

Please write clearly, in block capitals.

Centre number

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Candidate number

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Surname

Forename(s)

Candidate signature

Level 1/2 Award FOOD AND CATERING

FDC3

Date of Exam

Morning Time allowed: 1 hour 30 minutes

Materials

For this paper you must have:

- Normal writing and drawing instruments.

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work that you do not want to be marked.

Information

- The marks for questions are shown in brackets.
 - The maximum mark for this paper is 96.
 - You are reminded of the need for good English and clear presentation in your answers.
-

Section A consists of 20 multiple choice questions related to food and catering.

For each multiple choice question you should shade in **one** lozenge. If you make a mistake, cross through the incorrect answer.

An example is shown below.

Which food is high in iron?

A Cheese

B Egg Yolk

C Oranges

D Cucumber

[1 mark]

Section A

Answer all questions in this section.

1	.	1
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 Which method is used when cooking a cake in a fan oven?

- A Steaming
- B Roasting
- C Baking
- D Stewing

[1 mark]

1	.	2
---	---	---

 Which one of the following is an example of physical contamination?

- A Unwashed hands when preparing food.
- B Hot food put into the refrigerator.
- C Cleaning agents left on a work surface.
- D Packaging materials found in food.

[1 mark]

1	.	3
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 Which one of the following is the main raising agent used to make choux pastry?

- A Steam
- B Bicarbonate of soda
- C Baking powder
- D Yeast

[1 mark]

1 . 4 Which one of the following is suitable for blanching?

- A Eggs
- B Soya beans
- C White flour
- D Tomatoes

[1 mark]

2 . 1 Which one of the following should be prepared on a red chopping board?

- A Cooked meat
- B Salad and fruit
- C Raw chicken
- D Fish

[1 mark]

2 . 2 Which one of the following is a food high in protein?

- A Cabbage
- B Cauliflower
- C Soya Beans
- D Tomatoes

[1 mark]

2 . 3 Which one of the following food types is highest in fibre?

- A Dairy foods
- B Shellfish
- C Vegetables
- D Meat

[1 mark]

2 . 4 The main role of a **sous chef** is to

- A be the head of the kitchen staff
- B act as first in command when head chef is absent
- C look after the pastry section
- D prepare the vegetables

[1 mark]

3 . 1 Which one of the following is a traditional accompaniment for roast beef?

- A Bread sauce
- B Apple sauce
- C Mint sauce
- D English mustard

[1 mark]

3 . 2 Which one of the following is a true statement?

- A** 'Use by' dates are found on non-perishable foods
- B** Eggs have to be eaten by the 'best before' date
- C** Food is safe to eat after the 'use by' date
- D** It is an offence to sell food after the 'best before' date

[1 mark]

3 . 3 Which one of the following is the correct method for handwashing?

- A** Wet hands, lather, rub 10 seconds, rinse, dry
- B** Wet hands, lather, rub 20 seconds, rinse, dry
- C** Lather, rub wet hands 10 seconds, rinse, dry
- D** Lather, rub wet hands 20 seconds, rinse, dry

[1 mark]

3 . 4 Which one of the following best describes the meaning of 'mise en place'?

- A** Setting places at the table
- B** Preparing before cooking
- C** Wearing a chef uniform
- D** Storing food in the correct place

[1 mark]

4 . 1 When making bread dough, 'knocking back' is used to

- A remove large air bubbles.
- B create a shiny finish.
- C distribute the yeast.
- D increase the size of the dough.

[1 mark]

4 . 2 Which one of the following is the best equipment to use for stir frying?

- A Deep fat fryer
- B Saucepan
- C Pressure cooker
- D Wok

[1 mark]

4 . 3 Which ingredient must be changed to make a recipe suitable for a customer who is a coeliac?

- A Unsalted butter
- B Caster sugar
- C Free range eggs
- D Wheat Flour

[1 mark]

4 . 4 Which one of the following foods is suitable for serving to a vegan?

- A** Meat
- B** Soya
- C** Fish
- D** Eggs

[1 mark]

5 . 1 Which one of the following shows the correct proportions for making shortcrust pastry?

- A** 10g fat to 100g flour
- B** 25g fat to 100g flour
- C** 50g fat to 100g flour
- D** 75g fat to 100g flour

[1 mark]

5 . 2 Mayonnaise is an example of

- A** a reduction sauce.
- B** an emulsion sauce.
- C** a custard sauce.
- D** a roux sauce.

[1 mark]

5 . 3 Which one of the following best describes the meaning of 'to sauté'?

- A** Fry quickly in a little hot fat
- B** Fry slowly in deep fat
- C** Fry slowly in a little hot fat
- D** Fry quickly in deep fat

[1 mark]

5 . 4 Which one of the following is a term that describes the process of soaking a food in a flavoured liquid?

- A** Zesting
- B** Marinating
- C** Fluting
- D** Thickening


[1 mark]

Section B

Answer all questions in this section.

6 . 1 A bakery makes several batches of spiced bread buns.

The following recipe is used:

	<p>Makes 8 buns</p>
<p>Ingredients: flour dried yeast warm milk beaten egg butter caster sugar mixed spice raisins salt</p>	<p>200g 5g 60ml 1 medium 50g 25g 1 tsp 50g ¼ tsp</p>

Method:

1. Sieve the flour, add the salt, rub in the butter. Add sugar, raisins, mixed spice and yeast.
2. Make a well in the centre, pour in the eggs and milk and mix the ingredients together.
3. Knead well to make a soft dough.
4. Cover and keep in a warm place to rise.
5. Knock back the dough. Divide and shape into balls.
6. Place on lightly-greased tray and leave to prove.
7. Cook in hot oven 15-20 mins.
8. Test for readiness.
9. Brush with a wash as soon as buns are cool.

Explain the meaning of the following terms used in the spiced bread buns recipe.

Give examples in your answer.

'Rub in'

[2 marks]

'Prove'

[2 marks]

'Test for readiness'

[2 marks]

'Brush with a wash'

[2 marks]

6 . 2 Describe **three** actions that the baker can take to make sure all batches of the spiced bread buns are of a consistent quality.

Give a reason why each action is needed.

Action 1 _____

Reason _____

[2 marks]

Action 2 _____

Reason _____

[2 marks]

Action 3 _____

Reason _____

[2 marks]

6 . 3 A café has a delivery of chocolate éclairs filled with fresh cream.

Describe **three** quality-control checks that should take place when the delivery is checked in by a café worker.

Explain why each of these checks is important for the cafe .

Quality check 1 _____

[3 marks]

Quality check 2 _____

[3 marks]

Quality check 3 _____

[3 marks]

6 . 4 The bakery makes a batch of choux pastry.

The following ingredients are used:

Ingredients	
Water	150ml
Sugar	1 teaspoon
Butter	50g
Strong plain flour	60g
Eggs	2

The method for making and baking successful choux pastry is shown below.

Complete the table to show why each step in the method is important.
The first two reasons have already been completed.

[6 marks]

Method	Why is this important to make and bake successful choux pastry?
Bring water and butter to the boil	So that the fat will melt
Turn off the heat and add flour immediately	So that the liquid does not evaporate and change the proportions of liquid to dry ingredients
Mix in flour with a wooden spoon, beating mixture into a ball	
Allow paste to cool before adding the eggs	
Gradually add the beaten eggs	
Pastry piped or shaped as required	
Bake pastry cases for 15 minutes in a hot oven	
Pierce a hole in the side of the cooked pastry	

Turn page for next question

7 . 1

Give **five** factors that must be considered by a chef who is planning a breakfast menu for a large number of customers.

[5 marks]

- 1 _____

 - 2 _____

 - 3 _____

 - 4 _____

 - 5 _____

-

In response to customer feedback, the hotel has changed their breakfast menu.

The new menu is shown below:

Menu
Fried bacon on a bread roll (DF)
Scrambled eggs on toast (DF)
Ham and Cheese Omelette (GF)
Croissants served with jam and butter
Porridge served with jam
Bran flakes cereal served with semi-skimmed milk
Frosted flakes cereal served with semi-skimmed milk
(GF) = Gluten free
(DF) = Dairy free

8 . 1 Explain the meaning of the catering terms below.

Amuse-bouche _____

[2 marks]

A la carte _____

[2 marks]

To marinate _____

[2 marks]

8 . 2 A food worker makes a roux sauce that is thin and lumpy.
Suggest two ways to prevent a roux sauce being thin and lumpy.

[4 marks]

8	.	3
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Name a catering-based job role that you have researched.

Describe what work is involved in this job.

[4 marks]

Catering-based job role: _____

Work involved in this job: _____

A group of young adults buy lunch from a mobile catering van.

Below is the menu offered and a diary of events.

<u>Menu</u>	
Beef burgers Hot roast chicken portions Vegetarian burgers	
Salads: Cheese, egg, prawns, ham served with coleslaw	

Day one	7 am	Caterers pick up raw ingredients, frozen beef burgers and ready-cooked chicken portions.
	8 am	Set up food stall. Workers follow correct hand-washing and personal hygiene routines.
	9 am	Food is prepared, and cooked ready for serving to customers.
	12 noon	Young adults arrive and order lunch from the menu.
Day two		A large number of the customers display symptoms of food poisoning.

9 . 1 Name **four** symptoms of food poisoning

[4 marks]

- 1 _____
- 2 _____
- 3 _____
- 4 _____

9 . 2 Analyse the information given.

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Level 1/2 Award FOOD AND CATERING

FDC3

Mark scheme

Series

Version 0.2

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the learners' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of learners' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of learners' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a learner's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the learner's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the learner has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the learner's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Learners do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

MARK SCHEME – LEVEL 1/2 AWARD FOOD AND CATERING

Qu	Part	Marking guidance	Total marks	AO
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Section A

1	1	C Baking	1 mark	AO1
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1	2	D Packaging materials found in food	1 mark	AO1
---	---	--------------------------------------------	--------	-----

1	3	A Steam	1 mark	AO1
---	---	----------------	--------	-----

1	4	D Tomatoes	1 mark	AO1
---	---	-------------------	--------	-----

2	1	C Raw chicken	1 mark	AO1
---	---	----------------------	--------	-----

2	2	C Soya Beans	1 mark	AO1
---	---	---------------------	--------	-----

2	3	C Vegetables	1 mark	AO1
---	---	---------------------	--------	-----

2	4	B Act as first in command when head chef is absent.	1 mark	AO1
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3	1	B English mustard	1 mark	AO1
---	---	--------------------------	--------	-----

3	2	B Eggs have to be eaten by the 'best before' date	1 mark	AO1
---	---	----------------------------------------------------------	--------	-----

3	3	B Wet hands, lather, rub 20 secs, rinse, dry	1 mark	AO1
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3	4	B Preparing before cooking	1 mark	AO1
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4	1	A large air bubbles	1 mark	AO1
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4	2	D Wok	1 mark	AO1
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4	3	D Wheat flour	1 mark	AO1
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MARK SCHEME – LEVEL 1/2 AWARD FOOD AND CATERING

4	4	B Soya	1 mark	AO1
5	1	C 50g fat to 100g flour	1 mark	AO1
5	2	B an emulsion sauce	1 mark	AO1
5	3	A Fry quickly in a little hot fat	1 mark	AO1
5	4	B Marinating	1 mark	AO1

Section B

6	1	<table border="1" data-bbox="284 315 1219 539"> <tr> <td data-bbox="284 315 453 405">2 marks</td> <td data-bbox="453 315 1219 405">The learner shows good knowledge and understanding of terms and gives a correct example.</td> </tr> <tr> <td data-bbox="284 405 453 488">1 mark</td> <td data-bbox="453 405 1219 488">The learner shows some knowledge and understanding of terms or gives a correct example.</td> </tr> <tr> <td data-bbox="284 488 453 539">0 mark</td> <td data-bbox="453 488 1219 539">No answer worthy of credit.</td> </tr> </table> <p data-bbox="284 607 911 640">Each section is given a maximum of 2 marks</p> <p data-bbox="284 674 536 707">Indicative content</p> <p data-bbox="284 741 1166 842">The indicative content below is not prescriptive and learners are not required to include all the material which is indicated as relevant. Other relevant material not suggested below may also be credited.</p> <p data-bbox="284 875 427 909"><u>‘To rub in’</u></p> <p data-bbox="284 909 379 943">Means:</p> <ul data-bbox="284 943 810 1055" style="list-style-type: none"> • to use fingertips • to rub fat into flour • to make fine breadcrumb consistency. <p data-bbox="284 1055 1062 1088">Examples: butter in flour for making bread, cakes and buns.</p> <p data-bbox="284 1122 379 1155"><u>‘Prove’</u></p> <p data-bbox="284 1155 379 1189">Means:</p> <ul data-bbox="284 1189 616 1290" style="list-style-type: none"> • the final rising of bread • a rest period • before baking. <p data-bbox="284 1290 1166 1357">Examples: used with yeast mixtures eg bread, Chelsea buns, bread rolls</p> <p data-bbox="284 1391 555 1424"><u>‘Test for readiness’</u></p> <p data-bbox="284 1424 1031 1458">Means: to check whether item is cooked/ready for eating.</p> <p data-bbox="284 1458 424 1491">Examples:</p> <ul data-bbox="284 1491 735 1603" style="list-style-type: none"> • finger/poke test • visual check on colour • sound check – tapping bottom. <p data-bbox="284 1603 1214 1671">*Not skewer, temperature probe, taste test as these are not relevant for the product/ recipe given.</p> <p data-bbox="284 1704 560 1738"><u>‘Brush with a wash’</u></p> <p data-bbox="284 1738 1086 1771">Means: to brush on /add a finish to the outside of the product.</p> <p data-bbox="284 1771 424 1805">Examples:</p> <ul data-bbox="284 1805 719 1917" style="list-style-type: none"> • mixtures of water/sugar/syrup • milk • beaten egg. 	2 marks	The learner shows good knowledge and understanding of terms and gives a correct example.	1 mark	The learner shows some knowledge and understanding of terms or gives a correct example.	0 mark	No answer worthy of credit.	4 x 2 marks	AO1
2 marks	The learner shows good knowledge and understanding of terms and gives a correct example.									
1 mark	The learner shows some knowledge and understanding of terms or gives a correct example.									
0 mark	No answer worthy of credit.									

MARK SCHEME – LEVEL 1/2 AWARD FOOD AND CATERING

6	2	2 marks	Response shows good knowledge and understanding of quality control, identifying an action carried out and a relevant reason.	3 x 2 marks	AO1	
		1 mark	Response shows some knowledge of quality control. Action is identified but reasoning may be missing.			
		0 mark	No answer worthy of credit.			
		Indicative content				
		Other relevant material not suggested below may also be credited.				
		Actions				Possible reasons
		Use reputable suppliers				Consistent outcomes from using same quality ingredients each time.
		Check quality of ingredients used, eg use the same type of fruit every time, yeast is fresh/in date				<ul style="list-style-type: none"> • Consistent sensory attributes. • Consistent rise.
		Checking quantities of ingredients used				<ul style="list-style-type: none"> • Ensure mixture works every time. • Consistent flavour, eg amount of sugar, fruit used.
		Weighing dough balls accurately				Consistent size/portion control of buns.
Employing skilled workers		<ul style="list-style-type: none"> • Consistent accuracy in making the dough following the process. • Consistent shaping. • Consistent finish. 				
Checking temperatures		<ul style="list-style-type: none"> • Consistent colour/finish. • Buns not overcooked. 				
Using equipment correctly every time eg using machine to knead dough, same shelf position in oven, type of oven used		<ul style="list-style-type: none"> • Tunnel ovens will give a consistent browning to buns. • Dough machine needs to be used same each time to get a consistent outcome and rise. 				
Checking times in oven, proving		Consistent size of buns.				
Maintain an effective production system		Regular control checks will ensure system works every time, so all batches will be the same.				

MARK SCHEME – LEVEL 1/2 AWARD FOOD AND CATERING

6	3	3 marks	Good description of the control check along with detailed explanation related to the context of the café.	3 x 3 marks	AO1		
		2 marks	Description of the control check along with a simple explanation related to the context of the café.				
		1 mark	Identification of the control check without any explanation given.				
		0 mark	No answer worthy of credit.				
		Indicative content					
		Control checks		Explanation.			
		Check date mark shown on product		Must be within use by/sell by date or café cannot sell.			
		Check temperature		Guarantee of being kept below 5°C during transportation so safe for the café to sell.			
		Check quantity		Must be as required by café; as if not the café may run out of stock.			
		Check correct product type		Need to check that product is what the café has ordered; profiteroles and chocolate eclairs are different products.			
Check quality of product		Need to check that the product is of good quality eg chocolate not missing or cream not melted. If product is poor quality, the café may not be able to sell the éclairs as will not be attractive to customers.					
Check packaging/covering		Damage may indicate tampering, food safety issues making food unsuitable for sale.					
Check no contamination evidence		Contamination makes food unsaleable, eg hygienic condition of transport, delivery person and physical contamination.					
Other relevant responses							

6	4	Award one mark for each correct response. Other relevant material not suggested below may be credited.	6 marks	1
		Indicative content		
		Method	Why is this important to make and bake successful choux pastry?	
		Mix in flour with a wooden spoon, beating mixture into a ball	<ul style="list-style-type: none"> • To ensure that gluten is developed. or • To help pastry to rise. 	
		Allow paste to cool before adding the eggs	If paste is too hot, the eggs will cook when added to the mixture.	
		Gradually add the beaten eggs	<ul style="list-style-type: none"> • Not all of the egg may be needed. or • If added all at once, the eggs may not mix in successfully. or • Need to manage the consistency of the liquid carefully or it may not be suitable for piping. 	
		Pastry piped or shaped as required	The mixture needs to be consistent when shaped before cooking.	
		Bake pastry cases for 15 minutes in a hot oven at gas mark 7 or 200°C	<ul style="list-style-type: none"> • A hot oven is needed to produce steam or • Steam will help the rising of the pastry. or • Hot temperature needed to set the gluten so that the pastry will keep its shape. 	
		Pierce a hole in the side of the cooked pastry	This allows the release of the steam and prevents the choux pastry from being soggy.	

MARK SCHEME – LEVEL 1/2 AWARD FOOD AND CATERING

7	1	<p>1 mark for each factor identified.</p> <p>Other relevant material not suggested below may also be credited.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • Number of covers. • Customer preferences, if known. • Whether customers have special dietary needs, eg gluten intolerance, diabetic. • Availability of ingredients, eg seasonal, local produce. • Equipment available. • Skills of staff. • Time available to prepare and cook. • Type of service required, eg buffet style, table assisted. • Costing/profit margin. • Age of customers. • Appearance of breakfast, eg aesthetics, sensory appeal. • Type of breakfast required eg continental, full English, take away. • Healthy options required. • Other relevant responses. 	5 marks	AO1
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7	2	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">5-6 marks</td> <td>Breakfast options considered in detail, making reference to the Eatwell plate and how well the healthy eating guidelines have been met. Justified conclusion drawn as to which is the most suitable breakfast choice, with references to the advantages and disadvantages of each option.</td> </tr> <tr> <td style="text-align: center;">3-4 marks</td> <td>Breakfast options considered in limited detail making reference to some of the Eatwell guidelines. Limited justification for any conclusions drawn with reference to only advantages or disadvantages.</td> </tr> <tr> <td style="text-align: center;">1-2 marks</td> <td>Breakfast options are evaluated with reference to at least one current healthy eating guideline. No justification for conclusions drawn.</td> </tr> <tr> <td style="text-align: center;">0 marks</td> <td>No answer worthy of credit.</td> </tr> </table> <p>Other relevant material not suggested below may also be credited.</p> <p>Indicative content</p> <p>Responses should indicate clear knowledge of dietary guidelines, identifying relevant items in lifestyle, the menu that supports the dietary guideline and those items that do not.</p> <p>Eatwell guidelines:</p>	5-6 marks	Breakfast options considered in detail, making reference to the Eatwell plate and how well the healthy eating guidelines have been met. Justified conclusion drawn as to which is the most suitable breakfast choice, with references to the advantages and disadvantages of each option.	3-4 marks	Breakfast options considered in limited detail making reference to some of the Eatwell guidelines. Limited justification for any conclusions drawn with reference to only advantages or disadvantages.	1-2 marks	Breakfast options are evaluated with reference to at least one current healthy eating guideline. No justification for conclusions drawn.	0 marks	No answer worthy of credit.	6 marks	AO3
5-6 marks	Breakfast options considered in detail, making reference to the Eatwell plate and how well the healthy eating guidelines have been met. Justified conclusion drawn as to which is the most suitable breakfast choice, with references to the advantages and disadvantages of each option.											
3-4 marks	Breakfast options considered in limited detail making reference to some of the Eatwell guidelines. Limited justification for any conclusions drawn with reference to only advantages or disadvantages.											
1-2 marks	Breakfast options are evaluated with reference to at least one current healthy eating guideline. No justification for conclusions drawn.											
0 marks	No answer worthy of credit.											

		<ul style="list-style-type: none"> • base your meals on starchy carbohydrates • eat lots of fruit and vegetables • eat more fish – including a portion of oily fish • cut down on saturated fat and sugar • eat less salt • get active and be a healthy weight • don't get thirsty • don't skip breakfast. <p>Option A</p> <p>Meets current healthy eating guidelines because:</p> <ul style="list-style-type: none"> • tomatoes, mushrooms and beans are vegetables (eat lots of fruit and vegetables) • orange juice provides one of five portions of fruit and vegetables. <p>Does not meet current healthy eating guidelines because:</p> <ul style="list-style-type: none"> • fried foods are high in saturated fat (cut down on saturated fat) • bacon and sausages are high in salt (eat less salt) • high in calories (get active and be a healthy weight). <p>Option B</p> <p>Meets current healthy eating guidelines because:</p> <ul style="list-style-type: none"> • poached eggs are lower in fat than fried eggs (eat less saturated fat) • wholemeal toast is a starchy food (base meals on starchy foods) • tea with semi skimmed milk (cut down on saturated fat). <p>Does not meet current healthy eating guidelines because:</p> <ul style="list-style-type: none"> • butter is high in saturated fat (cut down on saturated fat) • Butter is salted (Eat less salt). 		
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7	3	5-6 marks	Appropriate breakfast selected for all family members with an appropriate justification for choice with reference to aspects such as dietary needs or food preferences.	6 marks	AO3
		3-4 marks	Appropriate breakfast items are selected for two members of the family with some justification that makes reference to aspects such as dietary needs or food preferences.		
		1-2 marks	Appropriate breakfast item is selected for one member of the family with basic justification for choice or an appropriate breakfast is selected for two members of the family with no justification.		
		0 marks	Nothing worthy of credit.		

		<p>Other relevant material not suggested below may also be credited.</p> <p>Indicative content</p> <p>Chosen breakfast items will be identified for different family members, eg father, mother and children.</p> <table border="1"> <tr> <td>Parent 1</td> <td>Parent 1 is a coeliac which means that they cannot consume gluten. The Ham and Cheese omelette is an appropriate choice as it is gluten free.</td> </tr> <tr> <td>Parent 2</td> <td>Parent 2 cannot consume dairy products and does not eat meat. Scrambled egg on toast would be an appropriate choice because it is dairy free and contains no meat.</td> </tr> <tr> <td>Child</td> <td>The child could eat anything on the menu, but in terms of healthy options, response should justify why the selected breakfast is appropriate. Fried bacon on a bread roll (high fat and salt content) or frosted flakes (high sugar content) would not be suitable.</td> </tr> </table>	Parent 1	Parent 1 is a coeliac which means that they cannot consume gluten. The Ham and Cheese omelette is an appropriate choice as it is gluten free.	Parent 2	Parent 2 cannot consume dairy products and does not eat meat. Scrambled egg on toast would be an appropriate choice because it is dairy free and contains no meat.	Child	The child could eat anything on the menu, but in terms of healthy options, response should justify why the selected breakfast is appropriate. Fried bacon on a bread roll (high fat and salt content) or frosted flakes (high sugar content) would not be suitable.		
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8	1	<table border="1"> <tr> <td>2 marks</td> <td>Response shows detailed knowledge and correctly defines the term with an example.</td> </tr> <tr> <td>1 mark</td> <td>Response shows knowledge of the terms but answers are simplistic.</td> </tr> <tr> <td>0 mark</td> <td>Nothing worthy of credit.</td> </tr> </table> <p>Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Amuse bouche</p> <ul style="list-style-type: none"> • A small item of mouthful size. • Served before a meal. • To stimulate appetite. • Often served at fine dining restaurants. <p>A la carte</p> <ul style="list-style-type: none"> • Dishes on a menu. • Prepared to order. • Individually priced. • A type of food service likely to be found in a restaurant environment. 	2 marks	Response shows detailed knowledge and correctly defines the term with an example.	1 mark	Response shows knowledge of the terms but answers are simplistic.	0 mark	Nothing worthy of credit.	3 x 2 marks	AO1
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		<p>To marinate</p> <ul style="list-style-type: none"> • To soak foods, eg meats in a highly flavoured liquid. • Used to give flavour. • Keeps food moist. • Keeps food tender. • Can be acidic or salty solution. • Often used to give flavour to meat or fish. 								
8	2	<p>Each section to be marked as follows:</p> <table border="1"> <tr> <td>3-4 marks</td> <td>Response shows knowledge and understanding, explaining at least two ways of preventing a thin and lumpy sauce. Both aspects are covered.</td> </tr> <tr> <td>1- 2 marks</td> <td>Response shows some knowledge of sauce-making but answers may cover only one aspect.</td> </tr> <tr> <td>0 mark</td> <td>No answer worthy of credit.</td> </tr> </table> <p>Other relevant material not suggested below may also be credited.</p> <p>Indicative content</p> <p>Thin sauce: prevented by</p> <ul style="list-style-type: none"> • using correct proportions of ingredients • using too much liquid • accurate weighing of ingredients, eg use of digital scales. <p>Lumpy sauce: prevented by</p> <ul style="list-style-type: none"> • adding liquid gradually, not all at one time • beating mixture well between additions of liquid • sieving the flour before use. 	3-4 marks	Response shows knowledge and understanding, explaining at least two ways of preventing a thin and lumpy sauce. Both aspects are covered.	1- 2 marks	Response shows some knowledge of sauce-making but answers may cover only one aspect.	0 mark	No answer worthy of credit.	4 marks	AO1
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	<p>The indicative content below suggests the kind of things that may be included, using 2 of the 12 jobs as an example. Not all of the points below need to be covered in order to gain 4 marks.</p> <p>Other relevant material not suggested below may also be credited.</p> <p>Indicative content</p> <p>Job role chosen may be any of the following:</p> <ul style="list-style-type: none"> • front of house • sommelier • environmental health • quality control • recipe development • food journalist • food photographer • commis chef • sous chef • pastry chef. <p>Example responses</p> <p>Environmental health practitioner acts as an adviser to ensure people are able to work in safe, healthy environments. They enforce health policies and use their specialist skills and knowledge to maintain and safeguard standards relating to people’s health and well-being. They carry out routine and unplanned visits to ensure compliance with health and safety legislation and take action to improve conditions proving advice and assistance to food businesses. They investigate complaints from the public, carry out food hygiene and food standards inspections and will initiate legal proceedings where necessary.</p> <p>Sous Chef is just below the head/executive chef in the chain of command and is responsible for the kitchen staff and activities when the head chef is not on duty. A sous chef is normally found in restaurant and hotel kitchens where there is a larger team of workers in the kitchen. They are usually responsible for directing and planning food preparation, scheduling and supervising and disciplining other staff and will assist in dealing with any problems that may arise in the absence of the head chef and take on responsibilities which will give them the experience needed to become head chef in the future. They often have to delegate jobs to other workers and draw on their personal experience of working in many aspects of the kitchen. They may be required to help train and mentor junior chefs.</p>		
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MARK SCHEME – LEVEL 1/2 AWARD FOOD AND CATERING

9	1	<p>1 mark for each correct response given.</p> <p>Other relevant material not suggested below may also be credited.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • Vomiting/sickness. • Nausea. • Diarrhoea. • Fever. • Abdominal pain. • Low body temperature. • Flu-like symptoms. 	4 marks	AO1
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9	2	<p>This section is awarded marks as follows:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 20%;">5-6 marks</td> <td>The learner shows excellent, detailed understanding of the causes of food poisoning and can apply these to a given situation. Analysis includes references to a working practices related to specific foods.</td> </tr> <tr> <td style="text-align: center;">3-4 marks</td> <td>The learner shows good understanding of the causes of food poisoning and can apply these to a given situation. Analysis includes some references to working practices related to specific foods.</td> </tr> <tr> <td style="text-align: center;">1-2 marks</td> <td>The learner shows some understanding of the causes of food poisoning and can apply these to a given situation. Analysis is lacking and includes only basic references to working practices related to specific foods.</td> </tr> <tr> <td style="text-align: center;">0 marks</td> <td>No answer worthy of credit.</td> </tr> </table> <p>Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • Frozen beef burgers – not cooked through, not stored at -18°C, not cooked to 75°C potential source of e-coli, campylobacter. • Chicken portions – ready cooked, not kept at the correct temperature, not sufficiently reheated. • Prawns – high-risk food, hot and cold food not separated, out of date. Not kept chilled before serving 0° to below 5°C. • Egg – undercooked, potential source of salmonella. • Ham – not stored correctly, cooked meat stored below raw meat. • Potential source of staphylococcus aureus food poisoning. • Coleslaw – mayonnaise could contain harmful micro-organisms. 	5-6 marks	The learner shows excellent, detailed understanding of the causes of food poisoning and can apply these to a given situation. Analysis includes references to a working practices related to specific foods.	3-4 marks	The learner shows good understanding of the causes of food poisoning and can apply these to a given situation. Analysis includes some references to working practices related to specific foods.	1-2 marks	The learner shows some understanding of the causes of food poisoning and can apply these to a given situation. Analysis is lacking and includes only basic references to working practices related to specific foods.	0 marks	No answer worthy of credit.	6 marks	AO3
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MARK SCHEME – LEVEL 1/2 AWARD FOOD AND CATERING

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Evaluation of temperature control			
	Issue	Extended answers	
	Refrigerator is too high temperature	Needs to be below 5°C for food safety to prevent growth of micro-organisms.	
	Hot holding is at too low temperature	Must be at above 63°C for no longer than a single period of 2 hours. After this micro-organisms may grow and danger of food poisoning.	
	Ambient room temperature is within normal range	Acceptable and within range.	
	Cold display temperature is too high	Must be kept below 8°C for no longer than 4 hours. Foods need to be kept out of the danger zone 5°C to 6°C	

