

# Contents

## WJEC GCSE in Hospitality and Catering (SINGLE AND DOUBLE AWARD)

### For Teaching from 2009 For Award from 2011



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**This is a unitised specification: candidates may be entered for separate units at stages during the course.**

**For subject awards from summer 2014, this specification will not be available to centres in England: centres in England will be required to follow the linear version of this specification.**

## Hospitality and Catering

### SUMMARY OF ASSESSMENT

#### CATERING (SINGLE AWARD)

ASSESSMENT	Weighting
<p><b>UNIT 1: Catering skills related to food preparation and service</b></p> <p>Controlled Task 120 marks (120 UMS) Two practical tasks selected from a bank of six WJEC set tasks. Internally assessed using WJEC set criteria and externally moderated.</p> <p>45 hours in total.</p>	60%
<p><b>UNIT 2: Catering, food and the customer</b></p> <p>Written Paper 1 ¼ hours 80 marks (80 UMS)</p> <p>One paper which will be externally set and marked. All questions compulsory and targeted at the full range of GCSE grades. The paper will contain short-answer, structured and free response questions drawn from the catering content.</p> <p>This examination will be available either as an electronic assessment or as a traditional written paper.</p>	40%

#### HOSPITALITY (SINGLE AWARD)

ASSESSMENT	Weighting
<p><b>UNIT 3: Hospitality skills related to events and functions</b></p> <p>Event Based Task 120 marks (120 UMS) One event based task taken from a list of WJEC set tasks. Internally assessed using WJEC set criteria and externally moderated.</p> <p>45 hours in total.</p>	60%
<p><b>UNIT 4: Hospitality and the customer</b></p> <p>Written Paper 1 ¼ hours 80 marks (80 UMS)</p> <p>One paper which will be externally set and marked. All questions compulsory and targeted at the full range of GCSE grades. The paper will contain short-answer, structured and free response questions drawn from the hospitality content.</p>	40%

**HOSPITALITY AND CATERING (DOUBLE AWARD)**

<b>ASSESSMENT</b>	<b>Weighting</b>
<p><b>UNIT 1: Catering skills related to food preparation and service</b></p> <p>Controlled Task <span style="float: right;">120 marks (120 UMS)</span> Two practical tasks selected from a bank of six WJEC set tasks. Internally assessed using WJEC set criteria and externally moderated.</p> <p>45 hours in total.</p>	30%
<p><b>UNIT 2: Catering, food and the customer</b></p> <p>Written Paper <span style="margin-left: 100px;">1 ¼ hours</span> <span style="float: right;">80 marks (80 UMS)</span></p> <p>One written paper which will be externally set and marked. All questions compulsory and targeted at the full range of GCSE grades. The paper will contain short-answer, structured and free response questions drawn from the catering content.</p> <p>This examination will be available either as an electronic assessment or as a traditional written paper.</p>	20%
<p><b>UNIT 3: Hospitality skills related to events and functions</b></p> <p>Event Based Task <span style="float: right;">120 marks (120 UMS)</span> One event based task taken from a list of WJEC set tasks. Internally assessed using WJEC set criteria and externally moderated.</p> <p>45 hours in total.</p>	30%
<p><b>UNIT 4: Hospitality and the customer</b></p> <p>Written Paper <span style="margin-left: 100px;">1 ¼ hours</span> <span style="float: right;">80 marks (80 UMS)</span></p> <p>One paper which will be externally set and marked. All questions compulsory and targeted at the full range of GCSE grades. The paper will contain short-answer, structured and free response questions drawn from the hospitality content.</p>	20%

**ASSESSMENT OPPORTUNITIES**

	Entry Code		June 2010	Jan 2011 to Jan 2013	Jan 2014 onwards	June 2011 and each year thereafter
	Subject	Option*				
Unit 1	4731	01 or W1				✓
Unit 2	4732	01 or W1	✓	✓	✓	✓
Unit 3	4741	01 or W1				✓
Unit 4	4742	01 or W1	✓	✓		✓
Single Award (Catering)	4730	SA or GU				✓
Single Award (Hospitality)	4740	SA or GU				✓
Double Award (Hospitality & Catering)	4748	DA or DW				✓

**\* Option Codes**

English Medium 01, Welsh Medium W1 - for units  
English Medium SA, Welsh Medium GU - for single award  
English Medium DA, Welsh Medium DW - for double award

**N.B. First certificate for both Single and Double Award is in Summer 2011.**

**Qualification Accreditation Numbers**

500/4462/X (Catering - Single) until 2013  
500/4463/1 (Hospitality - Single) until 2013  
500/4504/0 (Hospitality & Catering - Double) until 2013

600/5577/7 (Catering - Single) from 2014  
600/5576/5 (Hospitality - Single) from 2014  
600/5573/X (Hospitality & Catering - Double) from 2014



# HOSPITALITY AND CATERING

## 1 INTRODUCTION

### 1.1 Rationale

This specification provides a vocationally-related qualification that covers Levels 1 and 2 (Foundation and Intermediate) of the National Qualification Framework.

A course in *Hospitality and Catering* offers an unique opportunity in the curriculum for candidates to develop their knowledge and extend their skills within hospitality and catering in a vocational context. It will provide opportunities to develop candidates' interdisciplinary skills, a range of Key Skills and their capacity for imaginative, innovative thinking, creativity and independence.

It is a suitable qualification for those who want a broad background in this area and for those who wish to progress to further education. It will offer valuable preparation for those entering the world of work.

The specification encourages the investigation and study of hospitality and catering in a variety of contexts. In these contexts the candidates are given opportunities to acquire competence, capability and critical skills through the creation, implementation, use and evaluation of a range of resources.

Candidates from all cultures and both genders can develop their interest in, enjoyment of, and critical reflection about this vocational area.

The specification uses a range of assessment techniques to enable the candidate to respond through practical and investigative work.

### 1.2 Aims and Learning Outcomes

Following a course in GCSE Catering, Hospitality and Hospitality and Catering should encourage learners to:

- be inspired, moved and changed by following a broad, coherent, satisfactory and worthwhile course of study and gain an insight into related sectors
- make informed decisions about further learning opportunities and career choices.

GCSE Catering, Hospitality and Hospitality and Catering requires learners to demonstrate knowledge and understanding of:

- the industry: accommodation; food and beverage; front of house
- the types of products and services provided
- a range of customer groups
- job roles, career opportunities and relevant training
- appropriate forms of communication within the industry
- the importance of record keeping
- the range of equipment used in the hospitality and catering industry.

### 1.3 Prior Learning and Progression

Candidates embarking on a GCSE in *Hospitality and Catering (Single/Double Award)* should have achieved a general educational level equivalent to at least Level 3 of the National Curriculum or Entry Level 3 in the National Qualifications Framework. They would find the following learning, skills and aptitudes helpful:

- basic proficiency in literacy
- basic proficiency in numeracy
- an aptitude for working with ICT hardware and software
- some motivation to work independently.

Although there is no specific requirement for prior learning, this specification builds upon the Programmes of Study in Key Stages 1-3.

This specification may be followed by any candidate, irrespective of their gender, ethnic, religious or cultural background. This specification is not age specific and, as such, provides opportunities for candidates to extend their life-long learning.

This specification is intended to offer opportunities for progression through a variety of routes in further education (e.g. Advanced Level GCE, Diplomas), training (e.g. Modern Apprenticeships) or employment.

## 1.4 Equality and Fair Assessment

GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualification and subject criteria have been reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in the Joint Council for Qualifications document *Regulations and Guidance: Access Arrangements, Reasonable Adjustments and Special Consideration*. This document is available on the JCQ website ([www.icq.org.uk](http://www.icq.org.uk)).

Some aspects of the controlled assessment may present difficulties to candidates with particular disabilities, however, the choice offered within the tasks will mitigate the effects of this potential difficulty.

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competences have been addressed. This will be kept under review and may be amended in future.

## 1.5 Classification Codes

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 0007.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

# 2

## CONTENT

### CATERING (Units 1 and 2)

These units concentrate on the food preparation and service aspect of the hospitality and catering industry and can be studied as a single award or as a component of the double award hospitality and catering.

Throughout the course of study, it would be beneficial to candidates for the centre to develop links with local establishments, industry and FE colleges. Such links will ensure candidates gain realistic work related experiences.

Areas of study:

- The industry – food and drink.
- Job roles, employment opportunities and relevant training.
- Health, safety and hygiene.
- Food preparation, cooking and presentation.
- Nutrition and menu planning.
- Costing and portion control.
- Specialist equipment.
- Communication and record keeping.
- Environmental considerations.

#### 1. The industry – food and drink

The candidate should have knowledge and understanding of:

- Types of establishments that provide food and drink.
- Contract caterers.
- The type of services available in different establishments to include self-service, fast food, cafeteria, take-away, buffet, plate, waiting service, automatic vending, travel service.

#### 2. Job roles, employment opportunities and relevant training

The candidate should have knowledge of the roles, duties and training available for:

- Management – Manager, Assistant Manager.
- Chefs – Head, Second (Sous), Pastry, Larder, Sauce, Vegetable, Assistant (Commis).
- Food and Drink Service – Restaurant Manager, Waiting Staff.

The candidate should be aware of career opportunities locally, nationally and internationally.



### 3. Health, safety and hygiene

The candidate should have knowledge and understanding of:

- Personal hygiene – hand washing, general body hygiene, reporting sickness, protective clothing.
- Food safety – cleanliness, temperature control, cooking, monitoring and storage. The main points of the Food Safety Act.
- Common causes of food contamination.
- Common types of food poisoning.
- Health and Safety – common health and safety signs, fire precautions, safe use of equipment. The main points of the Health and Safety at Work Act.
- Simple first aid procedures.
- Risk Assessment – identification and control of hazards (HACCP). Health and Safety Executive five-point plan. Fire Regulations.

### 4. Food preparation, cooking and presentation

The candidate should have knowledge of and demonstrate:

- The importance of colour, texture, flavour, shape, temperature and time.
- The customers' needs.
- A wide range of culinary skills.
- Appropriate methods of cooking.
- Appropriate methods of presentation.

The candidate should have knowledge of:

- The following terms:
 

- accompaniments	- flambé
- al dente	- garnish
- au gratin	- julienne
- bain-marie	- marinade
- brûlée	- mise en place
- bouquet garni	- purée
- coulis	- reduce
- croûtons	- roux
- en croûte	- sauté
- entrée	

The candidate should have knowledge of:

- the selection, storage, preparation and serving of:
  - Meat, poultry
  - Fish
  - Eggs
  - Dairy products
  - Cereals, flour, rice, pasta
  - Vegetables
  - Fruit
  - Convenience products
  - Sauces
  - Basic dough products
  - Basic pastry products
  - Cakes, sponges and scones

## 5. Nutrition and menu planning

The candidate should have knowledge of:

- Functions and sources of the main nutrients.
- Current healthy eating guidelines.
- Vegetarian choices, nut allergies, wheat intolerance, lactose intolerance.
- Types of menu - table d'hôte, à la carte and themed.

The candidate should have knowledge of important points to consider when planning a menu.

- Nutritionally balanced meals.
- Variety of colour, flavour, texture.
- Foods in season.
- Time of year.
- Skills of chef.
- Equipment available.
- Type of outlet.
- Cost.
- Suitability and appeal to the client.
- Time available.
- Multi-cultural variations.

## 6. Costing and portion control

The candidate should have knowledge of :

- Costing raw materials for a range of food items using standard recipes.
- The appropriate methods of portion control and their significance.

## 7. Specialist equipment

The candidate should have knowledge of:

- Small and large scale catering equipment
  - hand equipment
  - powered equipment.
- Small and large scale food service equipment
  - hand equipment
  - powered equipment.
- The safe use, care and cleaning of food preparation and service equipment.

**8. Communication and record keeping**

The candidate should have knowledge and understanding of:

- The importance of sound communication.
- Types of communication used, e.g. verbal, written, telephones, fax, ICT (e-mail, Internet).
- Which type of communication is appropriate to the circumstance.
- The need for accurate, appropriate record keeping.
- Different methods of record keeping used in – stock control, data logging and restaurant bookings.

**9. Environmental considerations**

The candidate should have knowledge of:

- Conservation of energy and water, when preparing food.
- Reduce, re-use and recycle waste in the preparing and serving of meals.
- Why it is important for the industry to address these areas e.g. sustainability.

The candidate should have knowledge of:

- A range of disposable products and materials used for packaging and assess their fitness for purpose – appeal, temperature control, recycling, biodegradable, hygiene, cost, ease of storage and handling.

## HOSPITALITY (Units 3 and 4)

These units concentrate on the hospitality aspect of the hospitality and catering industry and in particular the skills related to the preparation and carrying out of events and functions. It can be studied as a single award or as a component of the double award hospitality and catering.

Throughout the course of study, it would be beneficial to candidates for the centre to develop links with local establishments, industry and FE colleges. Such links will ensure candidates gain realistic work related experiences.

Areas of study:

- The industry – hospitality.
- Types of service provided and the related client groups.
- Job roles, employment opportunities and relevant training.
- Menu planning, preparation and presentation.
- Planning for functions and events.
- Costing menus and events.
- Customer care.
- Standards of service.
- Communication and teamwork.
- Environmental considerations.

### 1. The industry – hospitality

The candidate should have knowledge and understanding of the structure of the hospitality industry.

- Hotels, Guest Houses and other establishments providing residential accommodation.

The candidate should have knowledge of the industry in relation to:

- National employment provider.
- Benefit to the local economy.
- The importance of links between hospitality and leisure, travel and tourism.

### 2. Types of service provided and the related client groups

The candidate should be able to identify a range of different types of service including:

- Accommodation.
- Full meals.
- Snacks, including tea/coffee.
- Conference and function facilities.

and be able to identify the major client groups that use these services:

- Business.
- Private.
- Different age groups.

### 3. Job roles, employment opportunities and relevant training

The candidate should have knowledge of the job roles, duties and training available for:

- Managers.
- Front Office – Head Receptionist, Assistant Receptionist, Porter, Night Porter, Administrative Staff, Concierge.
- Accommodation Services – Head Housekeeper, Housekeeper, Room Attendant, Maintenance Officer.
- Conference Managers.

The candidate should be aware of career opportunities locally, nationally and internationally.

### 4. Menu planning, preparation and presentation

The candidate should have knowledge of:

- Customer groups – include children and vegetarians.
- Occasions – celebration menus, meal deals, conferences, set menus for functions.
- Fast food, take-away menus.
- The importance of colour, texture, flavour, shape, temperature and time when planning and preparing menus.
- Cost and portion control.

The candidate should be able to demonstrate the preparation and serving of:

- Soups.
- Starters (hot and cold).
- Main courses.
- Accompaniments.
- Desserts (hot and cold).
- Beverages (non- alcoholic).
- Snack dishes/meals.
- Appropriate table laying skills related to the type of menu.

### 5. Planning for functions and events

The candidate should have knowledge of:

- Types of functions/events.
- Date and time.
- Appropriate choice of venue.
- Number of guests.
- Menu and type of service.
- Costing.
- Promotion – advertising.
- Décor and presentation.
- Room layout and table layout.
- Menu cards/place cards.
- Staffing.
- Risk assessment.

## 6. Costing menus and events

The candidate should have knowledge of the basic principles of costing and their application:

- Materials used.
- Labour.
- Profit.
- V.A.T.

## 7. Customer care

The candidate should have knowledge and understanding of:

- The importance of ensuring that customers are satisfied with the service they receive.
- A range of methods of measuring customer satisfaction, including verbal and written feedback.
- Good customer care for a range of customers and different situations.
- Appropriate methods of dealing with problems and suitable actions to be taken, including immediate responses, short-term responses and long-term action.
- The importance of presenting a positive image to the customer through:
  - Appearance
  - Hygiene
  - Attitude
  - Standard of facilities
  - Corporate image, i.e. uniform, business literature, advertising.

## 8. Standards of service

The candidate should have knowledge of:

- Acceptable service standards across:
  - reception/front office, food service
  - meeting, greeting and bidding farewell
  - responding to enquiries
  - dealing with complaints
  - presenting bills.
- The importance of providing a reliable service to customers.
- Measures of quality assurance and quality control and why they are important.
- Judging quality.
- Awarding quality.

**9. Communication and teamwork**

The candidate should have knowledge of:

- The importance of effective teamwork.
- The importance of effective communication in the following:
  - administrative procedures
  - billing of customers
  - booking systems
  - customer care
  - ICT skills
  - storage of personal data
  - filing, processing, enquires
  - methods of payment
  - procedures and recording
  - welcome, body language, answering needs, politeness, information
  - data base, word processing skills, e-mail
  - governed by the 'Data Protection Act'

**10. Environmental considerations**

The candidate should have knowledge of:

- Conservation of energy and water related to establishment and customer.
- Reduce, re-use and recycle waste.
- Understand why it is important for the industry to address these areas, e.g. sustainability.

## 3

**SCHEME OF ASSESSMENT**

Assessment for GCSE Hospitality and Catering is untiered, i.e. all units cater for the full range of ability and allow access to grades A\*-G or A\*A\*-GG for the single and double awards respectively.

This is a unitised specification which allows for an element of staged assessment. However, a minimum of 40% of the overall assessment must be taken at the end of the course. In effect this means that at least one of the two units for a single award and two of the four units for a double award must be taken as 'terminal assessment'. Centres may determine which are used to meet this rule; all units may be taken at the end of the course if so wished.

**3.1 Single Award Structure**

To obtain a single award in either Catering or Hospitality candidates are required to study two units. **Either** units 1 and 2 **or** units 3 and 4.

TITLE	STATUS	UNIT	ASSESSMENT WEIGHTING	ASSESSMENT METHOD
Catering	OPTIONAL	1	60%	Controlled Assessment
		2	40%	Written Paper
Hospitality	OPTIONAL	3	60%	Controlled Assessment
		4	40%	Written Paper

**3.2 Double Award Structure**

To obtain a double award in Hospitality and Catering candidates are required to study all four units.

TITLE	STATUS	UNIT	ASSESSMENT WEIGHTING	ASSESSMENT METHOD
Catering	MANDATORY	1	30%	Controlled Assessment
		2	20%	Written Paper
Hospitality	MANDATORY	3	30%	Controlled Assessment
		4	20%	Written Paper



### 3.3 Levels of Controls

The regulation of controlled assessment is split into three stages.

- A. Task Setting
- Externally set by WJEC with centres being able to choose and contextualise within the assessment.
- B. Task Taking
- Research – medium level of control/when appropriate this may take place outside the centre.
  - Analysis and evaluation – medium level of control, to be completed within the centre under supervision.
- C. Task Marking
- Internally marked and externally moderated.

Tasks will be reviewed every two years.

### 3.4 Unit Assessments

The assessment for each unit will be as follows:

#### **UNIT 1: Catering skills related to food preparation and service (Controlled Assessment (45 hours 60%))**

- (i) **TASK 1:** [20%]. **One** task to be selected from a bank of **three** tasks set by WJEC.

Internally assessed using WJEC set criteria and externally moderated.

Duration up to 15 hours.

- (ii) **TASK 2:** [40%]. **One** task to be selected from a bank of **three** tasks set by WJEC.

Internally assessed using WJEC set criteria and externally moderated.

Duration up to 30 hours to commence in the second half of the course.

#### **UNIT 2: Catering, food and the customer (Written Paper (1 ¼ hours 40%))**

An untiered paper externally set and assessed. Candidates will be required to respond to short-answer, structured and free response questions drawn from all the areas of study of the unit.

Some questions will require extended writing and will assess the quality of written communication. The paper will be presented in the form of a question and answer booklet.

This examination will be available either as an electronic assessment or as a traditional written paper.

### **UNIT 3: Hospitality skills related to events and functions (Controlled Assessment (45 hours 60%))**

**Event Based Task 60%.** One event based task chosen from a list of **three** WJEC set tasks. Centres can set the task in a realistic hospitality context thus giving the candidates the opportunity to participate in the whole process.

Internally assessed using WJEC set criteria and externally moderated.

Duration up to 45 hours.

### **UNIT 4: Hospitality and the customer (Written Paper (1 ¼ hours 40%))**

An untiered paper externally set and assessed. Candidates will be required to respond to short-answer, structured and free response questions drawn from all the areas of study of the unit.

Some questions will require extended writing and will assess the quality of written communication. The paper will be presented in the form of a question and answer booklet.

## **3.5 Assessment Objectives**

Candidates will be required to demonstrate their ability to:

### **AO1**

Recall, select and communicate their knowledge and understanding of a range of contexts.

### **AO2**

Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.

### **AO3**

Analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions.

The weighting of assessment objectives across units is as follows (Double Award in brackets):

<b>Unit</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
UNIT 1	5% (2.5)	40% (20)	15% (7.5)	60% (30)
UNIT 2	30% (15)	–	10% (5)	40% (20)
UNIT 3	5% (2.5)	40% (20)	15% (7.5)	60% (30)
UNIT 4	30% (15)	–	10% (5)	40% (20)
<b>TOTAL WEIGHING</b>	<b>35%</b>	<b>40%</b>	<b>25%</b>	<b>100%</b>

### 3.6 Quality of Written Communication

For units involving extended writing Catering and Hospitality candidates will be assessed on the quality of their written communication within the overall assessment of that unit.

Mark schemes for these units include the following specific criteria for the assessment of written communication:

- legibility of text; accuracy of spelling, punctuation and grammar; clarity of meaning;
- selection of a form and style of writing appropriate to purpose and to complexity of subject matter;
- organisation of information clearly and coherently; use of specialist vocabulary where appropriate.

## 4 AWARDING, REPORTING AND RE-SITTING

The GCSE qualification in Hospitality and Catering can be gained as a Single Award in Catering or in Hospitality or as a Double Award in Hospitality and Catering. Once aggregated for an award units are not available for cash-in towards further awards.

GCSE Single Award qualifications are reported on an eight-point scale from A\* to G, where A\* is the highest grade. GCSE Double Award qualifications are reported on a fifteen-point grade scale (A\*A\*, A\*A, AA etc. – GG) where A\*A\* is the highest grade. The attainment of candidates who do not succeed in reaching the lowest possible standard to achieve a grade is recorded as U (unclassified) and they do not receive a certificate.

Individual unit results are reported on a uniform mark scale (UMS) with the following grade equivalences:

GRADE	MAX.	A*	A	B	C	D	E	F	G
UNIT 1	120	108	96	84	72	60	48	36	24
UNIT 2	80	72	64	56	48	40	32	24	16
QUALIFICATION									
SINGLE AWARD CATERING	200	180	160	140	120	100	80	60	40

GRADE	MAX.	A*	A	B	C	D	E	F	G
UNIT 3	120	108	96	84	72	60	48	36	24
UNIT 4	80	72	64	56	48	40	32	24	16
QUALIFICATION									
SINGLE AWARD HOSPITALITY	200	180	160	140	120	100	80	60	40

QUALIFICATION – DOUBLE AWARD Maximum Mark 400

A*A*	A*A	AA	AB	BB	BC	CC	CD	DD	DE	EE	EF	FF	FG	GG
360	340	320	300	280	260	240	220	200	180	160	140	120	100	80

This is an unclassified specification which allows for an element of staged assessment. However, a minimum of 40% of the overall assessment must be taken at the end of the course. In effect this means that at least one of the two units for a single award and two of the four units for a double award must be taken as 'terminal assessment'. Centres may determine which are used to meet this rule; all units may be taken at the end of the course if so wished.

Assessments may be re-taken once only (with the better result counting) before aggregation for the subject award. Results for a unit have a shelf-life limited only by the shelf-life of the specification.

# 5

## ADMINISTRATION OF CONTROLLED ASSESSMENT

### 5.1 Task Setting

#### UNIT 1 – Catering skills related to food preparation and service

The controlled assessment is structured as follows:

#### Task 1 - (20%)

Candidates will choose **one** from the bank of 'live' tasks available via the subject home page on the website.

#### Marking Scheme (20%) 40 marks (15 hours)

- (a) Planning the task.
  - (b) Carrying out the task.
  - (c) Evaluating the task.
- \* (a) **Planning the task** (10 marks)
- Candidates should apply knowledge and understanding to the planning of the task.
  - Justify choice of dishes.
- (b) **Carrying out the task** (20 marks)
- Candidates will carry out the task applying knowledge and understanding of health, hygiene and safety whilst preparing, producing and serving dishes.
  - Candidates should demonstrate the application of the following skills:
    - personal hygiene
    - kitchen hygiene
    - safety (food, self)
    - preparation and production of chosen dishes
    - presentation of finished dishes.
- \* (c) **Evaluating the task** (10 marks)
- Candidates will evaluate dishes in relation to the following:
    - Consumer acceptability – flavour, texture and appearance.
    - Suitability of the chosen dishes to the task.
    - Cost per portion.
  - Suggestions for improvements referring to the task set.

\*The supportive written work **must not** exceed four pages of A4 or equivalent. No marks will be awarded for presentation.

**Task 2 - (40%)**

Candidates will choose **one** from the bank of 'live' tasks available via the subject home page on the website.

All tasks must cater for two covers.

**Marking Scheme (40%) 80 marks (30 hours)****\*(a) Investigating and planning the task (25 marks)**

Candidates should provide evidence of the following:

- Application of research skills to investigate the task.
- Application of knowledge and understanding in the choice of meals.
- Justification of the reason for choice of meal, to include costing and nutritional value.
- Planning the task and producing a sequence of work.

**(b) Carrying out the task (40 marks)**

Candidates should:

- Demonstrate skills related to health, hygiene and safety when preparing, producing and serving the meal.
- Apply skills to the preparation, production, presentation and serving of the meal.

**\*(c) Evaluating the task (15 marks)**

Candidates should:

- Evaluate the acceptability of the chosen meal to the customer, to include, appearance, texture and flavour.
- Analyse and discuss the nutritional content of the meal.
- Calculate the cost of the meal and make reasoned judgements relating to profit margins.

\*The supportive material **must not** exceed ten pages of A4 or equivalent. No marks will be awarded for presentation.

**UNIT 3 – Hospitality skills related to events and functions**

The controlled assessment is structured as follows:

Event Based Task – (60%)

**Event Based Task**

Candidates will complete an individual folio that records **one** planned and executed event chosen from the bank of 'live' tasks available via the subject home page on the website.

The centre may contextualise the task to suit the centre/resources. Centres may choose to work with local establishments, industry and FE college, however, the centre must ensure the control of the assessment.

**Marking Scheme (60%) 120 marks                      45 hours**

- (a) Investigating the task.
- (b) Planning the task.
- (c) Carrying out the task.
- (d) Evaluating the task.

(a) **Investigating the task** (20 marks)

Candidates will research areas appropriate to the chosen task.

These should include:

- exploring themes/events
- venues/seating arrangements
- staff – roles and responsibilities
- resources – cost, equipment, time
- dishes/menu
- type of customer.

(b) **Planning the task** (15 marks)

Candidates will apply knowledge from research in order to produce a plan of action for their chosen task. This detailed action plan should include reference to the following:

- risk assessment chart
- group/individual plan
- venue
- dishes/menu
- costing/quantities/equipment
- theme/presentation
- marketing.

**(c) Carrying out the task (60 marks)**

Candidates will apply skills and knowledge to the task.

The following should be included:

- personal presentation
- safe practices/risk assessment (including hygiene)
- practical skills
  - food and beverage preparation and production
  - food and beverage service
  - customer care
- organisational skills
  - time
  - choice and use of equipment
  - use of resources.

**(d) Evaluating the task (25 marks)**

Candidates should analyse and evaluate the task referring to the following areas:

- time management
- standard of personal presentation
- safe and hygienic practices
- skills
- costing
- customer satisfaction
- success
- improvements.

All evidence for each section should be put in a folio that should not exceed 15 pages of A4 (or equivalent). No marks are awarded for presentation.

Candidates may work in teams as this is indicative of the industry and important for candidates experience. For assessment purposes and to avoid excessive duplication within the team, each candidate must produce an uniquely identifiable piece of work.

## 5.2 Supervision/Authentication/Feedback Controls

Teachers are expected to supervise and guide candidates in the production of their support folios. This will involve:

- ensuring that candidates are aware of the regulations for the production of folios, e.g. the scope for planning, drafting and editing; acknowledgement of sources; presentation of work; dates for submission;
- ensuring that candidates are aware of the criteria for assessment, the levels of achievement against which work will be judged and the mark/grade scale to be used;
- advising candidates on how to approach their tasks and monitoring their progress;
- authenticating that the finally assessed portfolio is the candidate's own work and that any support given is within guidelines or informing WJEC where any malpractice is suspected.



Unit 1 assessment is completed individually whereas Unit 3 **may** be organised in teams, especially in the early stages, providing that each candidate is enabled to work to their level of ability and that each individual's work is clearly identifiable.

Research may take place outside the centre as well as within the centre. Teachers need to ensure that the research is used as the basis for further work and not the work itself.

Internal deadlines may be set for the submission of work.

Teachers may comment only on work in progress and return it for re-drafting, but comments must be framed in such a way as to enable the candidate to take the initiative in developing the work further. Teachers should log comments for redrafting.

It should be made clear to candidates that once that final folio has been submitted for assessment, no further work may take place. Regulations for subsequent resubmission following the grading of a unit will be provided.

### **Authentication of Controlled Assessments**

Candidates are required to sign that the work submitted is their own and teachers/assessors are required to confirm that the work assessed is solely that of the candidate concerned and was conducted under the required conditions. A copy of the authentication form, which forms part of the coversheet for each candidate's work is provided in Appendix 2. It is important to note that **all** candidates are required to sign this form, and not merely those whose work forms part of the sample submitted to the moderator. Malpractice discovered prior to the candidate signing the declaration of authentication need not be reported to WJEC but must be dealt with in accordance with the centre's internal procedures.

Before any work towards the Controlled Assessment is undertaken, the attention of candidates should be drawn to the relevant JCQ Notice to Candidates. This is available on the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)) and included in *Instructions for Conducting Coursework/Portfolios*. More detailed guidance on the prevention of plagiarism is given in *Plagiarism in Examinations; Guidance for Teachers/Assessors* also available on the JCQ website.

## **5.3 Presentation of Support Folios**

The following procedures must be followed.

- The folio sample sheet and the folio coversheet must be completed.
- Any sources, copied material, quotations, etc. must be acknowledged and references provided where appropriate (this may be in the form of an appendix).
- Work submitted for moderation must be accessible, e.g. contained in an envelope folder or held together by treasury tags, and not placed in a series of plastic wallets or a bulky ring binder.
- Work may be submitted through ICT (e-folios).
- If placed in an envelope folder, this must be clearly marked with centre name and number, candidate name and number.

## 5.4 Time Control

The total time allocated to the tasks of the controlled assessment should be 45 hours for Unit 1 and 45 hours for Unit 3. This time span is designed to give maximum flexibility for the conducting the tasks and to accommodate the needs of those candidates who need extra time due to for example learning difficulties. (This complies with the JCQ document *Access Arrangements and Special Consideration*.)

## 5.5 Annotation of Controlled Assessment

This should be achieved by:

- (i) summative comments on the Controlled Assessment coversheets (HC1, HC2 and HC3).
- (ii) annotation of the candidates' Controlled Assessment, i.e. in the margin or in the text. This should be brief and to the point. Attention should be drawn where candidates provide evidence of attaining a certain level of performance in relation to the assessment objectives or where there are clear errors (e.g. errors of fact, interpretation, definition and theory) and where the work is irrelevant.

Annotation is to help the moderator understand more fully how the teacher has arrived at the mark awarded to the candidate.

## 5.6 Internal Moderation of Controlled Assessment

Centres must ensure that careful moderation is carried out where more than one teacher is responsible for the marking of the Controlled Assessment. This is necessary to ensure uniformity of standards within a centre. This may take a number of forms: marking of common folders using exemplar material provided by WJEC or the centre's own archive material; cross-marking elements of portfolios as they are produced; re-assessment of a sample of folders from each group at the end of the course.

Where internal moderation is necessary the teacher assuming overall responsibility for this process should provide a written outline of the procedures that have been adopted for the external moderator. Evidence of internal moderation will be welcomed by the moderator. The finally agreed mark(s) must be clearly indicated.

## 5.7 External Moderation of Controlled Assessment

The moderation of teacher assessment will be provided by inspection of the Controlled Assessment by WJEC. Centres will be informed of the submission date for the Controlled Tasks in the published Examinations Timetable and the name of their moderator will be issued in the spring term prior to accreditation.

Instructions for the administration of internally-assessed work are given in the WJEC *Internal Assessment Manual*.

As a result of the moderation, the marks of candidates may be adjusted to bring the centre's marks into line with the national standard. If required, the moderator will ask for additional samples of work and if necessary, the work of all candidates may be called for and externally moderated regardless of entry numbers. In this case, all of the Controlled Assessments will be posted to the moderator.

In the event of concern over the awarding procedures, the normal appeals process will apply.

A report on each unit will be provided under the following headings:

*Administration:* the presentation of material and the provision of information for the moderator;

*Assessment:* the application of criteria, marking standards.

## 5.8 Recording of Controlled Assessment Marks

- (1) Form HC4a or HC4b or both will be used for recording marks to be sent to the moderator.
- (2) Coversheets HC1, HC2, HC3 should accompany sample.
- (3) Marks will need to be submitted via the on-line submission area of the WJEC secure website.

## 5.9 Submission of Controlled Assessment

The following should be submitted:

- copies of the tasks;
- general notes of guidance given to candidates;
- a list of resource materials given to candidates;
- the composite marksheet HC4;
- the Controlled Assessment in soft covered binders or folders with the coversheet (HC1, HC2 and HC3) placed at the front.

Material that candidates may have acquired in their research such as multiple copies of questionnaires and pre-printed material from businesses should not be submitted.

### **5.10 Return of Controlled Assessment**

Work will be returned to centres by the moderator when the moderation process is complete. A sample of work will be sent to the Chief Moderator and may be retained for use at Awarding or CPD or as exemplar material.

### **5.11 Retention of Controlled Assessment**

Centres need to retain the Controlled Assessments until the end of November following the Summer Examination.

# 6

## GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

### Grade A

Candidates recall, select and communicate detailed knowledge and thorough understanding of hospitality and/or catering.

They apply relevant knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks, working safely and with a high degree of precision.

They analyse and evaluate the evidence available, reviewing and adapting their methods when necessary. They present information clearly and accurately, making reasoned judgements and presenting substantiated conclusions.

### Grade C

Candidates recall, select and communicate sound knowledge and understanding of aspects of hospitality and/or catering.

They apply suitable knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks, working safely and with precision.

They review the evidence available, analysing and evaluating some of the information clearly, and with some accuracy. They make judgements and draw appropriate conclusions.

### Grade F

Candidates recall, select and communicate knowledge and understanding of basic aspects of hospitality and/or catering.

They apply basic knowledge, understanding and skills to plan and carry out simple investigations and tasks, with an awareness of the need for safety and precision. They modify their approach in the light of progress.

They review their evidence and draw basic conclusions.

# 7 THE WIDER CURRICULUM

## Key Skills

Key Skills are integral to the study of GCSE Hospitality and Catering and may be assessed through the course content and the related scheme of assessment as defined in the specification. The following key skills can be developed through this specification at levels 1 and 2:

- Communication
- Problem Solving
- Information and Communication Technology
- Working with Others
- Improving Own Learning and Performance

Mapping of opportunities for the development of these skills against Key Skills evidence requirement is provided in 'Exemplification of Key Skills for Hospitality and Catering', available on WJEC website.

## Opportunities for Use of Technology

Candidates are expected to make effective use of ICT in ways that are appropriate to the needs of the subject. Opportunities will arise in the coursework where they will be expected to find, select and synthesise information from a variety of primary and secondary sources. Opportunities will also arise during normal classroom activities, e.g.

- use database programs to interrogate pre-recorded information, such as dietary information/maintenance of stock levels/stock control;
- use word processing and graphic packages to produce orders, menus, etc.;
- HACCP software;
- use CD roms produced by relevant organisations such as BNF, Food Standards Agency;
- Internet/relevant web sites.

This work will generate evidence for assessing the ICT key skill.

## Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues

This specification provides a framework and includes specific content through which individual courses may address spiritual, moral, ethical, social, legislative, economic cultural and other issues.

The specification provides opportunities for candidates to make judgements and decisions and will contribute substantially to their understanding of these issues.

## **Sustainable Development, Health and Safety Considerations and European Developments consistent with international agreement**

### **Sustainable Development**

Candidates need to be aware of, and sensitive to, environmental issues within the hospitality and catering industry.

These opportunities will occur in the specification through the study of the following:

- disposal of refuse;
- current legislation related to Environmental Health;
- hygienic working practices;
- correct storage and use of cleaning materials;
- packaging – biodegradable and recycled materials.

The role of management and the social implication of industry in relation to:

- the reduction of waste;
- the reduction and saving of fuel;
- recycling;
- reusing.

### **Health and Safety Considerations**

Health and Safety underpin all aspects of the specification and are expected to be an integral part of all teaching. Candidates will be expected to consider these factors when carrying out their tasks and should relate to the following areas of the specification:

- Health and Safety at Work Act.
- Accident prevention.
- Food Safety Act.
- Food Hygiene Regulations.
- Food poisoning – principles and prevention, personal hygiene and hygienic working methods; care and use of equipment.

### **European Developments**

This specification, where appropriate (for example Trade Descriptions Act; labelling to EC standards and codes; food additives and preservatives – candidates assess, discuss and apply this knowledge in the preparation of foods for specific client groups) supports environmental education, the European dimension and health education, consistent with current EC agreements. The approach conforms with the aspirations expressed in the 1998 Resolutions of the European Community and the Ministers of Education meeting within the Council, concerning the European dimension in education and environmental education, particularly those intended at the level of member states.





**APPENDIX 1**

- Unit 1 Catering skills related to food preparation and service: Task 1  
Task 2
- Unit 3 Hospitality skills related to event and functions Assessment : Event Based Task

## Unit 1 Assessment Procedure

The mark for each task ( task 1 and task 2) will be based on a judgement about which of four levels of achievement – each describing the work of a typical candidate working at notional grades G/F, E/D, C/B, A/A\* – best fits the work (see assessment grids).

**N.B. It is important to underline that the mark/grade relationship is notional and that the awarding process will determine actual grade boundaries.**

Candidates' work will not always fit these descriptions, i.e. even within one task there may be a mixed profile of skills and understanding; where higher level skills are shown but the candidate has not entirely met some lower level criteria consideration should be given as to whether the higher mark band is warranted. In particular, it must be remembered that full marks are not reserved for a theoretical 'model' folder, and must be awarded for work which is the best one could expect from candidates working at this level.

Having established the appropriate level of achievement, a specific mark must be allocated. In doing this, the following aspects should be considered:

- Has the candidate just met the criteria for a level of achievement (in which case they should be awarded a mark at the bottom of that band) or have they met the criteria comfortably (in which case they should be awarded a mark towards the top of the band)?
- Is achievement consistent or variable? For example, work which shows occasional evidence of analytical skills, taking it into the C/B band rather than E/D, will be less highly rewarded within that band than work in which these skills are more consistently evident. At the same time, it is important to note that volume of evidence *per se* should not unduly influence assessment.
- Are there any particular challenges presented by the specific task undertaken (e.g. in terms of materials/context or approach) which should be taken into account (i.e. inherent demands in the task even if differentiation is expected to be largely by outcome)?

<b>UNIT 1 CATERING SKILLS</b>
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<b>Task 1 – Criteria for assessment</b>
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<b>(a) Planning the task</b>	<b>(10)</b>
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Candidates will be expected to: <ul style="list-style-type: none"> <li>• select suitable dishes</li> <li>• justify reasons for choice – include costing and nutritional value</li> <li>• plan the task</li> </ul>	AO1 AO2
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Levels of Achievement	Marks
A1 The candidate will show a limited understanding of the task. A poor choice of dishes with no reasons given and no reference to cost or nutritional value. Little or no reference to planning of the task. Writing largely conveys meaning although errors and poor expression hamper communication. Little or no use of specialist terminology.	0 – 2
A2 The candidate will show a basic understanding of the task. A restricted choice of dishes with some reasons given and general comments on cost and nutritional value. Order of work is sequential. Writing shows some evidence of structure; expression is adequate to convey meaning although errors are apparent. Little use of specialist terminology.	3 – 5
A3 The candidate will show an understanding of the task. Suitable dishes chosen with reasons given and realistic reference made to cost and nutritional value. Order of work is clear and realistic. Writing is structured to communicate meaning clearly, shows awareness of audience and contains relatively few errors. There is good use of specialist terminology.	6 – 8
A4 The candidate will show a good understanding of the task. A good choice of dishes chosen with valid reasons given and accurate analysis of cost and nutritional value. A detailed and logical order of work. Writing is well structured and fit for purpose, clearly expressed and largely error-free. Very good use of terminology.	9 – 10

<b>(b)</b>	<b>Carrying out the task</b>	<b>(20)</b>
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Candidates will be expected to: <ul style="list-style-type: none"> <li>• show competence in selection and handling of equipment and tools</li> <li>• demonstrate proficiency in food preparation, production and serving food with consideration of hygiene and safety</li> </ul>	AO2  AO2
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Levels of Achievement	Marks
<b>B1</b> Difficulty in handling equipment and tools. Can execute simple skills/processes with limited success with basic application of hygiene and safety practices. Has carried out the work with limited organisational skills and will have required frequent assistance. Outcomes lack quality finish.	0 – 4
<b>B2</b> Some equipment and tools handled appropriately and with reasonable control. Can execute a range of skills/processes showing a degree of manipulation and co-ordination. Some consideration of hygiene and safety controls is evident. Has carried out the work with occasional assistance. Has displayed some ability to complete tasks within the allotted time. Outcomes are presented in an acceptable manner with some attention paid to the quality of the finish.	5 – 10
<b>B3</b> Evidence that most equipment and tools chosen are appropriate to the tasks with competent manipulation and co-ordination displayed. Can execute a wide range of appropriate skills/processes competently and can work in a hygienic and safe manner. Is able to organise in a logical way and complete the majority of tasks within the allotted time. Can carry out the planned work independently. Has demonstrated a high level of quality and accuracy of finish in final outcomes that are presented attractively.	11 – 15
<b>B4</b> Evidence that chosen equipment and tools are appropriate to each task with excellent manipulation and co-ordination displayed. Can execute an extensive range of appropriate skills/processes displaying fine manual dexterity. Can work consistently in a hygienic and safe manner. Is able to execute the planned work efficiently and independently in a logical sequence. All tasks are completed within the allotted time. Has demonstrated well executed and successful techniques supported by sophisticated display skills to produce aesthetically pleasing outcomes of excellent finish and high quality.	16 – 20

<b>(c) Evaluating the task</b>	<b>(10)</b>
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<p>Candidates will be expected to:</p> <ul style="list-style-type: none"> <li>• evaluate customer acceptability</li> <li>• analyse the suitability of the dishes chosen</li> <li>• evaluate the cost per portion</li> <li>• evaluate the nutritional value</li> <li>• draw conclusions making suggestions for improvement.</li> </ul>	<p>AO3 AO3 AO3 AO3</p>
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<b>Levels of Achievement</b>	<b>Marks</b>
<p><b>C1</b> Poor analysis, with limited comments on flavour, texture and appearance, suitability of dishes, nutritional content and costing. Poor conclusions drawn. References too general and lacking in specific details. Very limited suggestions for improvement of work or further developments. Information is poorly organised. Little or no use of specialist language and frequent errors in spelling, punctuation and grammar.</p>	0 – 2
<p><b>C2</b> A limited analysis, superficial comments on flavour, texture and appearance, suitability of dishes and results with basic conclusions drawn. Very basic reference to portion size, costings and nutritional content. Limited suggestions for improvement of work and minor suggestions for further developments. Information shows evidence of structure. Limited use of specialist language, expression conveys meaning but errors are apparent in spelling, punctuation and grammar.</p>	3 – 5
<p><b>C3</b> A reasonable attempt at analysis and appropriate comments on flavour, texture and appearance, suitability of dishes and results and some consideration of portion size, cost and nutritional analysis. A few realistic suggestions for improvement of work and further developments. Information is well organised. Good use of specialist language with some errors in spelling, punctuation and grammar.</p>	6 – 8
<p><b>C4</b> A comprehensive analysis and justified comments on flavour, texture and appearance and suitability of dishes. Detailed analysis and consideration of portion size, costings and nutritional content with appropriate evaluative comments. Several sensible suggestions for developing further work. Evidence of realistic and imaginative proposals for improvement/modification. Information is well organised and presented in a highly appropriate manner. Very good use of specialist language with few errors in spelling, punctuation and grammar</p>	9 – 10

<b>Task 2 – Criteria for assessment</b>
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<b>(a) Investigating and planning the task</b>	<b>(25)</b>
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Candidates will be expected to: <ul style="list-style-type: none"> <li>• research and investigate the task</li> <li>• apply knowledge and understanding in the choice of meals</li> <li>• justify choice of meal - to include costing and nutritional content</li> <li>• produce a sequence of work</li> </ul>	AO2 AO1 AO3 AO2
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Levels of Achievement	Marks
A1 The candidate will show a limited understanding of the task. Research will include little information from restricted resources. Inappropriate choice of dishes with no reasons given and no reference to nutritional content or costing. Sequence of work lacks detail. Writing largely conveys meaning although errors and poor expression hamper communication. Little or no use of specialist vocabulary.	0 – 5
A2 The candidate will show a basic understanding of the task. Research will include some information from restricted sources. Some suitable dishes chosen with adequate reasons for choice and general comments on nutritional content or costing. Sequence of work is evident. Writing shows some evidence of structure; expression is adequate to convey meaning although errors are apparent. Use of specialist vocabulary is limited.	6 – 12
A3 The candidate will show an understanding of the task. Research will include information from a range of resources. Suitable dishes chosen with reasons given and realistic reference to cost and nutritional content. Sequence of work is logical. Writing is structured to communicate meaning clearly and contains relatively few errors. Use of specialist vocabulary is correct.	13 – 19
A4 The candidate will show a good understanding of the task. Research is thorough using and applying a range of resources. A good choice of dishes chosen with valid reasons given and accurate analysis of cost and nutritional content. Sequence of work is detailed, dovetailed and logical. Writing is well structured and fit for purpose, clearly expressed and largely error-free. Specialist vocabulary has been used appropriately.	20 – 25

**(b) Carrying out the task****(40)**

<p>The candidate will be expected to:</p> <p>demonstrate skills related to –</p> <ul style="list-style-type: none"> <li>• personal hygiene</li> <li>• kitchen hygiene</li> <li>• safety (food and self)</li> <li>• sequence of work</li> <li>• selection and use of equipment</li> <li>• production of the meal</li> <li>• portion control</li> <li>• presentation of finished meal</li> <li>• serving of the meal</li> </ul>	AO2
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<b>Levels of Achievement</b>	<b>Marks</b>
<p>B1 The candidate will demonstrate a limited understanding of safe working practices and sequence of work when producing and serving the meal. Incorrect selection and use of equipment. Meal produced with limited success. Portion control not identified. Presentation and serving of the meal will be limited.</p>	0 – 10
<p>B2 The candidate will demonstrate a basic understanding of safe working practices and sequence of work when producing the meal. Some knowledge of correct selection and use of equipment. Meal produced showing a range of skills with some success. Portion control attempted. Presentation and serving of the meal will be basic.</p>	11 – 20
<p>B3 The candidate will demonstrate a good understanding of safe working practices and will work in a confident, competent and organised manner, using correct equipment. Meal successfully produced using a range of appropriate skills. Portion control will be evident. Presentation and serving of the meal will be of a good standard.</p>	21 – 30
<p>B4 The candidate will demonstrate understanding and application of safe working practices, using correct equipment. Meal produced using a variety of appropriate skills while achieving results of a consistently high standard, demonstrating competence and initiative throughout. Correct portion control will be evident. Presentation and serving of the meal will be of a high standard.</p>	31 – 40

**(c) Evaluating the task****(15)**

The candidate will be expected to:

- evaluate the acceptability of the meal to the customer
- analyse and evaluate the nutritional content of the meal
- evaluate the cost of the meal and relate to profit margins

AO3

AO3

AO3

<b>Levels of Achievement</b>	<b>Marks</b>
C1 The candidate will give a description of the finished meal with little or no reference to the customer. Little attempt made to cost the meal with little or no reference made to profit margin. Some reference made to nutrition. Writing largely conveys meaning although errors and poor expression hamper communication. Little or no use of specialist vocabulary.	0 – 3
C2 The candidate will give a brief analysis of the finished meal relating to appearance, texture and flavour with some reference to the customer. A brief attempt made to cost the meal and calculate profit margin. Limited analysis of nutritional content. Writing shows some evidence of structure; expression is adequate to convey meaning although some errors are apparent. Use of specialist language is limited.	4 – 7
C3 The candidate will evaluate the finished meal for appearance, texture and flavour, referring to acceptability to the customer. Costing will be evaluated and reference made to profit margin. Nutritional analysis of meal is accurate and explained. Writing is structured to communicate meaning clearly and contains relatively few errors. Use of specialist vocabulary is correct.	8 – 11
C4 The candidate will evaluate the finished meal with detailed analysis of flavour, texture and appearance using appropriate measures of customer acceptability. Meal is costed accurately and profit margins are calculated correctly using an accepted formula. Nutritional content is analysed and evaluated in relation to the task. Writing is well structured and fit for purpose, clearly expressed and largely error free. This use of specialist vocabulary is appropriate.	12 – 15



### Unit 3 Assessment Procedure

The mark for each section of the task will be based on a judgement about which of four levels of achievement – each describing the work of a typical candidate working at notional grades G/F, E/D, C/B, A/A\* – best fits the work (see assessment grids).

**N.B. It is important to underline that the mark/grade relationship is notional and that the awarding process will determine actual grade boundaries.**

Candidates' work will not always fit these descriptions, i.e. even within one section there may be a mixed profile of skills and understanding; where higher level skills are shown but the candidate has not entirely met some lower level criteria consideration should be given as to whether the higher mark band is warranted. In particular, it must be remembered that full marks are not reserved for a theoretical 'model' folio, and must be awarded for work which is the best one could expect from candidates working at this level.

Having established the appropriate level of achievement, a specific mark must be allocated. In doing this, the following aspects should be considered:

- Has the candidate just met the criteria for a level of achievement (in which case they should be awarded a mark at the bottom of that band) or have they met the criteria comfortably (in which case they should be awarded a mark towards the top of the band)?
- Is achievement consistent or variable? For example, work which shows occasional evidence of analytical skills, taking it into the C/B band rather than E/D, will be less highly rewarded within that band than work in which these skills are more consistently evident. At the same time, it is important to note that volume of evidence *per se* should not unduly influence assessment.
- Are there any particular challenges presented by the specific task undertaken (e.g. in terms of materials/context or approach) which should be taken into account (i.e. inherent demands in the task even if differentiation is expected to be largely by outcome)?

<b>UNIT 3 HOSPITALITY SKILLS</b>
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<b>Event Based Task – Criteria for assessment</b>
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<b>(a) Investigating the task</b>	<b>(20)</b>
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<p>The candidate will be expected to:</p> <ul style="list-style-type: none"> <li>• research and select appropriate information – <ul style="list-style-type: none"> <li>possible events and target groups</li> <li>venues</li> <li>staffing</li> <li>resources</li> <li>timing</li> <li>customer profile</li> <li>dishes/menu</li> </ul> </li> </ul>	AO1 AO2 AO3
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Levels of Achievement	Marks
A1 The candidate will produce a limited record of their research, including information from restricted resources with no reference to time scale. Writing largely conveys meaning although errors and poor expression hamper communication. Little or no use of specialist vocabulary.	0 – 5
A2 The candidate will produce a record of research selecting appropriate information and showing some understanding of the event referring to the general time scale. Writing shows some evidence of structure; expression is adequate to convey meaning although errors are apparent. Use of specialist vocabulary is limited.	6 – 10
A3 The candidate will produce a record of research selecting and interpreting appropriate information demonstrating their understanding and knowledge of the event with realistic time scales identified. Writing is structured to communicate meaning clearly and contains relatively few errors. Use of specialist vocabulary is correct.	11 – 15
A4 The candidate will produce a record of research demonstrating the selecting, interpreting and analysing of appropriate information and showing in-depth knowledge and understanding of the event with detailed and realistic timing allocated. Writing is well structured and fit for purpose, clearly expressed and largely error-free. Specialist vocabulary has been used appropriately.	16 – 20

<b>(b) Planning the task</b>	<b>(15)</b>
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The candidate will be expected to:	
<ul style="list-style-type: none"> <li>• apply their knowledge to produce a detailed action plan</li> </ul>	AO2

<b>Levels of Achievement</b>	<b>Marks</b>
B1 The candidate will produce an outline plan for the event that includes little reference to detail. Writing largely conveys meaning although errors and poor expression hamper communication. Little or no use of specialist vocabulary.	0 – 3
B2 The candidate will produce a clearly defined plan for organising the event. Writing shows some evidence of structure; expression is adequate to convey meaning although errors are apparent. Use of specialist vocabulary is limited.	4 – 7
B3 The candidate will produce a detailed plan exploring a range of procedures necessary for the effective planning of the event. Writing is structured to communicate meaning clearly and contains relatively few errors. Use of specialist vocabulary is correct.	8 – 11
B4 The candidate will produce an effective and sequential plan which fully supports the event and demonstrates knowledge and initiative. Writing is well structured and fit for purpose, clearly expressed and largely error-free. Specialist vocabulary has been used appropriately.	12 – 15

<b>(c) Carrying out the task</b>	<b>(60)</b>
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<p>Candidates will be expected to:</p> <p>apply the following skills to the task:</p> <ul style="list-style-type: none"> <li>• personal presentation</li> <li>• safe practices/risk assessment (including hygiene)</li> <li>• practical skills</li> <li>• organisational skills</li> </ul>	AO2
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Levels of Achievement	Marks
<p>C1 Difficulty in handling equipment and tools. Can execute simple skills/processes with limited success with basic application of hygiene and safety practices. Has carried out the planned work with limited organisational skills and will have required frequent assistance.</p>	0 – 15
<p>C2 Some equipment and tools handled appropriately and with reasonable control. Can execute a range of skills/processes showing a degree of manipulation and co-ordination. Some consideration of hygiene and safety controls is evident. Has carried out the planned work with occasional assistance. Has displayed some ability to organise time to complete tasks within the allotted time.</p>	16 – 30
<p>C3 Evidence that most equipment and tools chosen are appropriate to the tasks, competently demonstrating manipulation and co-ordination. Can execute a wide range of appropriate skills/processes competently and can work in a hygienic and safe manner. Is able to organise work in a logical way and complete the majority of tasks within the allotted time. Can carry out the planned work independently. Has demonstrated a high level of quality which ensured a successful event.</p>	31 – 45
<p>C4 Evidence that chosen equipment and tools are appropriate to each task with excellent manipulation and co-ordination displayed. Can execute an extensive range of appropriate skills/processes displaying fine manual dexterity. Can work consistently in a hygienic and safe manner. Is able to execute the planned work efficiently and independently in a logical sequence. All tasks are completed within the allotted time. Has demonstrated well executed and successful techniques supported by sophisticated skills to produce a successful event.</p>	46 – 60

<b>(d) Evaluating the task</b>	<b>(25)</b>
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Candidates will be expected to:	
<ul style="list-style-type: none"> <li>• evaluate the quality of the event</li> <li>• suggest improvements</li> </ul>	AO3 AO3

<b>Levels of Achievement</b>	<b>Marks</b>
D1 The candidate will give a brief description of the strengths and weaknesses of the event with no reference to time scale. Writing largely conveys meaning although errors and poor expression hamper communication. Little or no use of specialist vocabulary.	0 – 7
D2 The candidate will give a description of the strengths and weaknesses of the event with limited reference to time scale and some recommendations for improvement. Writing shows some evidence of structure; expression is adequate to convey meaning although errors are apparent. Use of specialist vocabulary is limited.	8 – 13
D3 The candidate will use criteria to produce an evaluation of the event with realistic assessment of the time allocations. Suggested areas and procedures for improvement. Writing is structured to communicate meaning clearly and contains relatively few errors. Use of specialist vocabulary.	14 – 19
D4 The candidate will use a range of evaluation techniques and produce a critical evaluation of the event to include an evaluation of the time allocation, recommendations for improvements are targeted showing independence of thought. Writing is well structured and fit for purpose, clearly expressed and largely error-free. Specialist vocabulary has been used appropriately.	20 – 25

<b>UNIT 1 TASK 1 &amp; 2</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>TOTAL</b>	<b>QWC</b>
(a) Investigating/Planning the task	5 5	5 15	- 5	35	✓
(b) Carrying out the task	- -	20 40	- -	60	
(c) Evaluating the task	- -	- -	10 15	25	✓
<b>TOTAL</b>	<b>10</b>	<b>80</b>	<b>30</b>	<b>120</b>	

<b>UNIT 3 EVENT BASED TASK</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>TOTAL</b>	<b>QWC</b>
(a) Investigating	10	5	5	20	✓
(b) Planning	-	15	-	15	✓
(c) Carrying out the task	-	60	-	60	
(d) Evaluating	-	-	25	25	✓
<b>TOTAL</b>	<b>10</b>	<b>80</b>	<b>30</b>	<b>120</b>	