hospitality and catering providers into commercial or non-commercial provision.

[4]

Place the **four** hospitality and catering providers into the table below.

- Pizza Hut
- Royal Air Force (Armed forces)
- B+B (Bed and Breakfast)
- HM Prison

Commercial provision	Non-commercial provision
.....	.....
.....	.....
.....	.....
.....	.....

2. Terry works as an executive chef in a hotel restaurant. He has a full-time permanent contract.

(a) Outline **two** benefits of a full-time, permanent contract. [4]

(1)

.....  
.....

(2)

.....  
.....

(b) Give **two** examples of the job role and responsibilities of an executive chef. [2]

(1)

.....  
.....

(2)

.....  
.....

(c) Identify **two relevant** qualifications that an executive chef working in a professional kitchen may have. [2]

(1)

.....

(2)

.....

3. There are a number of factors which contribute to the success of hospitality and catering establishments. One of these factors is the media.

Examiner  
only

Describe **two** ways that the media can have a positive impact on hospitality and catering establishments.

[4]

(1)

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.....

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.....

(2)

.....

.....

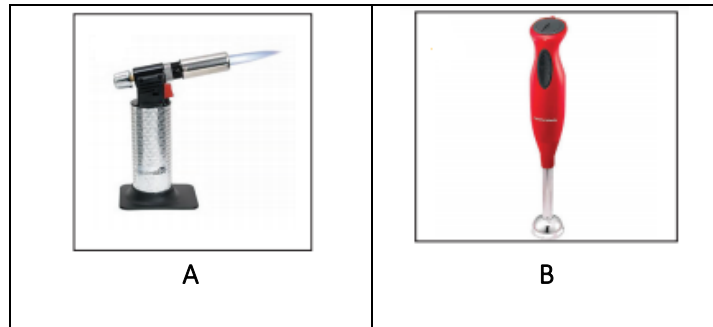
.....

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4.

Examiner  
only

- (a) Identify the correct use for each piece of equipment. [2]  
Place the correct letter for each image next to the correct description in the table below.



Description	Equipment
Used to blend ingredients, purée food or emulsify sauces.	
Used to brown meringues and crisp joints of meat.	

- (b) Name **two** large pieces of equipment that are used within catering kitchens. [2]

(1)  
.....

(2)  
.....

5. Julie and Ian have booked their wedding day at *The Lodge Country Hotel*. They have paid for 100 guests to have a three-course meal during the day, followed by an evening party.

- (a) Suggest **four** ways that *The Lodge Country Hotel* could meet the needs of Julie and Ian, and their guests in the following areas: [8]
- equipment
  - accommodation.

Equipment:

(1)

.....  
.....

(2)

.....  
.....

(3)

.....  
.....

(4)

.....  
.....

Accommodation:

(1)

.....  
.....

(2)

.....  
.....

(3)

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.....

(4)

.....  
.....

The restaurant at *The Lodge Country Hotel* needs to update their Hazard Analysis Critical Control Point (HACCP) document before the wedding.

(b) Complete the HACCP documents below.

- (i) Suggest **two** analyses and **two** corresponding control points for cooking foods. [4]  
An example for 'receipt of foods' has been given.

Hazard	Analysis	Control Point
Receipt of food	Food may be damaged in transport.	Check quality points on delivery. Check the temperature of high-risk foods that should be between 0°C-5°C.
Cooking foods	.....	.....
	.....	.....
	.....	.....
	.....	.....
	.....	.....
	.....	.....

- (ii) Suggest **two** analyses and **two** corresponding control points for serving foods. [4]

Hazard	Analysis	Control Point
Serving food	.....	.....
	.....	.....
	.....	.....
	.....	.....
	.....	.....
	.....	.....

The Lodge Country Hotel has received a delivery from their local supplier. The delivery was rejected by the kitchen due to a number of hazards that could cause food induced ill health. These are listed in the notice below:

**Refusal notice**  
Delivery from the supplier was refused to Lodge Country Hotel for the following points:

1. Meat was stored on a shelf with salad and vegetables
2. Temperature of raw meat was reading at 14°C
3. Delivery driver unpacked food - no gloves used, and piercings were not covered.

- (c) (i) Recommend, using the information above, **two** things that the supplier could do differently to prevent refusal of their delivery. [4]

Recommendation 1:

.....

.....

.....

.....

Recommendation 2:

.....

.....

.....

.....

- (ii) Outline the control measure for temperature to prevent food-induced ill health. [2]

.....

.....

.....

.....

- (d) A risk assessment is required for the hotel's catering kitchen to ensure staff safety. Complete the risk assessment below:
- (i) state **four** possible hazards
  - (ii) for each hazard, identify **one way** to control the risk

[8]

Examiner  
only

	Possible Hazards	How to control the risks
1.		
2.		
3.		
4.		

Examiner  
only

6. Many hotels have guests with special dietary needs.

- (a) One of the hotel guests has told the waitress that he is lactose intolerant. Name **two** ingredients this person cannot eat. [2]

**Ingredient 1**

.....

**Ingredient 2**

.....

- (b) Describe the difference between food allergies and food intolerances, use examples to illustrate your answer. [6]

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- (c) Name **two** visible and **two** non-visible symptoms of food-induced ill health. [4]

Visible:

(1).....

(2).....

Non-visible:

(1).....

(2).....

7. You work for Towers London Borough Council and have been asked to place an advert for an Environmental Health Officer (EHO).

Examiner only

Complete the missing information in the advert for the role and responsibilities of the Environmental Health Officer (EHO). [8]

**Environmental Health Officer required**  
**Towers London Borough**

Pay: £36500-£39500

Working pattern: Full-time, permanent

Hours: 9.00 am – 5.00 pm

DBS check: Yes

Role: [2]

.....

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Responsibilities: [6]

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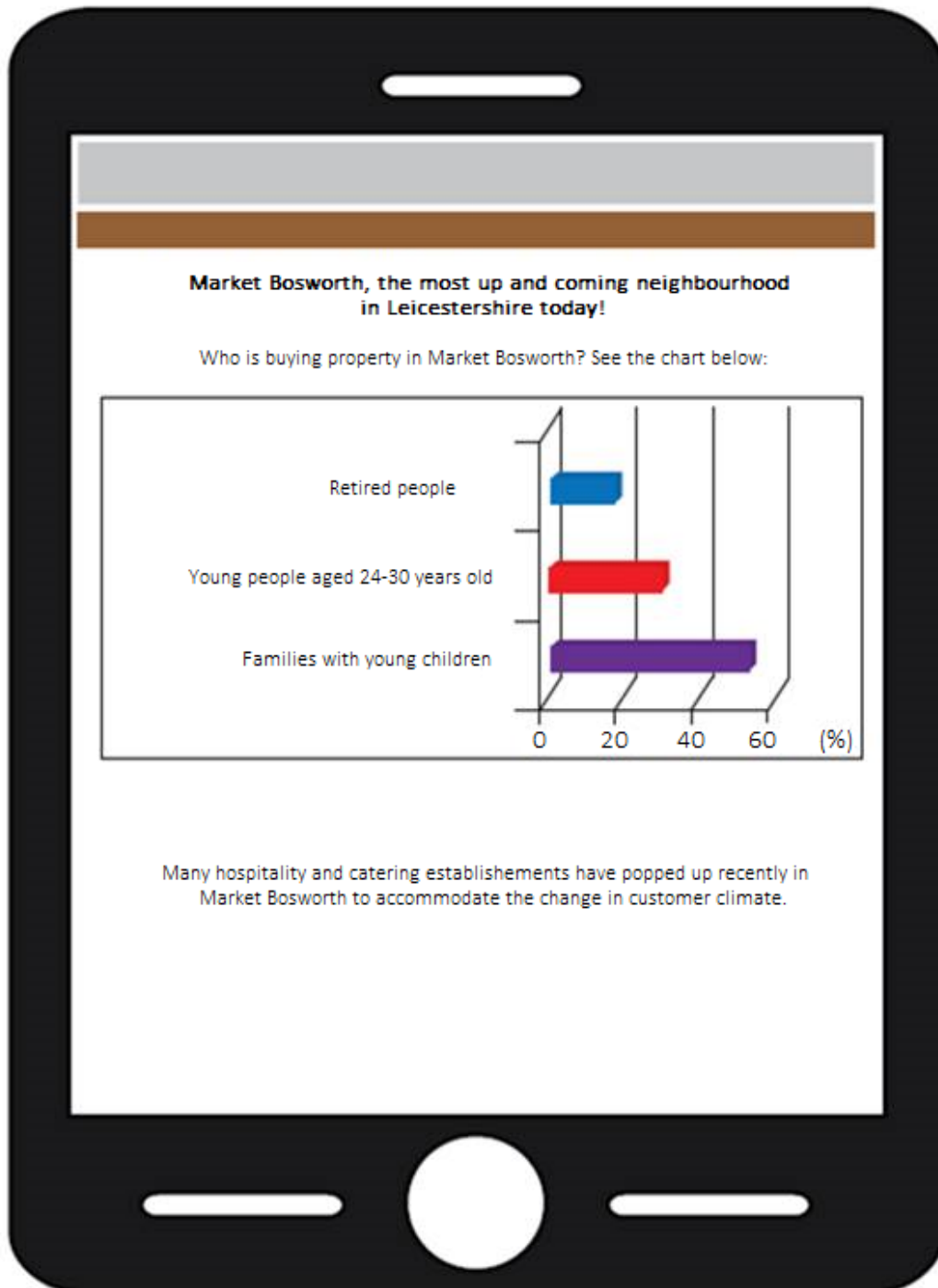
.....

.....

8. Over the past few years Market Bosworth, a small market town in Leicestershire, has seen an increase in house prices and a number of new businesses have opened.

A recent national news blogger revealed Market Bosworth as 'Currently the most up and coming area in Leicestershire'.

Examiner  
only



Using the information from the news blog:

Examiner  
only

- (a) Outline **two** ways hospitality and catering provision can adapt to satisfy customer requirements. [4]

(1)

.....  
.....

(2)

.....  
.....

- (b) Recommend **two** types of catering providers that would meet the needs of the family with children who are currently buying property in Market Bosworth. [2]

(1)

.....

(2)

.....

- (c) Justify one of your choices of catering provider in question (8b) commenting on: [4]

- value for money
- service offered
- venue choice

for the family with children who are currently buying property in Market Bosworth.

Choice of catering provider: .....

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

END OF PAPER

## MARK SCHEME

### Guidance for examiners

#### 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.

#### Positive marking

It should be remembered that candidates are writing under examination conditions and credit should be given for what the candidate writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

For questions that are objective or points-based, the mark scheme should be applied precisely. Marks should be awarded as indicated and no further subdivision made.

Mark schemes often list points which may be included in candidates' answers. The list is not exhaustive. *The inclusion of 'Credit any other valid response.'* (or similar instruction) within mark schemes allows for the possible variation in candidates' responses. Credit should be given according to the accuracy and relevance of candidates' answers.

Appropriate terminology is reflected in exemplar responses in mark schemes. However, unless there is a specific requirement within a question, candidates may be awarded marks where the answer is accurate but expressed in their own words.

#### Banded mark schemes

For band marked questions, mark schemes are in two parts, the indicative content and the assessment grid.

The indicative content suggests the range of points and issues which may be included in candidates' answers. It can be used to assess the quality of the candidate's response. As noted above, indicative content is not intended to be exhaustive and candidates do not have to include all the indicative content to reach the highest level of the mark scheme.

However, in order to reach the highest level of the mark scheme a candidate must meet the requirements of the highest mark band. Where a response is not creditworthy, that is, it contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

In Level 1 / 2 vocational award in Hospitality and Catering (Technical Award), each question will address one or more assessment objectives: from AO1, AO2 or AO3. Where appropriate, the assessment grid subdivides the total mark that may be allocated for a question into individual assessment objectives. These are shown in bands in the mark scheme. For each assessment objective, descriptors will indicate the different skills and qualities at the appropriate level.

Candidates' responses to questions are assessed against the relevant assessment objectives. Where a question addresses more than one assessment objective, candidates may achieve different bands within that question. In these cases, a mark will be awarded for each assessment objective then totalled to give an overall mark for the question.

The marking of banded mark questions should always be positive. This means that, for each candidate's response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding they are not deducted from a maximum on the basis of errors or omissions.

Examiners should first read and annotate the candidate's answer to pick out the evidence that is being assessed in that question. The mark scheme can then be applied. This is done as a two stage process.

### Stage 1 – Deciding on the band

Beginning at the lowest band, examiners should look at the candidate's answer and check whether it matches the descriptors for that band. If the descriptors at the lowest band are satisfied, examiners should move up to the next band and repeat this process for each band until the descriptors match the answer.

If an answer 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 response should be used to decide on the mark within the band. For instance, if a response is mainly in band 2 but with a limited amount of band 3 content, the answer 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.

Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

### Stage 2 – Deciding on the mark

During standardising (the marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

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

### 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	A01	A02	A03
<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> <li>Is able to form a fully developed and thorough interpretation that is fully accurate.</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>		
<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.

Question	Answer	AO1	AO2	AO3	Total Mark				
1.	<i>Hospitality and catering provision can be commercial and non-commercial.</i>								
	<i>Categorise the <b>four</b> hospitality and catering providers into commercial or non-commercial provision. Place the four hospitality and catering providers into the table below.</i>		4		4				
	<p>Award <b>one</b> mark for each establishment placed in the correct column:</p> <table border="1"> <thead> <tr> <th>Commercial provision</th> <th>Non-commercial provision</th> </tr> </thead> <tbody> <tr> <td>Pizza Hut B+B (Bed and Breakfast)</td> <td>HM Prison Royal Air Force (Armed forces)</td> </tr> </tbody> </table>	Commercial provision	Non-commercial provision	Pizza Hut B+B (Bed and Breakfast)	HM Prison Royal Air Force (Armed forces)				
Commercial provision	Non-commercial provision								
Pizza Hut B+B (Bed and Breakfast)	HM Prison Royal Air Force (Armed forces)								
2.	<i>Terry works as an executive chef in a hotel restaurant. He has a full-time permanent contract.</i>								
(a)	<i>Outline two benefits of a full-time, permanent contract.</i>	4			4				
	<p>Award <b>one</b> mark for each basic response, for example:</p> <ul style="list-style-type: none"> <li>• job safety</li> <li>• salary</li> <li>• possible bonus and rewards</li> <li>• sick pay</li> <li>• pension.</li> </ul> <p>Award <b>two</b> marks for each developed response, for example:</p> <ul style="list-style-type: none"> <li>• job safety, a permanent contract gives security as well as holiday entitlement</li> <li>• salary gives the reassurance of knowing that wages will be the same each month, so that spending and saving can be planned</li> <li>• possible bonus and rewards may be available for permanent staff which is not available for temporary staff</li> <li>• sickness pay would be reassuring so that should the employee become ill or injured, they will still be paid</li> <li>• the employee would receive a pension and could plan for their retirement.</li> </ul> <p>Credit any other valid response.</p>								

	<p>(b) <i>Give two examples of the job role and responsibilities of an executive chef.</i></p>	2			2
	<p>Award <b>one</b> mark for each correct example of a job role of an executive chef (up to a maximum of <b>two</b> marks), for example:</p> <ul style="list-style-type: none"> <li>• responsible for making sure the kitchen is adequately staffed</li> <li>• responsible for ensuring that employees receive the necessary training</li> <li>• assigns duties to their staff</li> <li>• order supplies</li> <li>• create meals/menus/new dishes</li> <li>• maintain accounts or raise the profit margins on food/costings of dishes</li> <li>• staff planning</li> <li>• make sure food is of the right quality and price, and is produced on time</li> <li>• manage stocks of food</li> <li>• meet suppliers</li> <li>• manage health and hygiene procedures</li> <li>• organise the staff duty rota</li> <li>• overall responsibility for daily operations in the kitchen</li> <li>• deal with customer complaints.</li> </ul> <p>Credit any other valid response.</p>				
	<p>(c) <i>Identify two relevant qualifications that an executive chef working in a professional kitchen may have.</i></p>	2			2
	<p>Award <b>one</b> mark for each correct identification of a relevant qualification an executive chef may have (up to a maximum of <b>two</b> marks), for example: Diploma NVQ Bachelor's degree/catering management or similar City &amp; Guilds diplomas in professional cookery BTEC HND in professional cookery a foundation degree in culinary arts Health and safety and food hygiene certificates/food hygiene any relevant food GCSE Level 1/2 hospitality and catering qualification any relevant Level 3 food qualification First Aid certificate.</p> <p>Credit any other valid response.</p>				

Question	Answer	AO1	AO2	AO3	Total Mark
3.	<p><i>There are a number of factors which contribute to the success of hospitality and catering establishments. One of these factors is the media.</i></p> <p><i>Describe two ways that the media can have a positive impact on hospitality and catering establishments.</i></p>				
	<p>Award <b>one</b> mark for each basic description of a way that the media can have a positive impact on hospitality and catering establishments, for example:</p> <ul style="list-style-type: none"> <li>• a positive newspaper article about an establishment will make more people aware of it</li> <li>• posting positive reviews and tagging in the venue on Social Media will reach a wide range of people</li> <li>• TV/radio broadcasting news about hospitality and catering establishments will advertise them</li> <li>• competitive media used by checking what competitors lack and offering similar services and products.</li> </ul> <p>Award <b>two</b> marks for each more developed description of a way that the media can have a positive impact on hospitality and catering establishments, for example:</p> <ul style="list-style-type: none"> <li>• a positive newspaper article about an establishment will make more people aware of it and will give advertising to the establishment which could increase footfall and covers for the business</li> <li>• posting positive reviews and tagging in the venue on Social Media will reach a wide range of people who could view the establishment's page, encouraging new customers, bookings and recommendations</li> <li>• TV/radio broadcasting positive news about hospitality and catering establishments will advertise them and will reach a nationwide audience which could generate interest in the establishment and could lead to more customers, bookings and profit</li> <li>• competitive media used by checking what competitors lack and using and offering similar services and products, this information could be used to promote the establishment's unique selling point or 'niche', therefore attracting more customers.</li> </ul> <p>Credit any other valid response.</p>	4			4

Question	Answer	A01	A02	A03	Total Mark						
4.	<i>Specialist equipment is used in catering kitchens.</i>										
(a)	<i>Identify the correct use for each piece of equipment. Place the correct letter for each image next to the correct description in the table below.</i>	2			2						
	Award <b>one</b> mark for each correct answer: <table border="1" data-bbox="292 501 1050 685"> <thead> <tr> <th>Description</th> <th>Equipment</th> </tr> </thead> <tbody> <tr> <td>Used to blend ingredients, purée food or emulsify sauces.</td> <td>B</td> </tr> <tr> <td>Used to brown meringues and crisp joints of meat.</td> <td>A</td> </tr> </tbody> </table>	Description	Equipment	Used to blend ingredients, purée food or emulsify sauces.	B	Used to brown meringues and crisp joints of meat.	A				
Description	Equipment										
Used to blend ingredients, purée food or emulsify sauces.	B										
Used to brown meringues and crisp joints of meat.	A										
(b)	<i>Name two large pieces of equipment that are used within catering kitchens.</i>	2			2						
	Award <b>one</b> mark for each correct answer, for example: <ul style="list-style-type: none"> <li>• large conventional oven</li> <li>• glass chiller</li> <li>• floor standing food mixer</li> <li>• deep fat fryers, hot water urns</li> <li>• walk-in fridge-freezer</li> <li>• standing bain marie</li> <li>• steamers</li> <li>• pass-through dishwasher</li> <li>• glass washer</li> <li>• hot plates.</li> </ul> Credit any other valid response.										

Question	Answer	AO1	AO2	AO3	Total Mark
5.	<p><i>Julie and Ian have booked their wedding day at The Lodge Country Hotel. They have paid for 100 guests to have a three-course meal during the day, followed by an evening party.</i></p>				
(a)	<p><i>Suggest four ways that The Lodge Country Hotel could meet the needs of Julie and Ian and their guests in the following areas:</i></p> <ul style="list-style-type: none"> <li>• <i>equipment</i></li> <li>• <i>accommodation.</i></li> </ul>		8		8
	<p>Award <b>one</b> mark for each correct answer referring to equipment and <b>one</b> mark for each correct answer referring to accommodation (up to a maximum of 8 marks) for example:</p> <p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• offering a DJ for the night</li> <li>• audio and visual equipment offered</li> <li>• table linen colour matches the wedding theme</li> <li>• cake stand</li> <li>• laying out decorations such as centre pieces</li> <li>• wedding planners are often offered</li> <li>• lighting for disco</li> <li>• area for the evening party/dance floor</li> <li>• decorating the venue/flowers/balloons/bunting</li> <li>• placing name cards/favours</li> <li>• seating plan</li> <li>• layout of top table/style of tables e.g. round.</li> </ul> <p><b>Accommodation:</b></p> <ul style="list-style-type: none"> <li>• offering discount to guests</li> <li>• offering bridal couple free room</li> <li>• offering bridal suite for wedding couple</li> <li>• types of room/prices</li> <li>• offering cot for babies/toddlers</li> <li>• car parking for guests</li> <li>• wi-fi/tv</li> <li>• en-suite facilities</li> <li>• disability access</li> <li>• breakfast included.</li> </ul> <p>Credit any other valid response.</p>				

Question	Answer	AO1	AO2	AO3	Total Mark												
	<i>The restaurant at the Lodge Country Hotel needs to update their Hazard Analysis Critical Control Point (HACCP) document before the wedding.</i>																
(b)	<i>Complete the HACCP documents below.</i>																
(i)	<i>Suggest two analyses and two corresponding control points for cooking foods. An example for 'receipt of foods' has been given.</i>		4		4												
	<p>Award <b>one</b> mark for each correct analysis of the 'cooking foods' hazard (up to a maximum of <b>two</b> marks) and award <b>one</b> mark for each correct corresponding control point (up to a maximum of <b>two</b> marks), for example:</p> <p><b>Hazard: Cooking foods (candidates may discuss preparation)</b></p> <table border="1"> <thead> <tr> <th>Analysis</th> <th>Control point</th> </tr> </thead> <tbody> <tr> <td>Growth of food poisoning in food being prepared for cooking.</td> <td>Time food is spent outside fridge should be as short as possible. Only take out the amount required for cooking.</td> </tr> <tr> <td>Defrosting food incorrectly causing food bacteria growth.</td> <td>Defrost frozen foods in refrigerator.</td> </tr> <tr> <td>Cross contamination of ready to eat and high-risk foods.</td> <td> <ul style="list-style-type: none"> <li>• Colour coded food equipment, boards/knives.</li> <li>• Make sure equipment and area are used only for ready to eat food and are separate to raw preparation area.</li> <li>• Make sure equipment and surface area is cleaned properly for different usage.</li> <li>• Personal hygiene. Washing hands.</li> </ul> </td> </tr> <tr> <td>High risk food may not be cooked properly.</td> <td>Use a food probe to check core temp of meat being cooked 75°C or 70°C for 2 minutes.</td> </tr> <tr> <td>Contamination physical/chemical contamination (hair, cuts, blood, bleach etc.) during preparation.</td> <td>Make sure chefs are not wearing jewellery or false nails.</td> </tr> </tbody> </table>	Analysis	Control point	Growth of food poisoning in food being prepared for cooking.	Time food is spent outside fridge should be as short as possible. Only take out the amount required for cooking.	Defrosting food incorrectly causing food bacteria growth.	Defrost frozen foods in refrigerator.	Cross contamination of ready to eat and high-risk foods.	<ul style="list-style-type: none"> <li>• Colour coded food equipment, boards/knives.</li> <li>• Make sure equipment and area are used only for ready to eat food and are separate to raw preparation area.</li> <li>• Make sure equipment and surface area is cleaned properly for different usage.</li> <li>• Personal hygiene. Washing hands.</li> </ul>	High risk food may not be cooked properly.	Use a food probe to check core temp of meat being cooked 75°C or 70°C for 2 minutes.	Contamination physical/chemical contamination (hair, cuts, blood, bleach etc.) during preparation.	Make sure chefs are not wearing jewellery or false nails.				
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	<p><i>The Lodge Country Hotel has received a delivery from their local supplier. The delivery was rejected by the kitchen due to a number of hazards that could have caused food-induced ill health. These are listed in the notice below:</i></p> <p><b><u>Refusal notice</u></b></p> <p>Delivery from the supplier was refused to Lodge Country Hotel for the following reasons:</p> <ol style="list-style-type: none"> <li>1. Meat was stored on a shelf with salad and vegetables</li> <li>2. Temperature of raw meat was reading at 14°C</li> <li>3. Delivery driver unpacked food - no gloves used, and piercings were not covered.</li> </ol>				
(c) (i)	<p><i>Recommend, using the information above, two things that the supplier could do differently to prevent refusal of their delivery.</i></p>			4	4
	<p>Award <b>one</b> mark for each basic recommendation, for example:</p> <ul style="list-style-type: none"> <li>• avoid cross contamination by storing meat on a low shelf</li> <li>• avoid physical contamination through poor handling</li> <li>• ensure high risk foods are stored at the correct temperatures and avoid danger zones.</li> </ul> <p>Award <b>two</b> marks each for a more developed recommendation, for example:</p> <ul style="list-style-type: none"> <li>• avoid cross contamination by placing meat on a low shelf and making sure that all food products are covered adequately, and food is stored in airtight containers</li> <li>• avoid physical contamination through poor handling, ensuring that piercings/jewellery/other loose personal objects are removed, and cuts and abrasions should be covered with a blue plaster</li> <li>• ensure high risk foods are stored at the correct temperature and are not in the danger zone which can cause food poisoning and the growth of harmful pathogens. High-risk foods should be kept within a safe temperature below 5°C and frozen food below -18°C</li> </ul> <p>Credit any other valid response.</p>				

Question	Answer	AO1	AO2	AO3	Total Mark										
(c)ii	<i>Outline the control measure for temperature to prevent food-induced ill health.</i>	2			2										
	<p>Award <b>one</b> mark for a basic outline, for example:</p> <ul style="list-style-type: none"> <li>high-risk foods should be kept below 5°C and frozen food below -18°C</li> </ul> <p>Award <b>two</b> marks for a more developed outline, for example:</p> <ul style="list-style-type: none"> <li>high-risk foods should be kept below 5°C and frozen food below -18°C. Food must be cooled from 20°C to 4°C within four hours or less. Food must be cooled from 60°C to 20°C within two hours or less. Most pathogenic bacteria are destroyed above 60°C, hot foods must be kept above this temperature.</li> </ul> <p>Credit any other valid response.</p>														
(d)	<p><i>A risk assessment is required for the hotel's catering kitchen to ensure staff safety.</i></p> <p><i>Complete the risk assessment below:</i></p> <p><i>(i) state four possible hazards</i></p> <p><i>(ii) for each hazard, identify one way to control the risk</i></p>	8			8										
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Wrongful use of industrial machinery	<ul style="list-style-type: none"> <li>• training for all staff</li> <li>• warning signs</li> <li>• emergency stop button.</li> </ul>				
Burns/scalding/fire	<ul style="list-style-type: none"> <li>• first aid training member of staff</li> <li>• emergency protocols in place</li> <li>• wearing oven gloves</li> <li>• health and safety training.</li> </ul>				
<p>Please note that hazards must be in relation to the safety of all staff in the hotel's catering kitchen. Credit any other valid response.</p>					

Question	Answer	AO1	AO2	AO3	Total Mark
6.	<i>Many hotels have guests with special dietary needs.</i>				
(a)	<i>One of the hotel guests has told the waitress that he is lactose intolerant. Name two ingredients this person cannot eat.</i>	2			2
	<p>Award <b>one</b> mark for naming each correct ingredient (up to a maximum of <b>two</b> marks), for example:</p> <ul style="list-style-type: none"> <li>• cheese</li> <li>• milk</li> <li>• chocolate</li> <li>• yogurt</li> <li>• cream</li> <li>• cottage cheese</li> <li>• butter</li> <li>• milk products, e.g.: custard</li> <li>• some margarines.</li> </ul> <p>Credit any other valid response.</p>				
(b)	<i>Describe the difference between food allergies and food intolerances, use examples to illustrate your answer.</i>	6			6
	<p><b>Indicative content</b></p> <p>Answers may refer to the following:</p> <p><b>Food allergy</b> – occurs when the body's immune system reacts unusually to specific foods. Although allergic reactions are often mild, they can be very serious.</p> <p>The following are examples of foods which can commonly cause an allergic reaction:</p> <ul style="list-style-type: none"> <li>• cereals (gluten)</li> <li>• crustaceans</li> <li>• dairy products</li> <li>• eggs</li> <li>• fish</li> <li>• fruit and vegetables</li> <li>• lupin</li> <li>• molluscs</li> <li>• nuts</li> <li>• peanuts</li> <li>• sesame seeds</li> <li>• soya</li> <li>• wheat.</li> </ul>				

Question		Answer	AO1	AO2	AO3	Total Mark
	(b) Cont'd	<p><b>Food intolerance</b> is more common than food allergies and is not caused by the immune system. The onset of symptoms is usually slower than food allergy after eating the offending food. Intolerance to one type of food or several types is not uncommon.</p> <p>Examples of food intolerance are:</p> <ul style="list-style-type: none"> <li>• gluten</li> <li>• lactose</li> <li>• aspartame</li> <li>• MSG.</li> </ul> <p>Credit any other valid response.</p>				
Band	AO1: Demonstrate knowledge and understanding from across the specification					
		<b>5-6 marks</b>				
	<b>3</b>	<p>A very good response which demonstrates:</p> <ul style="list-style-type: none"> <li>• a range of accurate knowledge</li> <li>• developed understanding that shows relevance to the demands of the question</li> <li>• relevant evidence/examples</li> <li>• depth and range to evidence/examples used</li> <li>• precise use of terminology.</li> </ul>				
		<b>3-4 marks</b>				
	<b>2</b>	<p>A good response which demonstrates:</p> <ul style="list-style-type: none"> <li>• accurate knowledge</li> <li>• understanding that is relevant to the demands of the question</li> <li>• some appropriate evidence/examples</li> <li>• depth or range to evidence/examples used</li> <li>• generally precise use of terminology.</li> </ul>				
		<b>1-2 marks</b>				
	<b>1</b>	<p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> <li>• some knowledge demonstrated</li> <li>• some understanding relevant to the topic or question</li> <li>• few relevant evidence/examples</li> <li>• some use of appropriate terminology.</li> </ul>				
		<b>0 marks</b>				
	<b>0</b>	Response not creditworthy or not attempted.				

Question	Answer	AO1	AO2	AO3	Total Mark
(c)	<i>Name two visible and two non-visible symptoms of food-induced ill health.</i>	4			4
	<p>Award <b>one</b> mark for naming each correct visible symptom (up to a maximum of <b>two</b> marks), for example:</p> <ul style="list-style-type: none"> <li>• anaphylactic shock</li> <li>• bloating</li> <li>• breathing difficulties</li> <li>• chills</li> <li>• diarrhoea</li> <li>• facial swelling</li> <li>• pale or sweating skin</li> <li>• rash</li> <li>• vomiting</li> <li>• weight loss.</li> </ul> <p>Award <b>one</b> mark for naming each correct non-visible symptom (up to a maximum of <b>two</b> marks), for example:</p> <ul style="list-style-type: none"> <li>• constipation</li> <li>• feeling sick</li> <li>• painful joints</li> <li>• stomach-ache</li> <li>• weakness</li> <li>• wind/flatulence.</li> </ul> <p>Credit any other valid response.</p>				

Question	Answer	AO1	AO2	AO3	Total Mark
7.	You work for Towers London Borough Council and have been asked to place an advert for an Environmental Health Officer (EHO).				
	Complete the missing information in the advert for the role and responsibilities of the Environmental Health Officer (EHO).				
	<p><b>Role</b></p> <p>Award <b>one</b> mark for a basic response, for example:</p> <ul style="list-style-type: none"> <li>• check premises to make sure they are safe and hygienic</li> <li>• publish ratings.</li> </ul> <p>Award <b>two</b> marks for a more developed response, for example:</p> <ul style="list-style-type: none"> <li>• check premises to make sure they are safe and hygienic as it is essential to inspect the premises of all establishments where food is prepared and sold, to ensure that hygiene standards are being followed.</li> <li>• publish ratings to allow the public to make an informed choice whilst maintaining and safeguarding standards relating to people's health and wellbeing.</li> </ul> <p>Credit any other valid response.</p>	2			2
	<p><b>Responsibilities</b></p> <p><i>Indicative content</i></p> <p>Answers may refer to the following:</p> <ul style="list-style-type: none"> <li>• carrying out routine or unplanned visits and inspections to ensure compliance with health and safety legislation and taking action to improve conditions</li> <li>• measuring noise level</li> <li>• providing advice and assistance to householders and businesses</li> <li>• taking photos/video evidence, producing drawings, removing samples and conducting interviews as part of the inspection process</li> <li>• investigating complaints from the general public</li> <li>• investigating accidents at work and complaints about poor standards of health and safety, as well as identifying areas of negligence</li> <li>• investigating outbreaks of infectious disease and preventing it spreading any further</li> <li>• monitoring radiation activity, taking action when safety levels have been exceeded</li> <li>• issuing licenses for food providers</li> <li>• advising on planning and licensing applications</li> <li>• giving talks at public enquiries, meetings and exhibitions, as well as ensuring compliance through education, advice and enforcement</li> <li>• taking enforcement action, initiating legal proceedings, preparing and giving evidence in court</li> <li>• advising on health and safety issues in relation to new buildings and developments.</li> </ul>	6			6

Band	AO1: Demonstrate knowledge and understanding from across the specification
3	<p style="text-align: center;"><b>5-6 marks</b></p> <p>A very good response which demonstrates:</p> <ul style="list-style-type: none"> <li>• a range of accurate knowledge with regards to the responsibilities of an Environmental Health Officer (EHO)</li> <li>• developed understanding that shows relevance to the demands of the question</li> <li>• relevant evidence/examples</li> <li>• depth and range to evidence/examples used</li> <li>• precise use of terminology.</li> </ul>
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1	<p style="text-align: center;"><b>1-2 marks</b></p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> <li>• some knowledge demonstrated with regards to the responsibilities of an Environmental Health Officer (EHO)</li> <li>• some understanding relevant to the topic or question</li> <li>• Few relevant evidence/examples</li> <li>• some use of appropriate terminology.</li> </ul>
	<p style="text-align: center;"><b>0 marks</b></p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total Mark
8.	<p>Over the past few years Market Bosworth, a small market town in Leicestershire has seen an increase in house prices and a number of new businesses have opened.</p> <p>A recent national news blogger revealed Market Bosworth as “Currently the most up and coming area in Leicestershire”.</p> <p>Using the information from the news blog:</p>				
(a)	<p>Outline two ways hospitality and catering provision can adapt to satisfy customer requirements.</p>	4			4
	<p>Award <b>one</b> mark for each basic outline, for example:</p> <ul style="list-style-type: none"> <li>• by catering for nutritional needs</li> <li>• by catering for dietary needs</li> <li>• by catering for different lifestyle requirements.</li> </ul> <p>Award <b>two</b> marks for each developed response, for example:</p> <ul style="list-style-type: none"> <li>• by catering for nutritional needs and providing clients with detailed information of nutritional information including calories of each dish</li> <li>• by catering for dietary needs and offering menus which highlight special dietary needs and list all ingredients</li> <li>• by catering for different lifestyle requirements and offering a range of different priced rooms to cater for the budget of all guests, providing customers with sustainable and locally sourced foods and catering for disability access, offering an option of rooms to meet these needs</li> </ul>				
(b)	<p>Recommend two types of catering providers that would meet the needs of the family with children who are currently buying property in Market Bosworth.</p>			2	2
	<p>Award <b>one</b> mark for each correct recommended catering provider that would meet the needs of the family with children who are currently buying property in Market Bosworth (up to a maximum of <b>two</b> marks) for example:</p> <p>families with young children:</p> <ul style="list-style-type: none"> <li>• café</li> <li>• fast food restaurant</li> <li>• mainstream catering restaurant</li> <li>• play centre with café/restaurant</li> <li>• public house restaurant.</li> </ul> <p>Credit any other valid response.</p>				

Question	Answer	AO1	AO2	AO3	Total Mark
(c)	<p><i>Justify one of your choices of establishment in question (8b) commenting on:</i></p> <ul style="list-style-type: none"> <li>• <i>value for money</i></li> <li>• <i>service offered</i></li> <li>• <i>venue choice</i></li> </ul> <p><i>for the family with children who are currently buying property in Market Bosworth.</i></p>			4	4
	<p>Award <b>one</b> mark for a limited justification of the choice of provider in question 8b. The response demonstrates unsupported judgements and conclusions and limited evaluation skills.</p> <p>Award <b>two</b> marks for a basic justification of the choice of provider in question 8b. The response demonstrates generalised judgements and conclusions and some evaluation skills.</p> <p>Award <b>three</b> marks for a more developed justification of the choice of provider in question 8b. The response demonstrates rational judgements and mostly appropriate evaluation skills.</p> <p>Award <b>four</b> marks for a fully developed justification of the choice of provider in question 8b. The response demonstrates perceptive, rational judgements and appropriate evaluation skills.</p> <p>Answers could include:</p> <p><b>Value for money:</b></p> <ul style="list-style-type: none"> <li>• budget friendly choices of meals/snacks</li> <li>• cost is low/reasonable/medium price bracket/expensive</li> <li>• free food for children with every adult meal purchased</li> <li>• no tipping required</li> <li>• set amount and offers on meal deals</li> <li>• set menu could offer budget option.</li> </ul> <p><b>Service offered:</b></p> <ul style="list-style-type: none"> <li>• table: plated, family-style - benefits to target group: <ul style="list-style-type: none"> <li>• customer service, do not have to leave table</li> <li>• easy</li> <li>• efficient</li> <li>• ideal for families</li> <li>• more time spent with group/company.</li> </ul> </li> <li>• counter: cafeteria, buffet, fast food - benefits to target group: <ul style="list-style-type: none"> <li>• easy</li> <li>• eat in, take away</li> <li>• efficient</li> <li>• quick/fast</li> <li>• self-service (counter).</li> </ul> </li> </ul>				

Question	Answer	A01	A02	A03	Total Mark
<p>(c) Cont'd</p>	<p>Venue choice:</p> <ul style="list-style-type: none"> <li>• accessible hours</li> <li>• baby chairs available</li> <li>• baby changing facilities</li> <li>• children’s meals options</li> <li>• different style foods</li> <li>• dog friendly</li> <li>• eat in or take away</li> <li>• exclusive setting</li> <li>• families can sit whilst children play</li> <li>• family friendly</li> <li>• family gathering/get together</li> <li>• family meals/adults and children menu</li> <li>• fewer dietary consideration on menu</li> <li>• free WIFI</li> <li>• group can choose to eat or have drink only</li> <li>• longer opening hours</li> <li>• more conservative</li> <li>• no dress code</li> <li>• no time limitation on staying</li> <li>• older clientele</li> <li>• option for light snacks or meals</li> <li>• options on menu</li> <li>• place to celebrate</li> <li>• relaxed atmosphere</li> <li>• seasonal dishes</li> <li>• selection of cold and hot meals</li> <li>• selection of drinks available</li> <li>• selection on menu</li> <li>• set menu (budget friendly)</li> <li>• special chefs' dishes</li> <li>• special deals/group offers</li> <li>• special dietary/allergy options</li> <li>• time limitation on dining</li> <li>• trendy setting</li> <li>• try new dishes</li> <li>• wider selection of meals.</li> </ul> <p>Credit any other valid response.</p>				

Mapping of questions to specification content and assessment objectives

Unit 1

Question	Specification content (main focus)													Mark allocation				
	Topic and Section													Total Marks	AO1 Marks	AO2 Marks	AO3 Marks	
	1.1				1.2			1.3		1.4								
	1.1.1	1.1.2	1.1.3	1.1.4	1.2.1	1.2.2	1.2.3	1.3.1	1.3.2	1.4.1	1.4.2	1.4.3	1.4.4					
1			4											4		4		
2	(a)			4										4	4			
	(b)		2											2	2			
	(c)		2											2	2			
3				4										4	4			
4	(a)				2									2	2			
	(b)				2									2	2			
5	(a)					8								8		8		
	(b)	i						4						4		4		
		ii						4						4		4		
	(c)	i										4		4			4	
		ii										2		2	2			
	(d)							8						8	8			
6	(a)									2				2	2			
	(b)									6				6	6			
	(c)										4			4	4			
7													8	8	8			
8	(a)						4							4	4			
	(b)					2								2			2	
	(c)						4							4			4	
Total marks		4	4	4	4	4	10	8	8	8	8	4	6	8	80	50	20	10
Total Topic marks		16				22			16		26							



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