

GCSE



# CCEA GCSE Specification in Hospitality

For first teaching from September 2017  
For first assessment in Summer 2018  
For first award in Summer 2019  
Subject Code: 0007





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# 1 Introduction

This specification sets out the content and assessment details for our GCSE course in Hospitality. We have designed this specification to meet the requirements of:

- Northern Ireland GCSE Design Principles; and
- Northern Ireland GCE and GCSE Qualifications Criteria.

First teaching is from September 2017. We will make the first award based on this specification in Summer 2019.

This specification is a unitised course. The guided learning hours, as for all our GCSEs, are 120 hours.

The specification supports the aim of the Northern Ireland Curriculum to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives, as well as its objectives:

- to develop the young person as an individual;
- to develop the young person as a contributor to society; and
- to develop the young person as a contributor to the economy and environment.

If there are any major changes to this specification, we will notify centres in writing. The online version of the specification will always be the most up to date; to view and download this please go to [www.ccea.org.uk](http://www.ccea.org.uk)

## 1.1 Aims

This specification aims to encourage students to:

- develop core knowledge about the hospitality industry and the skills required for working in it;
- actively engage in studying hospitality and become effective and independent learners with creative and enquiring minds;
- develop and apply their knowledge in relevant, enjoyable and work-related contexts;
- make informed decisions about further learning opportunities and career choices in the hospitality industry; and
- develop and practise key transferable skills for working life.

## 1.2 Key features

The following are important features of this specification.

- It offers opportunities to build on the skills and capabilities developed through the delivery of the Northern Ireland Curriculum at Key Stage 3.
- It gives students a realistic understanding and experience of the hospitality industry as part of a broad Key Stage 4 programme.
- There are three units:
  - Units 1 and 2 are externally assessed; and
  - Unit 3 is internally assessed through a portfolio of three tasks and a function assignment.
- It provides opportunities for students to apply knowledge, understanding and skills in a range of theoretical and practical contexts.
- The emphasis on practical tasks enables students to have a motivating and enjoyable experience discovering what working in the hospitality industry entails.
- The work-related element helps prepare students for work placement and working in the hospitality industry.
- It allows students to progress to vocational training and employment.

## 1.3 Prior attainment

Students do not need to have reached a particular level of attainment before beginning to study this specification and are not required to have prior knowledge of hospitality courses. However, they should have an appropriate level of literacy and numeracy skills and have the ability to work at GCSE level.

Students taking this course will find these skills and capabilities helpful:

- an ability to work in a team;
- an interest in working with and providing a service to people;
- the motivation to work independently, when required; and
- an ability to use their initiative and show an enterprising attitude.

## **1.4 Classification codes and subject combinations**

Every specification has a national classification code that indicates its subject area. The classification code for this qualification is 0007.

Please note that if a student takes two qualifications with the same classification code, schools, colleges and universities that they apply to may take the view that they have achieved only one of the two GCSEs. The same may occur with any two GCSE qualifications that have a significant overlap in content, even if the classification codes are different. Because of this, students who have any doubts about their subject combinations should check with the schools, colleges and universities that they would like to attend before beginning their studies.

## 2 Specification at a Glance

The table below summarises the structure of this GCSE course.

Content	Assessment	Weightings	Availability
<b>Unit 1: The Hospitality Industry</b>	External written examination  1 hour  All questions are compulsory and may include multiple choice, short response, structured, stimulus response and extended response.	25%	Summer from 2018
<b>Unit 2: Hospitality and the Customer</b>	External written examination  1 hour  All questions are compulsory and may include multiple choice, short response, structured, stimulus response and extended response.	25%	Summer from 2019
<b>Unit 3: Food and Beverage Preparation and Service</b>	Controlled assessment  Students must: <ul style="list-style-type: none"> <li>• produce a portfolio of three tasks; and</li> <li>• contribute to planning and carrying out an event or function.</li> </ul>	50%  (30%)  (20%)	Summer from 2019

Students must take at least 40 percent of the assessment (based on unit weightings) at the end of the course as terminal assessment.

### 3 Subject Content

We have divided this course into three units. The content of each unit and the respective learning outcomes appear below.

#### 3.1 Unit 1: The Hospitality Industry

Students develop understanding of and acquire knowledge about the diversity of the hospitality industry. They explore the place of the hospitality industry in the economy and investigate careers and job roles. They study health and safety at work, first aid and promoting healthy eating.

Content	Learning Outcomes
<p><b>Exploring hospitality</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate understanding of the difference between the following hospitality sectors:               <ul style="list-style-type: none"> <li>– commercial; and</li> <li>– catering services;</li> </ul> </li> <li>• identify different types of outlets in each sector, including:               <ul style="list-style-type: none"> <li>– hotels;</li> <li>– restaurants;</li> <li>– hospitals;</li> <li>– school canteens;</li> <li>– residential homes;</li> <li>– prisons; and</li> <li>– bed and breakfasts;</li> </ul> </li> <li>• explain the role of hospitality in the following industries:               <ul style="list-style-type: none"> <li>– travel;</li> <li>– tourism;</li> <li>– health;</li> <li>– education; and</li> <li>– leisure;</li> </ul> </li> <li>• recognise the importance of internal links between departments in hospitality outlets, including the role of the front office;</li> <li>• explain how outlets providing accommodation are star rated; and</li> <li>• evaluate the use of the star rating system of accommodation in the hospitality industry.</li> </ul>



Content	Learning Outcomes
<p><b>Health and safety at work</b></p> <p><b>First aid</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• outline the main health and safety responsibilities of employers and employees, including basic knowledge of: <ul style="list-style-type: none"> <li>– Health and Safety at Work Act 1974;</li> <li>– Control of Substances Hazardous to Health (COSHH);</li> <li>– Reporting of Injuries, Diseases and Dangerous Occurrence Regulations 2013 (RIDDOR);</li> <li>– Hazard Analysis and Critical Control Points (HACCP);</li> <li>– Food Information Regulations (Northern Ireland) 2014;</li> <li>– Food Hygiene Rating Scheme 2011 (FHRS); and</li> <li>– Fire Safety Regulations (Northern Ireland) 2010;</li> </ul> </li> <li>• demonstrate understanding of the legal requirements for first aid in hospitality outlets;</li> <li>• name the contents of a first-aid box; and</li> <li>• explain the role of the first-aider in treating minor injuries and accidents, including: <ul style="list-style-type: none"> <li>– burn;</li> <li>– scald;</li> <li>– cut;</li> <li>– fall;</li> <li>– choking;</li> <li>– unconsciousness; and</li> <li>– anaphylaxis.</li> </ul> </li> </ul>



Content	Learning Outcomes
<p><b>Customer care standards and procedures</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• explain the five main customer expectations:               <ul style="list-style-type: none"> <li>– value for money;</li> <li>– accuracy and reliability;</li> <li>– information, advice and help;</li> <li>– problems and complaints dealt with; and</li> <li>– health, safety and security.</li> </ul> </li>   <li>• explain how to provide quality customer care in a range of situations, including setting standards to ensure consistency;</li>   <li>• evaluate customer care provision in hospitality outlets;</li>   <li>• demonstrate understanding of the importance of promoting a positive image in the hospitality industry through:               <ul style="list-style-type: none"> <li>– appearance;</li> <li>– hygiene;</li> <li>– attitude;</li> <li>– standard of facilities; and</li> <li>– corporate image;</li> </ul> </li>   <li>• identify how to deal with and resolve minor complaints effectively by:               <ul style="list-style-type: none"> <li>– listening;</li> <li>– apologising;</li> <li>– solving; and</li> <li>– thanking;</li> </ul> </li>   <li>• evaluate the use of a complaints procedure; and</li>   <li>• demonstrate understanding of the methods and importance of monitoring standards in a hospitality outlet, including:               <ul style="list-style-type: none"> <li>– verbal feedback;</li> <li>– mystery customers;</li> <li>– comment cards;</li> <li>– questionnaires;</li> <li>– surveys, for example online or by text;</li> <li>– observing staff practices; and</li> <li>– social media reviews.</li> </ul> </li> </ul>





Content	Learning Outcomes
<b>Cooking methods</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"><li>• apply basic knowledge of the following cooking methods:<ul style="list-style-type: none"><li>– boiling, simmering, poaching, stewing and braising;</li><li>– dry frying, shallow frying, deep fat frying and stir frying;</li><li>– baking and roasting;</li><li>– grilling;</li><li>– microwaving, and</li><li>– paper bag (en papillote) and sous vide;</li></ul></li><li>• prepare foods using appropriate cooking methods; and</li><li>• demonstrate awareness of the importance of timing when cooking.</li></ul>



Content	Learning Outcomes
<p><b>Knife skills (cont.)</b></p> <p><b>Sauces and dressings</b></p> <p><b>Pastry making</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate safe practice when handling and using knives appropriate to the task;</li> <li>• care for and store knives correctly;</li> <li>• develop the following skills for preparing vegetables and fruit: <ul style="list-style-type: none"> <li>– slicing;</li> <li>– dicing, for example brunoise;</li> <li>– shredding;</li> <li>– chiffonade;</li> <li>– julienne strips;</li> <li>– jardinière batons;</li> <li>– paysanne;</li> <li>– segment; and</li> <li>– peel;</li> </ul> </li> <li>• recognise and prepare the following types of sauces: <ul style="list-style-type: none"> <li>– roux based, for example béchamel and velouté;</li> <li>– all-in-one sauce, for example cheese sauce;</li> <li>– blended, for example custard and gravy;</li> <li>– egg based, for example mayonnaise and hollandaise;</li> <li>– cream based, for example sauce supreme;</li> <li>– fruit based, for example coulis; and</li> <li>– miscellaneous, for example curry sauce;</li> </ul> </li> <li>• dressings, for example vinaigrette based, Thousand Island and marinade;</li> <li>• recognise the methods used to make the following pastries: <ul style="list-style-type: none"> <li>– rubbing in, for example shortcrust pastry;</li> <li>– folding and rolling, for example flaky and rough puff; and</li> <li>– sauce based, for example choux; and</li> </ul> </li> <li>• handle ready-made and convenience pastry to prepare sweet and savoury pastry dishes, for example: <ul style="list-style-type: none"> <li>– frozen puff and shortcrust; and</li> <li>– chilled filo and Danish pastry.</li> </ul> </li> </ul>

Content	Learning Outcomes
<p><b>Cake making</b></p> <p><b>Bread making</b></p> <p><b>Menu planning</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• prepare a range of products using the following cake making methods: <ul style="list-style-type: none"> <li>– rubbing in;</li> <li>– creaming and all-in-one;</li> <li>– whisking; and</li> <li>– melting;</li> </ul> </li> <li>• demonstrate a basic understanding of using yeast to make bread;</li> <li>• name the main uses of yeast-based doughs, for example: <ul style="list-style-type: none"> <li>– traditional bread, loaf, bread rolls and garlic bread;</li> <li>– breads from other countries, for example focaccia and naan; and</li> <li>– pizza base;</li> </ul> </li> <li>• make bread and scones using baking powder, baking soda or special flour with raising agent, for example soda bread and wheaten bread;</li> <li>• make pancake batters;</li> <li>• select dishes for different menus, for example table d’hôte, à la carte, set menu, early bird, takeaway and children’s; and</li> <li>• identify factors that influence menu production, including: <ul style="list-style-type: none"> <li>– time of year;</li> <li>– availability of ingredients;</li> <li>– type of outlet;</li> <li>– time for preparation and service;</li> <li>– equipment available;</li> <li>– nutrition considerations;</li> <li>– appeal of dishes, for example colour, flavour and texture;</li> <li>– cost;</li> <li>– skill of kitchen staff;</li> <li>– customer needs, for example age, religion, ethnic background and health;</li> <li>– types of customers, for example business, family and tourist; and</li> <li>– occasion.</li> </ul> </li> </ul>

Content	Learning Outcomes
<p><b>Menu planning (cont.)</b></p> <p><b>Cost and portion control</b></p> <p><b>Food and beverage service</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• select and cook:               <ul style="list-style-type: none"> <li>– hot and cold starters and main courses with accompaniments;</li> <li>– hot and cold desserts; and</li> <li>– hot and cold beverages;</li> </ul> </li> <li>• garnish and decorate food ready for service;</li> <li>• demonstrate understanding of the importance of well-presented dishes;</li> <li>• cost raw materials;</li> <li>• calculate add-on costs, for example labour, VAT and overheads;</li> <li>• demonstrate understanding of the methods of portion control, including:               <ul style="list-style-type: none"> <li>– use of standard recipes; and</li> <li>– standard size equipment, for example ladles, scoops, liquid dispensers, dish size and serving spoons;</li> </ul> </li> <li>• select and set up the appropriate style of service to suit the occasion or outlet, for example:               <ul style="list-style-type: none"> <li>– plate;</li> <li>– silver;</li> <li>– counter;</li> <li>– self-service; and</li> <li>– buffet;</li> </ul> </li> <li>• apply the rules for correct food and beverage service;</li> <li>• demonstrate appropriate personal skills when:               <ul style="list-style-type: none"> <li>– greeting customers;</li> <li>– taking orders or presenting the bill;</li> <li>– handling customers with special requirements; and</li> <li>– dealing with unexpected situations; and</li> </ul> </li> <li>• display high standards of personal presentation.</li> </ul>

Content	Learning Outcomes
<p><b>Food preparation roles</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• name and explain the following food preparation roles in a large kitchen (The Kitchen Brigade):                             <ul style="list-style-type: none"> <li>– head chef;</li> <li>– second or sous chef;</li> <li>– pastry chef (chef patisserie);</li> <li>– sauce chef;</li> <li>– vegetable chef;</li> <li>– commis chef; and</li> <li>– kitchen porter;</li> </ul> </li> </ul>
<p><b>Food service roles</b></p>	<ul style="list-style-type: none"> <li>• explain the following front of house roles:                             <ul style="list-style-type: none"> <li>– restaurant manager;</li> <li>– head waiter; and</li> <li>– waiter;</li> </ul> </li> <li>• demonstrate the skills required for different roles;</li> </ul>
<p><b>Planning an event or function</b></p>	<ul style="list-style-type: none"> <li>• apply knowledge to plan an event or function for 10–20 people;</li> <li>• demonstrate effective teamwork;</li> <li>• identify tasks linked to job roles;</li> <li>• demonstrate skills for specific roles;</li> <li>• prepare, cook and serve starter, main course, accompaniments, dessert and hot and cold beverages; and</li> <li>• evaluate:                             <ul style="list-style-type: none"> <li>– personal performance; and</li> <li>– team performance.</li> </ul> </li> </ul>

## 4 Scheme of Assessment

### 4.1 Assessment opportunities

For the availability of examinations and controlled assessment, see Section 2.

This is a unitised specification; candidates must complete at least 40 percent of the overall assessment requirements at the end of the course, in the examination series in which they request a final subject grade. This is the terminal rule.

Candidates may resit individual assessment units once before cash-in. The better of the two results will count towards their final GCSE grade unless a unit is required to meet the 40 percent terminal rule. If it is, the more recent mark will count (whether or not it is the better result). Results for individual assessment units remain available to count towards a GCSE qualification until we withdraw the specification.

### 4.2 Assessment objectives

There are three assessment objectives for this specification. Candidates must:

- AO1** recall, select and communicate their knowledge and understanding of concepts, issues and terminology;
- AO2** apply their skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks; and
- AO3** analyse and evaluate information sources and evidence, make reasoned judgements and present conclusions.

### 4.3 Assessment objective weightings

The table below sets out the assessment objective weightings for each assessment component and the overall GCSE qualification.

Assessment Objective	Unit Weighting (%)				Overall Weighting (%)
	External Assessment		Controlled Assessment Unit 3		
	Unit 1	Unit 2	Portfolio	Function	
<b>AO1</b>	12.5	12.5	5	5	35
<b>AO2</b>	7.5	7.5	20	10	45
<b>AO3</b>	5	5	5	5	20
<b>Total Weighting</b>	25	25	30	20	100
A tolerance of +/-3% is applicable to the weightings above.					

## 4.4 Quality of written communication

In GCSE Hospitality, candidates must demonstrate their quality of written communication. They need to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- select and use a form and style of writing that suit their purpose and complex subject matter; and
- organise information clearly and coherently, using specialist vocabulary where appropriate.

Quality of written communication is assessed in responses to questions and tasks that require extended writing.

## 4.5 Reporting and grading

We report the results of individual assessment units on a uniform mark scale that reflects the assessment weighting of each unit. We determine the grades awarded by aggregating the uniform marks that candidates obtain in individual assessment units.

We award GCSE qualifications on a grade scale from A\* to G, with A\* being the highest. The nine grades available are as follows:

<b>Grade</b>	A*	A	B	C*	C	D	E	F	G
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If candidates fail to attain a grade G or above, we report their result as unclassified (U).

## 5 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 in the specification; they are not designed to define that content. The grade awarded depends 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	Description
<b>A</b>	<p>Candidates recall, select and communicate detailed knowledge and thorough understanding of hospitality and/or catering.</p> <p>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.</p> <p>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.</p>
<b>C</b>	<p>Candidates recall, select and communicate sound knowledge and understanding of aspects of hospitality and/or catering.</p> <p>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.</p> <p>They review the evidence available, analysing and evaluating some of the information clearly and with some accuracy. They make judgements and draw appropriate conclusions.</p>
<b>F</b>	<p>Candidates recall, select and communicate knowledge and understanding of basic aspects of hospitality and/or catering.</p> <p>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.</p> <p>They modify their approach in the light of progress. They review their evidence and draw basic conclusions.</p>

## 6 Guidance on Controlled Assessment

### 6.1 Controlled assessment review

We will review our controlled assessment tasks every two years to ensure that they continue to set an appropriate challenge and remain valid, reliable and stimulating.

### 6.2 Skills assessed by controlled assessment

Teachers must assess the following skills through controlled assessment:

- planning investigations and/or tasks; and
- carrying out investigations and/or tasks in which candidates:
  - analyse issues and problems;
  - identify, gather and record relevant information and evidence;
  - analyse and evaluate evidence; and
  - make reasoned justifications and present conclusions.

Elements of all these skills may also be assessed externally.

### 6.3 Level of control

Rules for controlled assessment in GCSE Hospitality are defined for the three stages of the assessment:

- task setting;
- task taking; and
- task marking.

### 6.4 Task setting

In both tasks, the level of control for task setting is high. This means that we set the tasks.

For Unit 3, candidates must complete **two** controlled assessment tasks:

1. a portfolio of **three** short tasks; and
2. a planned event or function assignment.

These tasks are worth 50 percent of the final award. The teacher assesses the tasks and we moderate them.

When completing practical activities, candidates must demonstrate appropriate hygiene and health and safety practices throughout.

## **1. Portfolio – three short tasks**

Each task assesses some of the following:

- carrying out secondary research and recording findings;
- decision-making, for example choice of dish or choice of equipment;
- planning and sequencing tasks;
- preparing food – maximum 1 hour 30 minutes;
- costing dishes; and
- carrying out self-evaluation.

See Appendix 2 for the evidence and assessment criteria for the portfolio.

## **2. Plan an event or function assignment**

Candidates must be involved in planning, implementing and evaluating an **event or function for 10–20 people**.

See Appendix 3 for the evidence and assessment criteria for the event or function.

This assignment provides opportunities for candidates to demonstrate understanding and a range of practical skills for different situations.

Centres have the opportunity to contextualise the controlled assessment tasks to suit their specific circumstances. This includes the availability of and access to resources.

We will provide centres with details of controlled assessment tasks and guidance on how to complete and submit them.

## 6.5 Task taking

In both tasks, the level of control for task taking is medium.

Areas of Control	Detail of Control
<b>Authenticity</b>	<ul style="list-style-type: none"> <li>• Candidates should work independently.</li> <li>• Candidates should complete all work under informal supervision (with the exception of practical activities, which must be carried out under formal supervision).</li> <li>• Candidates may carry out research with limited supervision.</li> <li>• Teachers must be able to authenticate the work.</li> <li>• Teachers must ensure that candidates acknowledge and reference any sources used within the text and include a bibliography.</li> </ul>
<b>Feedback</b>	<ul style="list-style-type: none"> <li>• Teachers must guide and supervise candidates in relation to the following:                             <ul style="list-style-type: none"> <li>– monitoring progress;</li> <li>– preventing plagiarism;</li> <li>– ensuring compliance with health and safety requirements;</li> <li>– ensuring work is completed in accordance with the specification requirements; and</li> <li>– ensuring work can be assessed in accordance with the procedures and marking criteria.</li> </ul> </li> <li>• Candidates should reach their own conclusions.</li> <li>• Where candidates require support and guidance, teachers must reflect this in the mark band they select from the assessment grid and in the marks they award.</li> </ul>

Areas of Control	Detail of Control
<b>Time Limit/ Word Limit</b>	<p><b>Unit 3: Food and Beverage Preparation and Service</b> We recommend that candidates spend a minimum of 39 supervised hours on this unit.</p> <p><b>Portfolio – three short tasks, 8 supervised hours per task</b></p> <ul style="list-style-type: none"> <li>• Word limit for each task – 1000 words</li> <li>• Task analysis and research – approximately 400 words</li> <li>• Practical session – 1 hour 30 minutes</li> <li>• Evaluation – approximately 400 words</li> </ul> <p><b>Function Assignment – 15 supervised hours</b></p> <ul style="list-style-type: none"> <li>• Analysing the task – 200 words</li> <li>• Detailed plan for a function – 500 words</li> <li>• Practical session – 3 supervised hours</li> <li>• Written evidence of personal role – 500 words</li> <li>• Evaluation of personal and team performance – 500 words</li> <li>• The complete assignment should be no more than 10–12 A4 pages, including photographs.</li> </ul>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>• Candidates must work in groups to carry out the function but it is essential that the teacher can identify individual contributions on the Candidate Observation Sheet.</li> <li>• Candidates provide an individual response.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Candidates’ access to resources is determined by those available to the centre.</li> <li>• Candidates must reference any resources that they access via the internet.</li> </ul>

## 6.6 Task marking

In both tasks, the level of control for task marking is medium. Teachers mark the controlled assessment tasks using assessment criteria that we provide. They should use professional judgement to select and apply the criteria in each successive mark band appropriately and fairly to candidates’ work. They should follow a ‘best fit’ approach when selecting a candidate’s mark, making allowance for balancing strengths and weaknesses in each response.

When making judgements, teachers should follow the procedure set out below:

1. make a broad judgement by identifying the mark band that best describes the candidate's achievement; and
2. further refine this initial judgement.

For example, if a teacher decides that the work best fits Mark Band 3 (11–15 marks), then to refine this decision, they should consider the following:

- if the criteria have only just been fulfilled, then the work is likely to be worth 11–12 marks, the bottom of the mark band;
- if the controlled assessment task demonstrates fulfilment of most of the criteria in a reasonably competent manner, then the work is likely to be worth 12–13 marks, the middle of the mark band; and
- where the criteria have been completely fulfilled and some evidence of achievement of the higher mark band is apparent, then the work may be judged to be worth 14–15 marks, the top of the mark band.

Teachers must annotate the controlled assessment tasks in detail to ensure fairness to the candidate and to assist with moderation. Annotation should take the form of:

- summative comments on the work, usually at the end, and on the Candidate Observation Sheet; and
- key pieces of evidence identified throughout the work by annotation, either in the margin or in the text.

Teachers must ensure that the work they mark is the candidate's own. For up-to-date advice on plagiarism, or any kind of candidate malpractice, see *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* on the Joint Council for Qualifications website at [www.jcq.org.uk](http://www.jcq.org.uk)

## **6.7 Internal standardisation**

Centres with more than one teaching group must carry out internal standardisation of controlled assessment tasks before submitting their marks to us. This is to ensure, as far as possible, that each teacher has applied the assessment criteria consistently when marking assessments. Centres may need to adjust an individual teacher's marking:

- to bring assessments into line with those of other teachers in the centre; and
- to match the standards established at the agreement trial.

If marks do change, centres must amend the total/final mark on their Candidate Record Sheet.

## 6.8 Moderation

Centres must submit their marks and samples to us by 1 May in any year. We may adjust centres' marking to bring the assessment of the candidates' work into line with our agreed standards.

We issue full instructions each year on:

- our moderation procedures;
- which samples we require; and
- the deadlines for submitting marks and samples to us.

Teachers and centre staff may contact us at any stage if they require advice, assistance or support relating to any aspect of controlled assessment.

## 6.9 Drafting/Redrafting

Teachers must not correct candidates' work in detail and return it to them to write up a fair copy. Responsibility for drafting a piece of work towards completion lies entirely with the candidate. Once a candidate has submitted the controlled assessment and it has been awarded a mark, that mark is final. The candidate may not carry out further work.

**See Appendix 1 for a glossary of controlled assessment terms.** For more details, see the Joint Council for Qualifications document *Instructions for Conducting Controlled Assessment*, available at [www.jcq.org.uk](http://www.jcq.org.uk)

## 7 Curriculum Objectives

This specification builds on the learning experiences from Key Stage 3 as required for the statutory Northern Ireland Curriculum. It also offers opportunities for students to contribute to the aim and objectives of the Curriculum at Key Stage 4, and to continue to develop the Cross-Curricular Skills and the Thinking Skills and Personal Capabilities. The extent of the development of these skills and capabilities will be dependent on the teaching and learning methodology used.

### 7.1 Cross-Curricular Skills at Key Stage 4

<b>Communication</b>
<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• communicate meaning, feelings and viewpoints in a logical and coherent manner, <i>for example taking part in a group discussion to analyse the function;</i></li> <li>• make oral and written summaries, reports and presentations, taking account of audience and purpose, <i>for example using findings from the research for their portfolio of evidence, menus, invitations and comment cards;</i></li> <li>• participate in discussions, debates and interviews, <i>for example participating in a team evaluation of the success of the function;</i> and</li> <li>• interpret, analyse and present information in oral, written and ICT formats, <i>for example completing their portfolio tasks.</i></li> </ul>
<b>Using Mathematics</b>
<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• use mathematical language and notation with confidence, <i>for example costing exercises;</i></li> <li>• use mental computation to calculate, estimate and make predictions in a range of simulated and real-life contexts, <i>for example adapting recipes and costings;</i> and</li> <li>• select and apply mathematical concepts and problem-solving strategies in a range of simulated and real-life contexts, <i>for example maintaining temperature control.</i></li> </ul>
<b>Using ICT</b>
<p>Students should be able to make effective use of information and communications technology in a wide range of contexts to access, manage, select and present information, including mathematical information, <i>for example carrying out online research for recipes, costs of ingredients, marketing and presenting menus, and giving PowerPoint presentations on chosen themes.</i></p>

## 7.2 Thinking Skills and Personal Capabilities at Key Stage 4

<b>Self-Management</b>
<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• plan work, <i>for example carrying out a practical task within a given time frame;</i></li> <li>• set personal learning goals and targets to meet deadlines, <i>for example completing tasks for their portfolio of evidence;</i></li> <li>• monitor, review and evaluate their progress and improve their learning, <i>for example reviewing and evaluating their performance in practical tasks;</i> and</li> <li>• effectively manage their time, <i>for example carrying out practical tasks to meet food service deadlines.</i></li> </ul>
<b>Working with Others</b>
<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• learn with and from others through co-operation, <i>for example working as part of a food service or food preparation team;</i></li> <li>• participate in effective teams and accept responsibility for achieving collective goals, <i>for example co-operation between kitchen roles and front of house roles to organise and manage a successful event or function;</i> and</li> <li>• listen actively to others and influence group thinking and decision-making, taking account of others' opinions, <i>for example taking part in a group discussion when analysing the function task, and carrying out peer assessment and evaluation after the task.</i></li> </ul>
<b>Problem Solving</b>
<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• identify and analyse relationships and patterns, <i>for example analysing the links between good service and customer satisfaction;</i></li> <li>• propose justified explanations, <i>for example discussing the importance of health and safety legislation;</i></li> <li>• reason, form opinions and justify their views, <i>for example explaining food hygiene and preventing food poisoning and their impact on public health;</i></li> <li>• analyse and evaluate multiple perspectives, <i>for example using customer feedback reports;</i></li> <li>• explore unfamiliar views without prejudice, <i>for example taking account of adverse feedback;</i></li> <li>• weigh up options and justify decisions, <i>for example deciding on final choice of menu for a particular event;</i> and</li> <li>• apply and evaluate a range of approaches to solve problems in familiar and novel contexts, <i>for example strategies to deal with difficult customers.</i></li> </ul>

Although not referred to separately as a statutory requirement at Key Stage 4 in the Northern Ireland Curriculum, **Managing Information** and **Being Creative** may also remain relevant to learning.

## 8 Links and Support

### 8.1 Support

The following resources are available to support this specification:

- our Hospitality microsite at [www.ccea.org.uk](http://www.ccea.org.uk) and
- specimen assessment materials.

We also intend to provide:

- past papers;
- mark schemes;
- Chief Examiner's reports;
- Principal Moderator's reports;
- guidance on progression from Key Stage 3;
- guidance notes for teachers;
- planning frameworks;
- centre support visits;
- support days for teachers;
- agreement trials;
- controlled assessment guidance for teachers;
- controlled assessment guidance for candidates;
- a resource list; and
- exemplification of examination performance.

### 8.2 Examination entries

Entry codes for this subject and details on how to make entries are available on our Qualifications Administration Handbook microsite, which you can access at [www.ccea.org.uk](http://www.ccea.org.uk)

Alternatively, you can telephone our Examination Entries, Results and Certification team using the contact details provided.

### 8.3 Equality and inclusion

We have considered the requirements of equality legislation in developing this specification and designed it to be as free as possible from ethnic, gender, religious, political and other forms of bias.

GCSE qualifications often require the assessment of a broad range of competences. This is because they are general qualifications that prepare students for a wide range of occupations and higher level courses.

During the development process, an external equality panel reviewed the specification to identify any potential barriers to equality and inclusion. Where appropriate, we have considered measures to support access and mitigate barriers.

We can make reasonable adjustments for students with disabilities to reduce barriers to accessing assessments. For this reason, very few students will have a complete barrier to any part of the assessment.

It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. You can find information on reasonable adjustments in the Joint Council for Qualifications document *Access Arrangements and Reasonable Adjustments*, available at [www.jcq.org.uk](http://www.jcq.org.uk)

## 8.4 Contact details

If you have any queries about this specification, please contact the relevant CCEA staff member or department:

- Specification Support Officer: Joan Jennings  
(telephone: (028) 9026 1200, extension 2552, email: [jjennings@ccea.org.uk](mailto:jjennings@ccea.org.uk))
- Subject Officer: Deborah McGuffin  
(telephone: (028) 9026 1200, extension 2444, email: [dmcguffin@ccea.org.uk](mailto:dmcguffin@ccea.org.uk))
- Examination Entries, Results and Certification  
(telephone: (028) 9026 1262, email: [entriesandresults@ccea.org.uk](mailto:entriesandresults@ccea.org.uk))
- Examiner Recruitment  
(telephone: (028) 9026 1243, email: [appointments@ccea.org.uk](mailto:appointments@ccea.org.uk))
- Distribution  
(telephone: (028) 9026 1242, email: [cceadistribution@ccea.org.uk](mailto:cceadistribution@ccea.org.uk))
- Support Events Administration  
(telephone: (028) 9026 1401, email: [events@ccea.org.uk](mailto:events@ccea.org.uk))
- Moderation  
(telephone: (028) 9026 1200, extension 2236, email: [moderationteam@ccea.org.uk](mailto:moderationteam@ccea.org.uk))
- Business Assurance (Complaints and Appeals)  
(telephone: (028) 9026 1244, email: [complaints@ccea.org.uk](mailto:complaints@ccea.org.uk) or [appealsmanager@ccea.org.uk](mailto:appealsmanager@ccea.org.uk)).

## Appendix 1

### Glossary of Terms for Controlled Assessment Regulations

Term	Definition
Component	<p>A discrete, assessable element within a controlled assessment/qualification that is not itself formally reported and for which the awarding organisation records the marks</p> <p>May contain one or more tasks</p>
Controlled assessment	A form of internal assessment where the control levels are set for each stage of the assessment process: task setting, task taking, and task marking
External assessment	A form of independent assessment in which question papers, assignments and tasks are set by the awarding organisation, taken under specified conditions (including detailed supervision and duration) and marked by the awarding organisation
Formal supervision <b>(High level of control)</b>	The candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates is tightly prescribed.
Informal supervision <b>(Medium level of control)</b>	<p>Questions/Tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work.</p> <p>Supervision is confined to:</p> <ul style="list-style-type: none"> <li>ensuring that the contributions of individual candidates are recorded accurately; and</li> <li>ensuring that plagiarism does not take place.</li> </ul> <p>The supervisor may provide limited guidance to candidates.</p>
Limited supervision <b>(Limited level of control)</b>	Requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.

Term	Definition
Mark scheme	<p>A scheme detailing how credit is to be awarded in relation to a particular unit, component or task</p> <p>Normally characterises acceptable answers or levels of response to questions/tasks or parts of questions/tasks and identifies the amount of credit each attracts</p> <p>May also include information about unacceptable answers</p>
Task	<p>A discrete element of external or controlled assessment that may include examinations, assignments, practical activities and projects</p>
Task marking	<p>Specifies the way in which credit is awarded for candidates' outcomes</p> <p>Involves the use of mark schemes and/or marking criteria produced by the awarding organisation</p>
Task setting	<p>The specification of the assessment requirements</p> <p>Tasks may be set by awarding organisations and/or teachers. Teacher-set tasks must be developed in line with awarding organisation specified requirements.</p>
Task taking	<p>The conditions for candidate support and supervision, and the authentication of candidates' work</p> <p>Task taking may involve different parameters from those used in traditional written examinations. For example, candidates may be allowed supervised access to sources such as the internet.</p>
Unit	<p>The smallest part of a qualification that is formally reported</p> <p>May comprise separately assessed components</p>

## Appendix 2

Candidates must produce a portfolio of three short tasks.

### Portfolio Evidence and Assessment Criteria

#### Portfolio Evidence

- The suggested time for each of the three tasks is 8 hours (a total of 24 hours).
- The maximum number of words is 1000 for each task.
- Over the three tasks, the focus is on different parts of a typical menu from hospitality outlets, such as starters, light bites, main courses and desserts.
- To meet the three assessment objectives, candidates are assessed on a range of skills from the specification over the three tasks, for example:
  - research;
  - mathematical, for example costing and/or portioning;
  - analysis;
  - justifying choices and applying knowledge and understanding;
  - planning;
  - practical skills and creativity;
  - evaluation;
  - making judgements; and
  - drawing conclusions.
- There is a practical session for each task lasting 1 hour 30 minutes.
- In the practical session, candidates are expected to cook a dish for four people.
- They should demonstrate a range of practical skills in each practical session.
- Only one of the three tasks requires candidates to draw up a detailed plan, listing ingredients, resources and a timed plan of work.
- The emphasis on the practical food preparation and presentation skills should always be on standards required within the hospitality outlet set in the task.

## Portfolio Assessment Criteria

<b>Mark Band 1</b> <b>Overall impression:</b> <b>Quality of written communication is basic</b>	<b>Mark Band 2</b> <b>Overall impression:</b> <b>Quality of written communication is competent</b>	<b>Mark Band 3</b> <b>Overall impression:</b> <b>Quality of written communication is highly competent</b>
<p>The candidate:</p> <ul style="list-style-type: none"> <li>● uses spelling, punctuation and the rules of grammar with some accuracy so that the meaning is reasonably clear;</li> <li>● uses a limited range of specialist terms appropriately; and</li> <li>● may require support and guidance.</li> </ul>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>● uses spelling, punctuation and the rules of grammar with considerable accuracy so that the meaning is clear;</li> <li>● uses a good range of specialist terms appropriately; and</li> <li>● may require a little guidance.</li> </ul>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>● uses spelling, punctuation and the rules of grammar with almost complete accuracy so that the meaning is clear;</li> <li>● uses a wide range of specialist terms appropriately; and</li> <li>● works independently.</li> </ul>

## Portfolio Assessment Criteria: Tasks 1 and 2

Assessment Objective	Mark Band 1: Basic	Mark Range	Mark Band 2: Competent	Mark Range	Mark Band 3: Highly Competent	Mark Range
<b>Task Analysis (AO1)</b>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>demonstrates a basic understanding of the demands of the tasks;</li> <li>demonstrates a basic ability to select appropriate information to meet the demands of the tasks;</li> </ul>	[1]–[3]	<p>The candidate:</p> <ul style="list-style-type: none"> <li>demonstrates an adequate understanding of the demands of the tasks;</li> <li>demonstrates competency in selecting appropriate information to meet the demands of the tasks;</li> </ul>	[4]–[6]	<p>The candidate:</p> <ul style="list-style-type: none"> <li>demonstrates a detailed understanding of the demands of the tasks;</li> <li>demonstrates a high level of competency in selecting appropriate information to meet the demands of the tasks;</li> </ul>	[7]–[9]
<b>Practical Skills (AO2)</b>	<ul style="list-style-type: none"> <li>demonstrates a basic range of skills when undertaking the task;</li> </ul>	[1]–[4]	<ul style="list-style-type: none"> <li>demonstrates an adequate range of skills when undertaking the task;</li> </ul>	[5]–[8]	<ul style="list-style-type: none"> <li>demonstrates high level skills when undertaking the task;</li> </ul>	[9]–[12]
<b>Skills and Methods</b>	<ul style="list-style-type: none"> <li>demonstrates a basic understanding of correctly selecting equipment and ingredients;</li> <li>handles equipment and ingredients correctly to a basic level; and</li> <li>organises and sequences activities at a basic level.</li> </ul>		<ul style="list-style-type: none"> <li>demonstrates an adequate understanding of correctly selecting equipment and ingredients;</li> <li>handles equipment and ingredients correctly to a competent level; and</li> <li>organises and sequences activities competently.</li> </ul>		<ul style="list-style-type: none"> <li>demonstrates detailed understanding of correctly selecting equipment and ingredients;</li> <li>handles equipment and ingredients correctly to a highly competent level; and</li> <li>organises and sequences activities to a highly competent level.</li> </ul>	

Assessment Objective	Mark Band 1: Basic	Mark Range	Mark Band 2: Competent	Mark Range	Mark Band 3: Highly Competent	Mark Range
<b>Safety and Hygiene</b>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>demonstrates a basic understanding of personal hygiene and safety;</li> <li>uses equipment and ingredients safely and hygienically to a basic level;</li> </ul>	[1]	<p>The candidate:</p> <ul style="list-style-type: none"> <li>demonstrates adequate understanding of personal hygiene and safety;</li> <li>uses equipment and ingredients safely and hygienically to a competent level;</li> </ul>	[2]	<p>The candidate:</p> <ul style="list-style-type: none"> <li>demonstrates detailed understanding of personal hygiene and safety;</li> <li>uses equipment and ingredients safely and hygienically to a highly competent level;</li> </ul>	[3]–[4]
<b>Practical Outcomes</b>	<ul style="list-style-type: none"> <li>produces a suitable outcome that reflects hospitality standards;</li> </ul>	[1]–[3]	<ul style="list-style-type: none"> <li>produces a quality outcome that reflects hospitality standards;</li> </ul>	[4]–[6]	<ul style="list-style-type: none"> <li>produces a high quality outcome that reflects hospitality standards;</li> </ul>	[7]–[9]
<b>Evaluation (AO3)</b>	<ul style="list-style-type: none"> <li>identifies a limited range of strengths, weaknesses and improvements; and</li> <li>draws simple conclusions.</li> </ul>	[1]–[2]	<ul style="list-style-type: none"> <li>identifies an adequate range of strengths, weaknesses and improvements; and</li> <li>draws logical conclusions relevant to the requirements of the tasks.</li> </ul>	[3]–[4]	<ul style="list-style-type: none"> <li>identifies a wide range of strengths, weaknesses and improvements; and</li> <li>draws substantiated conclusions relevant to the requirements of the tasks.</li> </ul>	[5]–[6]
<b>Award zero for work not worthy of credit.</b>						<b>40</b>
<b>Total marks available per task</b>						<b>40</b>

### Portfolio Assessment Criteria: Task 3

Assessment Objective	Mark Band 1: Basic	Mark Range	Mark Band 2: Competent	Mark Range	Mark Band 3: Highly Competent	Mark Range
<b>Planning Activities and Time Plan (AO1)</b>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>lists some of the required ingredients, equipment and costs;</li> <li>produces a brief, simple time plan of activities;</li> </ul>	[1]–[3]	<p>The candidate:</p> <ul style="list-style-type: none"> <li>lists the main ingredients, equipment and costs;</li> <li>produces an adequate time plan of sequenced activities;</li> </ul>	[4]–[6]	<p>The candidate:</p> <ul style="list-style-type: none"> <li>lists the main ingredients, equipment and costs accurately and in detail;</li> <li>produces a detailed, logical time plan of sequenced activities and identifies priorities;</li> </ul>	[7]–[9]
<b>Practical Skills (AO2)</b>	<ul style="list-style-type: none"> <li>demonstrates a basic range of skills when undertaking the task;</li> </ul>	[1]–[4]	<ul style="list-style-type: none"> <li>demonstrates an adequate range of skills when undertaking the task;</li> </ul>	[5]–[8]	<ul style="list-style-type: none"> <li>demonstrates high level skills when undertaking the task;</li> </ul>	[9]–[12]
<b>Skills and Methods</b>	<ul style="list-style-type: none"> <li>demonstrates a basic understanding of correctly selecting equipment and ingredients;</li> <li>handles equipment and ingredients correctly to a basic level; and</li> <li>organises and sequences activities at a basic level.</li> </ul>		<ul style="list-style-type: none"> <li>demonstrates an adequate understanding of correctly selecting equipment and ingredients;</li> <li>handles equipment and ingredients correctly to a competent level; and</li> <li>organises and sequences activities competently.</li> </ul>		<ul style="list-style-type: none"> <li>demonstrates detailed understanding of correctly selecting equipment and ingredients;</li> <li>handles equipment and ingredients correctly to a highly competent level; and</li> <li>organises and sequences activities to a highly competent level.</li> </ul>	

Assessment Objective	Mark Band 1: Basic	Mark Range	Mark Band 2: Competent	Mark Range	Mark Band 3: Highly Competent	Mark Range
<b>Safety and Hygiene</b>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>demonstrates a basic understanding of personal hygiene and safety;</li> <li>uses equipment and ingredients safely and hygienically to a basic level;</li> </ul>	[1]	<p>The candidate:</p> <ul style="list-style-type: none"> <li>demonstrates adequate understanding of personal hygiene and safety;</li> <li>uses equipment and ingredients safely and hygienically to a competent level;</li> </ul>	[2]	<p>The candidate:</p> <ul style="list-style-type: none"> <li>demonstrates detailed understanding of personal hygiene and safety;</li> <li>uses equipment and ingredients safely and hygienically to a highly competent level;</li> </ul>	[3]–[4]
<b>Practical Outcomes</b>	<ul style="list-style-type: none"> <li>produces a suitable outcome that reflects hospitality standards;</li> </ul>	[1]–[3]	<ul style="list-style-type: none"> <li>produces a quality outcome that reflects hospitality standards;</li> </ul>	[4]–[6]	<ul style="list-style-type: none"> <li>produces a high quality outcome that reflects hospitality standards;</li> </ul>	[7]–[9]
<b>Evaluation (AO3)</b>	<ul style="list-style-type: none"> <li>identifies a limited range of strengths, weaknesses and improvements; and</li> <li>draws simple conclusions.</li> </ul>	[1]–[2]	<ul style="list-style-type: none"> <li>identifies an adequate range of strengths, weaknesses and improvements; and</li> <li>draws logical conclusions relevant to the requirements of the tasks.</li> </ul>	[3]–[4]	<ul style="list-style-type: none"> <li>identifies a wide range of strengths, weaknesses and improvements; and</li> <li>draws substantiated conclusions relevant to the requirements of the tasks.</li> </ul>	[5]–[6]
<b>Award zero for work not worthy of credit.</b>						<b>40</b>
<b>Total marks available for Tasks 1, 2 and 3</b>						<b>120</b>

## Appendix 3

### Event or Function Evidence and Assessment Criteria

#### Event or Function Evidence

Candidates must be involved in planning, implementing and evaluating an **event or function for at least 10–20 people**, examples include:

- a themed meal;
- a buffet lunch; or
- a school event.

The assignment must include the following:

- task analysis;
- planning, including:
  - resources and equipment;
  - methods and an ingredients list;
  - personal job role(s); and
  - a time plan;
- practical skills, including:
  - a range of skills;
  - an understanding of personal hygiene and safety;
  - selecting and using equipment and ingredients safely and hygienically;
  - organising and sequencing activities and identifying priorities; and
  - producing an outcome that is appropriate to the task;
- personal evaluation; and
- team evaluation.

### Event or Function Assessment Criteria

<b>Mark Band 1</b> <b>Overall impression:</b> <b>Quality of written communication is basic</b>	<b>Mark Band 2</b> <b>Overall impression:</b> <b>Quality of written communication is competent</b>	<b>Mark Band 3</b> <b>Overall impression:</b> <b>Quality of written communication is highly competent</b>
<p>The candidate:</p> <ul style="list-style-type: none"> <li>● uses spelling, punctuation and the rules of grammar with some accuracy so that the meaning is reasonably clear;</li> <li>● uses a limited range of specialist terms appropriately; and</li> <li>● may require support and guidance.</li> </ul>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>● uses spelling, punctuation and the rules of grammar with considerable accuracy so that the meaning is clear;</li> <li>● uses a good range of specialist terms appropriately; and</li> <li>● may require a little guidance.</li> </ul>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>● uses spelling, punctuation and the rules of grammar with almost complete accuracy so that the meaning is clear;</li> <li>● uses a wide range of specialist terms appropriately; and</li> <li>● works independently.</li> </ul>

### Event or Function Assessment Criteria

Assessment Objective	Mark Band 1: Basic	Mark Range	Mark Band 2: Competent	Mark Range	Mark Band 3: Highly Competent	Mark Range
<b>Task Analysis (AO1)</b>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>identifies in simple terms some issues related to the task;</li> <li>demonstrates a basic understanding of the demands of the task;</li> </ul>	[1]–[2]	<p>The candidate:</p> <ul style="list-style-type: none"> <li>identifies the main issues related to the task;</li> <li>demonstrates an adequate understanding of the demands of the task;</li> </ul>	[3]–[4]	<p>The candidate:</p> <ul style="list-style-type: none"> <li>identifies and explains the main issues related to the task;</li> <li>demonstrates a detailed understanding of the demands of the task;</li> </ul>	[5]–[6]
<b>Planning Planning Activities</b>	<ul style="list-style-type: none"> <li>identifies and outlines <b>personal role(s)</b> within the team;</li> <li>lists some of the resources, ingredients and equipment required for <b>personal role(s)</b>; and</li> </ul>	[1]–[2]	<ul style="list-style-type: none"> <li>identifies and explains <b>personal role(s)</b> within the team;</li> <li>lists the main resources, ingredients and equipment required for <b>personal role(s)</b>; and</li> </ul>	[3]–[4]	<ul style="list-style-type: none"> <li>identifies and explains in detail <b>personal role(s)</b> within the team;</li> <li>lists in detail all the resources, ingredients and equipment required for <b>personal role(s)</b>; and</li> </ul>	[5]–[6]
<b>Time Plan</b>	<ul style="list-style-type: none"> <li>produces a brief, simple time plan of activities.</li> </ul>	[1]–[3]	<ul style="list-style-type: none"> <li>produces an adequate time plan of sequenced activities, including team liaison.</li> </ul>	[4]–[6]	<ul style="list-style-type: none"> <li>produces a detailed, logical time plan of sequenced activities and identifies activities, showing a high degree of team liaison.</li> </ul>	[7]–[9]

Assessment Objective	Mark Band 1: Basic	Mark Range	Mark Band 2: Competent	Mark Range	Mark Band 3: Highly Competent	Mark Range
<b>Practical Skills (AO2)</b> <b>Skills and Methods</b>	The candidate: <ul style="list-style-type: none"> <li>demonstrates a basic range of skills when undertaking the function;</li> </ul>	[1]–[5]	The candidate: <ul style="list-style-type: none"> <li>demonstrates an adequate range of skills when undertaking the function;</li> </ul>	[6]–[10]	The candidate: <ul style="list-style-type: none"> <li>demonstrates a wide range of skills when undertaking the function;</li> </ul>	[11]–[15]
<b>Safety and Hygiene</b>	<ul style="list-style-type: none"> <li>demonstrates basic personal hygiene and safety, and selects and uses resources, equipment and ingredients hygienically and safely at a basic level;</li> </ul>	[1]–[2]	<ul style="list-style-type: none"> <li>demonstrates adequate personal hygiene and safety, and selects and uses resources, equipment and ingredients hygienically and safely at a competent level;</li> </ul>	[3]–[4]	<ul style="list-style-type: none"> <li>demonstrates good personal hygiene and safety, and selects and uses resources, equipment and ingredients hygienically and safely at a highly competent level;</li> </ul>	[5]–[6]
<b>Practical Outcomes</b>	<ul style="list-style-type: none"> <li>demonstrates a basic ability to organise and sequence activities; and</li> <li>presents suitable outcome(s) appropriate to the function.</li> </ul>	[1]–[6]	<ul style="list-style-type: none"> <li>demonstrates an adequate ability to organise and sequence activities; and</li> <li>presents quality outcome(s) appropriate to the function.</li> </ul>	[7]–[12]	<ul style="list-style-type: none"> <li>demonstrates a competent ability to organise and sequence activities; and</li> <li>presents high quality outcome(s) appropriate to the function.</li> </ul>	[13]–[18]

Assessment Objectives	Mark Band 1: Basic	Mark Range	Mark Band 2: Competent	Mark Range	Mark Band 3: Highly Competent	Mark Range
<b>Evaluation (AO3)</b> <b>Personal Evaluation</b>	<p><b>Personal performance</b> Including:</p> <ul style="list-style-type: none"> <li>● limited comments about some aspects of the function;</li> <li>● a limited range of personal strengths and weaknesses, with no suggestions for improvement; and</li> <li>● some simple conclusions linked to personal performance.</li> </ul>	[1]–[2]	<p><b>Personal performance</b> Including:</p> <ul style="list-style-type: none"> <li>● general comments about most aspects of the function;</li> <li>● an adequate range of personal strengths and weaknesses, with some suggestions for improvement; and</li> <li>● some realistic conclusions linked to personal performance.</li> </ul>	[3]–[4]	<p><b>Personal performance</b> Including:</p> <ul style="list-style-type: none"> <li>● detailed comments about all aspects of the function;</li> <li>● a detailed range of personal strengths and weaknesses, with detailed suggestions for improvement; and</li> <li>● detailed conclusions linked to personal performance.</li> </ul>	[5]–[6]

Assessment Objectives	Mark Band 1: Basic	Mark Range	Mark Band 2: Competent	Mark Range	Mark Band 3: Highly Competent	Mark Range
Team Evaluation	<p><b>Team performance</b> Including:</p> <ul style="list-style-type: none"> <li>• limited comments about some aspects of the function;</li> <li>• a limited range of team strengths and weaknesses, with no suggestions for improvement; and</li> <li>• some simple conclusions linked to the success of the function.</li> </ul>	[1]–[2]	<p><b>Team performance</b> Including:</p> <ul style="list-style-type: none"> <li>• general comments about most aspects of the function;</li> <li>• an adequate range of team strengths and weaknesses, with some suggestions for improvement; and</li> <li>• some realistic conclusions linked to the success of the function.</li> </ul>	[3]–[5]	<p><b>Team performance</b> Including:</p> <ul style="list-style-type: none"> <li>• detailed comments about all aspects of the function;</li> <li>• a detailed range of team strengths and weaknesses, with a range of suggestions for improvement; and</li> <li>• detailed conclusions linked to the success of the function.</li> </ul>	[6]–[8]
<b>Award zero for work not worthy of credit.</b>						
<b>Total marks available</b>						<b>80</b>



