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## SAMPLE ASSESSMENT MATERIALS (SAMs)

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**HC2D6** - Level 2 Diploma in Professional Cookery  
(603/0191/0)

**HC2D7** - Level 2 Diploma in Bakery and Patisserie  
(603/0192/2)

**HC2D8** - Level 2 Diploma in Food and Beverage Service  
(603/0193/4)

**HC2D9** - Level 2 Diploma in General Catering Skills  
(603/0194/6)

## External Sample Assessment Material

There are two written exams for this qualification.

Each examination will consist of a written paper with two sections, A and B. Learners will have to complete both sections and there will be no optional questions in either section. There is no separate time limit for Section A and B; the total time stated is to complete both Section A and B. It is suggested that you start with Section A.

Section A consists of a blend of multiple choice and short response questions which will assess knowledge and understanding across the breadth of mandatory units.

Section B comprises extended response questions. Each of these will challenge learners in the application of knowledge and understanding, in a practical technical context. Real-life case studies, scenarios and client examples are used to 'set the scene' and provide the basis for the objective assessment of applied knowledge and understanding.

Photographs and diagrams are used where applicable to illustrate and provide content.

Questions will vary year on year and will cover the full breadth of mandatory content over time. Coverage is not based on set rotation of topics to avoid predictability.

Learners will be required to answer all of the questions in Sections A and B.

All mandatory units are assessed in each and every examination series. The full breadth of mandatory content will be covered over the life of the qualification.

The mandatory units assessed in Paper 1 (EX.1) and Paper 2 (EX.2) are set out below:

External examination (HC2D6.EX1)	
Units covered	UHC50M - The catering and hospitality industry UHC70M - Food safety and hygiene in the kitchen UHC52M - Planning and preparing for service UHC60M - Poultry UHC62M - Vegetables and vegetable dishes UHC63M - Stocks and soups
External examination (HC2D6.EX2)	
Units covered	UHC54M - Menu planning and costing UHC59M - Meat and offal UHC61M - Fish and shellfish UHC66M - Pastry and bakery products UHC64M - Desserts UHC65M - Farinaceous and egg dishes UHC67M - Biscuits, cakes and sponges

External examination (HC2D7.EX1)	
Units covered	UHC50M - The catering and hospitality industry UHC70M - Food safety and hygiene in the kitchen UHC52M - Planning and preparing for service UHC64M - Desserts UHC67M - Biscuits, cakes and sponges UHC55M - Calculating costs

	UHC72M - Working with chocolate
<b>External examination (HC2D7.EX2)</b>	
Units covered	UHC68M - Finishing techniques UHC69M – Patisserie UHC71M - Artisan baking, bread and fermented dough

<b>External examination (HC2D8.EX1)</b>	
Units covered	UHC50M - The catering and hospitality industry UHC51M - Food safety and health and safety for food and beverage service UHC56M - Controlling costs in food and beverage service UHC57M - Principles of excellent customer service UHC58M - Principles of team working UHC53M - Preparing for and closing after a food and beverage service session
<b>External examination (HC2D8.EX2)</b>	
Units covered	UHC75M - Cold drinks service UHC74M – Food service UHC76M - Hot drinks and Barista

<b>External examination (HC2D9.EX1)</b>	
Units covered	UHC50M - The catering and hospitality industry UHC70M - Food safety and hygiene in the kitchen UHC51M - Food safety and health and safety for food and beverage service UHC53M - Preparing for and closing after a food and beverage service session UHC52M - Planning and preparing for service UHC60M – Poultry UHC62M - Vegetables and vegetable dishes
<b>External examination (HC2D9.EX2)</b>	
Units covered	UHC59M - Meat and offal UHC61M - Fish and shellfish UHC73M - Drinks service UHC74M - Food service



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Please write clearly in block capitals.										
Centre number										
Learner number										
Surname										
Other names										
Learner signature										
Date										

## SAMPLE EXAM QUESTIONS

**Time allowed: 80 Minutes**

**Instructions**

- Use black ink.
- Answer all questions.
- You must answer questions in the spaces provided.
- Do all rough work in this book. Cross through any work you do not want to be marked.

**Information**

- There are two sections to this paper.
- Both sections should be attempted.
- The marks for the questions are shown in brackets.

**Advice**

- Please read each question carefully before answering.

**SECTION A – 30 Marks**

**Answer ALL questions. Write your answers in the spaces provided.**

The hospitality and catering sector are the fifth largest contributor to the economy in the United Kingdom.

**1 (a)** From the list of options, select the definition of GDP in relation to the contribution the hospitality and catering industry has on the economy:

(1 mark)

- |  |                                 |
|--|---------------------------------|
|  | A growth development percentage |
|  | B growth destination placing    |
|  | C gross development project     |
|  | D growth diversity planning     |
|  | E gross domestic product        |

**Total for Question 1 = 1 mark**

A Commis Chef has been asked to cook off five striploins of beef in readiness for a summer regatta banquet. The chef has given him clear instructions on the cooking of the 3kg beef striploins, but has forgotten to tell him how long they should take to cool down.

2 (a) From the list of options, select the most suitable cooling technique which aligns with food safety guidelines:

(1 mark)

- |  |  |
|--|--|
|  | A the beef striploins should be cooled down within 120 minutes to 9°C  |
|  | B the beef striploins should be cooled down within 30 minutes to 10°C  |
|  | C the beef striploins should be cooled down within 45 minutes to 20°C  |
|  | D the beef striploins should be cooled down within 90 minutes to 5°C   |
|  | E the beef striploins should be cooled down within 240 minutes to 10°C |

**Total for Question 2 = 1 mark**

A customer in a restaurant has declared that they have a severe allergic reaction to seafood and that it is life threatening.

3 (a) From the list of options, select the course of action to take to avoid the customer becoming severely ill:

(1 mark)

- |  |   |   |
|--|---|---|
|  | A | avoid cooking seafood near the customer's food and alert staff of allergy   |
|  | B | ensure the customer has the appropriate EPI pens ready in the event of a reaction                                   |
|  | C | have a set designated area with recognised colour coded equipment for preparation and cooking of the customers food |
|  | D | refuse the customer's requests because of the legal implications to your restaurant                                 |
|  | E | take personal responsibility for the cooking for this customer  |

**Total for Question 3 = 1 mark**

During her study at college Jan has been asked to prepare for her synoptic test as part of her qualification. Her synoptic test requires her to show true professionalism both in her planning and practical work.

4 (a) From the list of options, select the most appropriate preparation techniques for a practical synoptic assessment:

(1 mark)

- |  |   |   |
|--|---|---|
|  | A | collect ingredients and equipment and start cooking, produce an equipment list and read the method and then a time plan |
|  | B | collect equipment and ingredients, read the method, produce a time plan, start cooking                                  |
|  | C | produce a time plan, equipment and ingredient list, read the method, collect ingredients and equipment, start cooking   |
|  | D | read the method, collect the equipment, produce a time plan, collect ingredients, start cooking                         |
|  | E | read the method, produce a time plan and equipment list, collect ingredient and start cooking                           |

**Total for Question 4 = 1 mark**

A traditional French themed menu offering classical dishes from around France has been developed by a head chef. One of his dishes includes a chicken cut for sauté served with a chasseur sauce.

5 (a) From the list of options, select the traditional ingredients used for a chasseur sauce:

(1 mark)

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | A mushrooms, tomatoes and bacon         |
| <input type="checkbox"/> | B mushrooms, tomatoes and button onions |
| <input type="checkbox"/> | C mushrooms, tomatoes and chive         |
| <input type="checkbox"/> | D mushrooms, olives and tarragon        |
| <input type="checkbox"/> | E mushrooms, tomatoes and tarragon      |

**Total for Question 5 = 1 mark**

Gateau pithivier, which is also called galette des rois in France during the month of January, is a well renowned pastry item.

6 (a) From the list of options, select the type of paste which is associated with a gateau pithivier.

(1 mark)

- |                          |                   |
|--------------------------|-------------------|
| <input type="checkbox"/> | A hot water paste |
| <input type="checkbox"/> | B puff paste      |
| <input type="checkbox"/> | C rough puff      |
| <input type="checkbox"/> | D sugar paste     |
| <input type="checkbox"/> | E short crust     |

**Total for Question 6 = 1 mark**

Almost a third of reported accidents in hospitality come from slips and trips caused by negligence. On average two people die every year in hospitality because of gross negligence.

7 (a) From the list of options, select the legislation or regulation that covers accidents within the workplace:

(1 mark)

- |  |                |
|--|----------------|
|  | A C.O.S.H.H.   |
|  | B H.A.C.C.P.   |
|  | C H.A.S.W.A.   |
|  | D M.H.O.R.     |
|  | E R.I.D.D.O.R. |

**Total for Question 7 = 1 mark**

A Chef de Partie for a large banqueting function has been asked to prepare five boxes of purple sprouting broccoli for a wedding function. The chef decides to blanch and refresh the entire broccoli in preparation prior to the banquet.

8 (a) From the list of options, select the reason for using this technique when preparing broccoli:

(1 mark)

- |  |  |
|--|--|
|  | A the broccoli can be held for longer before serving and is preserved                                  |
|  | B the broccoli maintains its colour and it provides an opportunity for clearing out insect infestation |
|  | C the broccoli maintains its colour and vitamins and is quicker to cook for a function                 |
|  | D the broccoli needs less cooking and can be frozen down at this stage                                 |
|  | E the broccoli needs to be stopped from deteriorating and blanching and refreshing does this           |

**Total for Question 8 = 1 mark**

To gain maximum yield out of one chicken the head chef has shown his young commis how to cut a chicken for sauté. This provides the opportunity for four customers to have equal portions of white and dark meat.

9 (a) From the list of options, select the cuts that would be used when preparing a chicken for sauté:

(1 mark)

- |  |   |
|--|---|
|  | A two wing tips, two supremes, on thigh and carcass               |
|  | B four breasts, two thighs and two wings                          |
|  | C two breasts, two legs ,two thighs, two drumsticks               |
|  | D two drumsticks, two thighs, two wings, two breast and a carcass |
|  | E two drumsticks, one thigh, two wings, one breast and a carcass  |

**Total for Question 9 = 1 mark**

The restaurant manager has asked his head waiter to organise the table set up for his restaurant to be ready for an A la carte service.

**10 (a)** From the list of options, select the table preparation that is suitable for an a la carte menu and service:

(1 mark)

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | A the cutlery is already laid on the table prior to service     |
| <input type="checkbox"/> | B the cutlery is brought out to match the food ordered          |
| <input type="checkbox"/> | C the cutlery is generic for both A la carte or Table d'hôte    |
| <input type="checkbox"/> | D the cutlery is laid up already but wine glasses are held back |
| <input type="checkbox"/> | E the cutlery is offered to the customer before the order       |

**Total for Question 10 = 1 mark**

A new apprentice has been given the go ahead to run his section in the absence of his chef de partie who is away ill. During the lunch service things go badly as he is not prepared and the Head Chef has to step in to sort out the chaos going on. After service the Chef talks through with the apprentice what he wants him to do for the next day's service and he specifically asks for a Mise en place plan.

**11 (a)** Outline **four** benefits of correct planning when ordering and preparing ingredients.

(4 marks)

<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	

**Total for Question 11 = 4 marks**

Purwinder is a new apprentice chef who is being shown different types of poultry that are being used in her restaurant. The chef shows her all the different types of poultry available and how they vary in size.

**12 (a)** In the table below, rank the poultry in order of size starting with the smallest.

(1 mark)

Type of poultry	Rank order by size
Spring chicken	
chicken	
Poussin	
Turkey	

**(b)** Describe three quality points that you would look for when purchasing poultry.

(3 marks)

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**Total for Question 12 = 4 marks**

The hospitality and catering industry offers employment in a variety of ways from private to public sector. This is often categorised into different areas and sectors.

**13 (a)** Identify an example of a recognised contract catering company providing services in the United Kingdom and describe the type of service a contract catering company offers.

(3 marks)

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**Total for Question 13 = 3 marks**

The setting of a table for service requires the knowledge of how to set a table in readiness for a function or party. Pending on the choice or style of the menu will dictate the type of cutlery to be used for the event.

A bride and groom have requested a tronçon of halibut steak with a lemon chive butter sauce.

14 (a) From the list of options, select the appropriate knife for the menu choice:

(1 mark)



Total for Question 14 = 1 mark



Jennifer is a Senior Training Manager for a large hotel chain. As part of her role, she is asked to organise a staff development session. The topic is communication and the importance of positive communication skills as a means to exceed customer service.

**16 (a)** Evaluate the importance of positive communication skills for the staff and the consequence negative communication could have.

(2 marks)

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**Total for Question 16 = 2 marks**

The knowledge of wines is a profession in itself. This takes a considerable amount of time and study to perfect and show the substantial knowledge required to serve and sell wine professionally.

**17 (a)** From the list of options, select the name given to an employee specialising in the sales of wine:

(1 mark)

- |                          |                      |
|--------------------------|----------------------|
| <input type="checkbox"/> | A bar steward        |
| <input type="checkbox"/> | B chef de rang       |
| <input type="checkbox"/> | C concierge          |
| <input type="checkbox"/> | D restaurant manager |
| <input type="checkbox"/> | E sommelier          |

**Total for Question 17 = 1 mark**

French terminology is used worldwide in restaurants and hotels and is often referred to as the culinary language of all good kitchens.

Cuts of vegetables often use French terminology to specify the type of cut required.

**18 (a)** From the list of options, select the cut required for a Paysanne soup:

(1 mark)

	A	
	B	
	C	
	D	
	E	

**Total for Question 18 = 1 mark**

**TOTAL FOR SECTION A = 30 MARKS**

**SECTION B – 30 Marks**  
**Answer ALL questions. Write your answers in the spaces provided.**

A customer has arrived at the restaurant and states that he is a vegan with a nut allergy. The current menu doesn't offer any suitable dish for this customer but the kitchen is fully prepared to deal with people with specific allergies so this is not a problem. The chef is tasked with creating alternative options and decides to use salsify within the dish.

**19 (a)** Identify three alternative vegetable proteins suitable for this customer's diet without endangering them with nut allergies.

(3 marks)

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**19 (b)** Identify how to prepare the vegetable salsify and outline the reason for the specific technique is used.

(4 marks)

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**19 (c)** Explain the consequence of the customer having an allergic reaction caused by an inappropriate ingredient selection.

(3 marks)

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**Total for Question 19 = 10 marks**

A manager has noticed an increase in the operating costs within his department. He calls a staff meeting to discuss his concerns and asks for all staff members to undergo further training in the management of costings.

**20 (a)** Outline the importance of controlling costs.

(3 marks)

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**20 (b)** Describe four ways in which cost control can be monitored in order to maximise profits.

(4 marks)

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**20 (c)** Explain the potential consequences of not managing costs.

(3 marks)

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**Total for Question 20 = 10 marks**

Stock and soups have been the foundation of many traditional and modern dishes. Knowledge of stock making is paramount to becoming a highly regarded sauce chef.

The junior chef has been asked to prepare a brown beef stock for a soup and a liaison for the lunch time service.

**21 (a)** List the ingredients to make a brown beef stock and identify three quality points for a well-made brown beef stock.

(2 marks)

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**(b)** Describe a liaison and how it is used within a dish

(2 marks)

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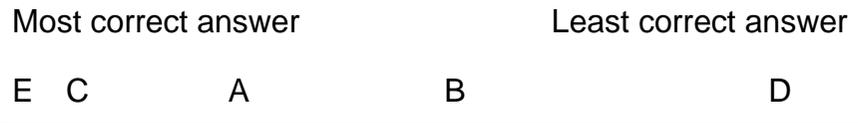
# Marking Guide

## Section A

The hospitality and catering sector are the fifth largest contributor to the economy in the United Kingdom.

Q1 (a) From the list of options, select the definition of GDP in relation to the contribution the hospitality and catering industry has on the economy:

UHC50M LO2	Multiple Choice Question	Answer
A	growth development percentage	<b>Incorrect</b> answer because GDP does not stand for this statement.
B	growth destination placing	<b>Incorrect</b> answer because GDP does not stand for this statement.
C	gross development project	<b>Incorrect</b> answer because GDP does not stand for this statement.
D	growth diversity planning	<b>Incorrect</b> answer because GDP does not stand for this statement.
E	gross domestic product	<b>Correct</b> answer because GDP is the abbreviation relating to the contribution of hospitality and catering's gross domestic product.



A Commis Chef has been asked to cook off five striploins of beef in readiness for a summer regatta banquet. The chef has given him clear instructions on the cooking of the 3kg beef striploins, but has forgotten to tell him how long they should take to cool down.

Q2 (a) From the list of options, select the most suitable cooling technique which aligns with food safety guidelines:

UHC70M LO1,LO4	Multiple Choice Question	Answer
A	the beef striploins should be cooled down within 120 minutes to 9°C	<b>Incorrect</b> answer because this does not adhere to food safety guidelines.
B	the beef striploins should be cooled down within 30 minutes to 10°C	<b>Incorrect</b> answer because this does not adhere to food safety guidelines.
C	the beef striploins should be cooled down within 45 minutes to 20°C	<b>Incorrect</b> answer because this does not adhere to food safety guidelines.
D	the beef striploins should be cooled down within 90 minutes to 5°C	<b>Correct</b> answer because this is a requirement by law that food must be cooled within 90 minutes to a temperature of 5°C
E	the beef striploins should be cooled down within 240 minutes to 10°C	<b>Incorrect</b> answer because this does not adhere to food safety guidelines.

Most correct answer

Least correct answer

D	A	B	C	E
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A customer in a restaurant has declared that they have a severe allergic reaction to seafood and that it is life threatening.		
Q3 (a) From the list of options, select the course of action to take to avoid the customer becoming severely ill:		
UHC70M LO2	Multiple Choice Question	Answer
A	avoid cooking seafood near the customer's food and alert staff of allergy	<b>Incorrect</b> answer because this does not guarantee cross contamination
B	ensure the customer has the appropriate EPI pens ready in the event of a reaction	<b>Incorrect</b> answer because this is a precautionary measure purely for the customers benefit
C	have a set designated area with recognised colour coded equipment for preparation and cooking of the customers food	<b>Correct</b> answer because this is recognised procedures to use specific boards, knives and equipment set for allergy sufferers
D	refuse the customer's requests because of the legal implications to your restaurant	<b>Incorrect</b> answer because this does not show true customer focus
E	take personal responsibility for the cooking for this customer	<b>Incorrect</b> answer because this does not guarantee cross contamination

Most correct answer

Least correct answer

C	E	B	A	D
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During her study at college Jan has been asked to prepare for her synoptic test as part of her qualification. Her synoptic test requires her to show true professionalism both in her planning and practical work.

Q4 (a) From the list of options, select the most appropriate preparation techniques for a practical synoptic assessment:

UHC52M LO1, LO2	Multiple Choice Question	Answer
A	collect ingredients and equipment and start cooking, produce an equipment list and read the method and then a time plan	<b>Incorrect</b> answer because the time plan is one of the first things needed to carry out a schedule of work.
B	collect equipment and ingredients, read the method, produce a time plan, start cooking	<b>Incorrect</b> answer because the time plan is one of the first things needed to carry out a schedule of work.
C	produce a time plan, equipment and ingredient list, read the method, collect ingredients and equipment, start cooking	<b>Correct</b> answer because the time plan has been created, ingredients will be checked before equipment is required to cook the dishes.
D	read the method, collect the equipment, produce a time plan, collect ingredients, start cooking	<b>Incorrect</b> answer because the time plan is one of the first things needed to carry out a schedule of work.
E	read the method, produce a time plan and equipment list, collect ingredient and start cooking	<b>Incorrect</b> answer because the time plan is one of the first things needed to carry out a schedule of work.

Most correct answer

Least correct answer

C	B		D	E									A
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<p><b>A traditional French themed menu offering classical dishes from around France has been developed by a head chef. One of his dishes includes a chicken cut for sauté served with a chasseur sauce.</b></p>		
<p><b>Q5 (a) From the list of options, select the traditional ingredients used for a chasseur sauce:</b></p>		
UHC60M LO2	Multiple Choice Question	Answer
A	mushrooms, tomatoes and bacon	<b>Incorrect</b> answer because the correct ingredients are mushrooms, tomato and tarragon.
B	mushrooms, tomatoes and button onions	<b>Incorrect</b> answer because the correct ingredients are mushrooms, tomato and tarragon.
C	mushrooms, tomatoes and chive	<b>Incorrect</b> answer because the correct ingredients are mushrooms, tomato and tarragon.
D	mushrooms, olives and tarragon	<b>Incorrect</b> answer because the correct ingredients are mushrooms, tomato and tarragon.
E	mushrooms, tomatoes and tarragon	<b>Correct</b> answer because these are the correct ingredients for a chicken chasseur.

Most correct answer

Least correct answer

E	C	A D	B
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Gateau pithivier, which is also called galette des rois in France during the month of January, is a well renowned pastry item.		
Q6 (a) From the list of options, select the type of paste which is associated with a gateau pithivier:		
UHC68M LO1	Multiple Choice Question	Answer
A	hot water paste	<b>Incorrect because</b> the pithivier is only made using puff pastry.
B	puff paste	<b>Correct because</b> the pithivier is only made using puff pastry.
C	rough puff	<b>Incorrect because</b> the pithivier is only made using puff pastry.
D	sugar paste	<b>Incorrect because</b> the pithivier is only made using puff pastry.
E	sugar paste	<b>Incorrect because</b> the pithivier is only made using puff pastry.

Most correct answer

Least correct answer

B C

D E

A

<b>Almost a third of reported accidents in hospitality come from slips and trips caused by negligence. On average two people die every year in hospitality because of gross negligence.</b>		
<b>Q7 (a) From the list of options, select the legislation or regulation that covers accidents within the workplace:</b>		
<b>UHC51M LO2</b>	<b>Multiple Choice Question</b>	<b>Answer</b>
A	C.O.S.H.H.	Incorrect because this stands for control of substances hazardous to health
B	H.A.C.C.P.	Incorrect because this stands for Hazard analysis critical control points
C	H.A.S.W.A.	Incorrect because this stands for the health and safety at work act
D	M.H.O.R.	Incorrect because this stands for the manual handling operations regulations
E	R.I.D.D.O.R	Correct because this form stands for reporting of injuries, diseases and dangerous occurrences regulations

Most correct answer

Least correct answer

E	C	B	D	A
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<p><b>A chef de partie for a large banqueting function has been asked to prepare five boxes of purple sprouting broccoli for a wedding function. The chef decides to blanch and refresh the entire broccoli in preparation prior to the banquet.</b></p>		
<p><b>Q8 (a) From the list of options, select the reason for using this technique when preparing broccoli:</b></p>		
UHC62M LO1, LO2, LO4	Multiple Choice Question	Answer
A	the broccoli can be held for longer before serving and is preserved	<b>Incorrect</b> answer because the broccoli will deteriorate after a certain time if not served promptly.
B	the broccoli maintains its colour and it provides an opportunity for clearing out insect infestation	<b>Incorrect</b> answer because if the broccoli was infested it would have not been accepted during delivery.
C	the broccoli maintains its colour and vitamins and is quicker to cook for a function	<b>Correct</b> answer because refreshing halts the cooking process, maintains the vitamin content and makes it easier to heat up and serve.
D	the broccoli needs less cooking and can be frozen down at this stage	<b>Incorrect</b> answer because the emphasis of cooking fresh vegetables and freezing them defeats the object of buying fresh.
E	the broccoli needs to be stopped from deteriorating and blanching and refreshing does this	<b>Incorrect</b> answer because broccoli should not spoil that soon after delivery and should be used quickly anyway to cook at its prime state.

Most correct answer

Least correct answer

C	E	A	D	B
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To gain maximum yield out of one chicken the head chef has shown his young commis how to cut a chicken for sauté. This provides the opportunity for four customers to have equal portions of white and dark meat.		
Q9 (a) From the list of options, select the cuts that would be used when preparing a chicken for sauté:		
UHC60M LO1, LO2	Multiple Choice Question	Answer
A	two wing tips, two supremes, on thigh and carcass	<b>Incorrect</b> answer because it is the inappropriate cuts for a chicken cut for sauté.
B	four breasts, two thighs and two wings	<b>Incorrect</b> answer because it is the inappropriate cuts for a chicken cut for sauté.
C	two breasts, two legs ,two thighs, two drumsticks	<b>Incorrect</b> answer because it is the inappropriate cuts for a chicken cut for sauté.
D	two drumsticks, two thighs, two wings, two breast and a carcass	<b>Correct</b> answer because this is the recognised way to cut a chicken for sauté.
E	two drumsticks, one thigh, two wings, one breast and a carcass	<b>Incorrect</b> answer because it is the inappropriate cuts for a chicken cut for sauté.

Most correct answer

Least correct answer

D	C	A	B	E
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The restaurant manager has asked his head waiter to organise the table set up for his restaurant to be ready for an A la carte service.		
Q10 (a) From the list of options, select the table preparation that is suitable for an A la carte menu and service:		
UHC53M LO1 Pass	Multiple Choice Question	Answer
A	the cutlery is already laid on the table prior to service	<b>Incorrect</b> because this refers to Table hôte laying of the tables
B	the cutlery is brought out to match the food ordered	<b>Correct</b> because cutlery is brought to the table to suit the choice of the customers' orders
C	the cutlery is generic for both a la carte or table d'hôte	<b>Incorrect</b> because this is an incorrect statement
D	the cutlery is laid up already but wine glasses are held back	<b>Incorrect</b> because wine glasses are always laid on the tables prior to service and moved when necessary
E	the cutlery is offered to the customer before the order	<b>Incorrect</b> because this is an inappropriate course of action

Most correct answer

Least correct answer

B	A	C	D	E
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A new apprentice has been given the go ahead to run his section in the absence of his chef de partie who is away ill. During the lunch service things go badly as he is not prepared and the Head Chef has to step in to sort out the chaos going on. After service the Chef talks through with the apprentice what he wants him to do for the next day's service and he specifically asks for a Mise en place plan.

**Q11 (a) Outline four benefits of correct planning when ordering and preparing ingredients**

UHC52M LO1	Answer	Total marks
<p><b>Pass</b></p>	<p>1 mark for each benefit outlined. Maximum of 4 marks. Areas the candidate may discuss</p> <ul style="list-style-type: none"> <li>• To ensure required ingredients are available/ordered on time</li> <li>• To effectively maximise efficiency of time in preparation for service time)</li> <li>• To ensure there is enough time to complete all tasks on time</li> <li>• To allow time for clearing and cleaning work surfaces to ensure work spaces are clear and ready for service</li> <li>• Limitation of mistakes leads to less wastage</li> <li>• Mise en place provides a smooth service</li> <li>• Quality products and generally made when a plan of action is put together</li> </ul>	<p><b>4 marks</b></p>

<p><b>Purwinder is a new apprentice chef who is being shown different types of poultry that are being used in her restaurant. The chef shows her all the different types of poultry available and how they vary in size.</b></p>							
<p><b>Q12 (a) From the table below, rank the poultry in order of size starting with the smallest.</b></p>							
UHC60M LO1	Answer	Total marks					
<b>Pass</b>	<p><b>Award 1 mark</b> for correct order of poultry by size. Candidates must have all poultry in the correct sequence to achieve the mark</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th style="text-align: center;">Type of poultry</th> </tr> <tr> <td style="text-align: center;">Poussin</td> </tr> <tr> <td style="text-align: center;">Spring Chicken</td> </tr> <tr> <td style="text-align: center;">Chicken</td> </tr> <tr> <td style="text-align: center;">Turkey</td> </tr> </table>	Type of poultry	Poussin	Spring Chicken	Chicken	Turkey	<b>1 mark</b>
Type of poultry							
Poussin							
Spring Chicken							
Chicken							
Turkey							
<b>Do not award marks for</b>	Incorrect sequence.						

<p><b>Purwinder is a new apprentice chef who is being shown different types of poultry that are being used in her restaurant. The chef shows her all the different types of poultry available and how they vary in size.</b></p>		
<p><b>Q12 (b) Describe three quality points that you would look for when purchasing poultry.</b></p>		
UHC60M LO1	Answer	Total marks
<b>Merit</b>	<p><b>1-3 marks for description of the quality points.</b></p> <p><b>Areas candidates may discuss:</b>                      Appearance – skin should be clear, no blemishes, blood spots, bruising                      Smell – no offensive odour                      Flesh should be firm                      Chicken – breast bone should be pliable                      Turkey – wind pipe should be pliable and intact                      Poussin - breast bone should be pliable                      Spring chicken – not too much fat                      Use by date</p>	<b>3 marks</b>
<b>Do not award marks for</b>		

<p>The hospitality and catering industry offers employment in a variety of ways from private to public sector. This is often categorised into different areas and sectors.</p>		
<p>13 (a) Identify an example of a recognised contract catering company providing services in the United Kingdom and describe the type of service a contract catering company offers.</p>		
UHC50M LO2	Answer	Total marks
Pass	<p><b>One mark</b> identifying a recognised contract catering company  <b>Award one mark</b> for <b>two</b> recognised contract caterers:</p> <p><b>Examples of recognised UK contract caterers:</b></p> <ul style="list-style-type: none"> <li>• Sodexo</li> <li>• Elior Uk</li> <li>• BaxterStorey</li> <li>• Compass catering</li> <li>• Restaurant Associates</li> <li>• Harbour and Jones</li> <li>• Lexington</li> </ul>	1 mark
Merit	<p><b>1 -2 further marks</b> for describing the service they offer                      Areas the candidate may discuss:</p> <p><b>Contract catering</b> is the provision by a catering company that is <b>hired by a company</b> or organisation to <b>provide catering services</b> as requested by the company hiring them for a <b>stated time of contract which is reviewable.</b></p>	2 marks

The setting of a table for service requires the knowledge of how to set a table in readiness for a function or party. Pending on the choice or style of the menu will dictate the type of cutlery to be used for the event.

A bride and groom have requested a tronçon of halibut steak with a lemon chive butter sauce.

Q14 (a) From the list of options, select the appropriate knife for the menu choice:

UHC51M LO1 Pass	Multiple Choice Question	Answer
A		Incorrect because this is a butter knife
B		Incorrect because this is a side knife
C		Correct because this is a fish knife
D		Incorrect because this is a main course knife
E		Incorrect because this is a steak knife

Most correct answer

Least correct answer

C	A	B	C	D	E
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<p><b>Sylvia has started in a new position as a section waitress for a new 5 star hotel. Every day she prepares the restaurant table settings for A la carte and the Table d’hote menus.</b></p>		
<p><b>Q15 (a) Describe the differences between an A la carte and a Table d’hote menu and explain how this may affect the lay-up of the table setting for restaurant service</b></p>		
UHC53M LO1	Answer	Total Marks
<b>Merit</b>	<p><b>1-2 marks</b> for describing the differences Candidates need a description of both A la carte and Table d’hote</p> <ul style="list-style-type: none"> <li>• <b>A la carte menu:</b> This is a service provided to a customer offering them specific choices off the menu at stated prices</li> <li>• <b>Table d’hote menu:</b> This is a service provided to the customer whereby the menu is a set menu of one to five choices maximum, at a set price. This can be in the style of three to four set courses</li> </ul>	<b>2 marks</b>
<b>Distinction</b>	<p><b>1-2 further marks</b> for explanation of the impact on the lay-up of the table setting</p> <p>Areas the candidate may discuss:</p> <ul style="list-style-type: none"> <li>• <b>A la carte service:</b> The menu order is usually taken and the cutlery setting may be changed in accordance to the requirements of the customers chosen dish. i.e. fish knife, fish fork, steak knife and fork, soup spoons</li> <li>• <b>Table d’hote menu service:</b> The table settings will not change as normally the menu dictates the table settings required. Normally there are no changes of cutlery required</li> </ul>	<b>2 marks</b>

<p>Jennifer is a Senior Training Manager for a large hotel chain. As part of her role, she is asked to organise a staff development session. The topic is communication and the importance of positive communication skills as a means to exceed customer service.</p>		
<p>16 (a) Evaluate the importance of positive communication skills for the staff and the consequence negative communication could have.</p>		
UHC57 M LO2	Answer	Total Marks
<b>Distinction</b>	<p><b>1-2 marks</b> for evaluating the importance Candidate <b>must</b> cover the importance <b>and</b> the consequence to achieve the full two marks</p> <p>Importance:</p> <ul style="list-style-type: none"> <li>• Creates positive working environment for the team, encourages team work, customers will receive a better service, professional image for the business</li> </ul> <p>Consequences</p> <ul style="list-style-type: none"> <li>• Negative working environment and bad feeling within the team could lead to disciplinary action or a high staff turnover, customers receive poor service which could lead to complaints</li> </ul>	<b>2 marks</b>

<p><b>The knowledge of wines is a profession in itself. This takes a considerable amount of time and study to perfect and show the substantial knowledge required to serve and sell wine professionally.</b></p>		
<p><b>17 (a) From the list of options, select the name given to an employee specialising in the sales of wine:</b></p>		
UHC50M LO2 Pass	Multiple Choice Question	Answer
A	bar steward	<b>Incorrect</b> answer because a bar steward only serves drinks to customers from a bar
B	chef de rang	<b>Incorrect</b> answer because a chef de rang tends to be in charge of a section
C	concierge	<b>Incorrect</b> answer because a concierge deals with front of house issues
D	restaurant manager	<b>Incorrect</b> answer because the manager will oversee the service of the restaurant
E	sommelier	<b>Correct</b> answer because is sommelier is a recognised specialist with extensive knowledge of wines and matching with food pairings

Most correct answer

Least correct answer

E	D	A	B	C
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<p><b>French terminology is used worldwide in restaurants and hotels and is often referred to as the culinary language of all good kitchens.</b></p> <p><b>Cuts of vegetables often use French terminology to specific a type of cut required.</b></p>		
<p><b>Q18 (a) From the list of options, select the cut required for a Paysanne soup:</b></p>		
UHC62M LO2 Merit	Multiple Choice Question	Answer
A		<b>Incorrect</b> because this cut is known as Macedoine.
B		<b>Incorrect</b> because this cut is known as Jardiniere
C		<b>Incorrect</b> because this cut is known as Julienne
D		<b>Incorrect</b> because this cut is known as petit Brunoise
E		<b>Correct</b> because cut relates to the cut Paysanne which can be square, triangular or round

Most correct answer

Least correct answer

E	A	B	D	C
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<b>Section B</b>		
<b>A customer has arrived at the restaurant and states that he is a vegan with a nut allergy. The current menu doesn't offer any suitable dish for this customer but the kitchen is fully prepared to deal with people with specific allergies so this is not a problem. The chef is tasked with creating alternative options and decides to use salsify within the dish.</b>		
<b>Q19 (a) Identify three alternative vegetable proteins suitable for this customer's diet without endangering them with nut allergies.</b>		
<b>UHC62M LO1,LO2,LO3, LO4</b>	<b>Answer</b>	<b>Total marks</b>
<b>Pass</b>	<p><b>1 mark for each suitable alternative</b>  <b>Maximum of three marks</b></p> <p>Soya – TVP (Texture valued protein)                      Tofu                      Quorn - Myco protein                      Tempeh                      Seitan</p>	<b>3 marks</b>
<b>Do not award marks for</b>	Nuts must not be included	

<p><b>A customer has arrived at the restaurant and states that he is a vegan with a nut allergy. The current menu doesn't offer any suitable dish for this customer but the kitchen is fully prepared to deal with people with specific allergies so this is not a problem. The chef is tasked with creating alternative options and decides to use salsify within the dish.</b></p>		
<p><b>Q19 (b) Identify how to prepare the vegetable salsify and outline the reason for the specific technique is used.</b></p>		
<p><b>UHC62M LO1,LO2,LO3, LO4, LO5</b></p>	<p><b>Answer</b></p>	<p><b>Total Marks</b></p>
<p><b>Pass</b></p>	<p><b>1-3 marks</b> for preparation techniques:</p> <ul style="list-style-type: none"> <li>• This vegetable needs to be washed,</li> <li>• The vegetable needs to be peeled in close proximity to acidulated water and dipped into the acidulated water at regular intervals.</li> <li>• Once peeled it can be cut to required lengths or shapes and cooked in a blanc, steamed, deep or shallow fried.</li> </ul> <p>1 further mark for outline the reason for the technique used</p> <ul style="list-style-type: none"> <li>• It will oxidise very quickly and can discolour if left out during preparation.</li> </ul>	<p><b>4 marks</b></p>

<p><b>A customer has arrived at the restaurant and states that he is a vegan with a nut allergy. The current menu doesn't offer any suitable dish for this customer but the kitchen is fully prepared to deal with people with specific allergies so this is not a problem. The chef is tasked with creating alternative options and decides to use salsify within the dish.</b></p>		
<p><b>Q19 (c) Explain the consequence of the customer having an allergic reaction caused by an inappropriate ingredient selection</b></p>		
UHC62M LO1,LO2,LO3, LO4	Answer	Total marks
<b>Distinction</b>	<p><b>1-3 marks</b> for the consequences Areas the candidate may discuss:</p> <ul style="list-style-type: none"> <li>• Customer may have a severe allergic reaction which may result in a fatality.</li> <li>• Customer could report this to Environmental Health who monitor cases to track wider historical occurrences.</li> <li>• Compliance with current legislation: it is the owner's responsibility to keep up to date with current standards and regulations. The business would be held responsible due to the poor techniques used within the kitchen.</li> <li>• Lead to more staff training and development, HACCP plans.</li> <li>• Greater awareness of cross contamination in the kitchen.</li> <li>• Currently 14 food allergens which staff need to be aware of e.g. celery, milk, cereals, nuts, peanut, fish, crustaceans, eggs, sesame seeds, soya, sulphur dioxide, molluscs, lupins, mustard. This number could increase and all staff need to be aware of changes.</li> <li>• Business may be fined or even closed due to the breach of legislation and regulations</li> </ul>	<b>3 marks</b>
<b>Do not award marks for</b>	<p>This is an allergic reaction and the learner should not confuse it with a food hygiene issue.</p>	

<p><b>A manager has noticed an increase in the operating costs within his department. He calls a staff meeting to discuss his concerns and asks for all staff member s to undergo further training in the management of costings.</b></p>		
<p><b>Q20 (a) Outline the importance of controlling costs</b></p>		
UHC58M LO2	Answer	Total Marks
<b>Pass</b>	<p><b>1-3 marks</b> for outlining the importance Areas the candidate may discuss</p> <ul style="list-style-type: none"> <li>• To stay within budget</li> <li>• To maximise profits</li> <li>• To be able to compete efficiently and effectively in business</li> <li>• To achieve performance targets</li> <li>• Potential to achieve bonuses across the team</li> <li>• To highlight the profitability across other businesses</li> </ul>	<b>3 marks</b>

<p><b>A manager has noticed an increase in the operating costs within his department. He calls a staff meeting to discuss his concerns and asks for all staff members to undergo further training in the management of costings.</b></p>		
<p><b>Q20 (b) Describe four ways in which cost control can be monitored in order to maximise profits.</b></p>		
UHC56M LO1, LO2	Answer	Total Marks
<b>Merit</b>	<p><b>1 mark for each method described – maximum of 4 marks</b></p> <p>Areas the candidate may discuss</p> <ul style="list-style-type: none"> <li>• Minimise the amount of waste</li> <li>• Reflection of price comparisons from suppliers to highlight the cheapest versus most cost effective- review all suppliers</li> <li>• Increase security of expensive stock</li> <li>• Promote specials and set sales targets for the department</li> <li>• Increase up selling of products</li> <li>• Regular stock controls</li> <li>• Promote old stock before use by date</li> <li>• Regulate ordering procedures to minimise expenditure</li> </ul>	<b>4 marks</b>

<p><b>A manager has noticed an increase in the operating costs within his department. He calls a staff meeting to discuss his concerns and asks for all staff member s to undergo further training in the management of costings.</b></p>		
<p><b>Q20 (c) Explain the potential consequences of not managing costs.</b></p>		
UHC56M LO1, LO2	Answer	Total Marks
<b>Distinction</b>	<p><b>1-3 marks</b> for explaining the consequences Areas the candidate may discuss <b>three key areas:</b></p> <p>Unless they control the costs the organisation is not aware of financial overspend and will not be able to balance the additional resources. Unable to meet financial commitments which will result in the business being unable to operate.</p> <p>Consequence for managing finances – re-negotiate contracts with suppliers to buy cheaper goods. Compromises between quality and cost of resources.</p> <p>Long term effects of poor quality food/service – bad reputation, bad customer experience. Negative impact on online reviews and word of mouth. Reputation and loss of income/foot fall.</p>	<b>3 marks</b>

<p><b>Stock and soups have been the foundation of many traditional and modern dishes. Knowledge of stock making is paramount to becoming a highly regarded sauce chef.</b></p> <p><b>The junior chef has been asked to prepare a brown beef stock for a soup and a liaison for the lunch time service.</b></p> <p><b>Q21 (a) List the ingredients to make a brown beef stock and identify three quality points for a well-made brown beef stock.</b></p>		
UHC63M LO1,LO2	Answer	Total marks
<b>Pass</b>	<p><b>Award one mark</b> for list of:</p> <p><b>Brown Beef stock ingredients</b></p> <ul style="list-style-type: none"> <li>• Ingredients for a brown beef stock;</li> <li>• Raw meaty bones</li> <li>• Water</li> <li>• Onion, carrot, leek, celery</li> <li>• Bouquet garni</li> <li>• Peppercorns</li> </ul> <p><b>(Maximum = 1 mark)</b></p> <p><b>Award one mark</b> for the <b>three</b> quality points of a good beef stock are :</p> <ul style="list-style-type: none"> <li>• Stocks should have the minimal amount of fat</li> <li>• The stock should be clear</li> <li>• The stock should have impact of flavour</li> <li>• Should be stored correctly at 5°C</li> </ul> <p><b>(Maximum = 1 mark)</b></p>	<b>2 marks</b>

<p><b>Stock and soups have been the foundation of many traditional and modern dishes. Knowledge of stock making is paramount to becoming a highly regarded sauce chef.</b></p> <p><b>The junior chef has been asked to prepare a brown beef stock for a soup and a liaison for the lunch time service.</b></p>		
<p><b>Q21 (b) Describe a liaison and how it is used within a dish.</b></p>		
UHC63M LO1,LO2	Answer	Total marks
<b>Merit</b>	<p><b>1-2 marks</b> a description of a liaison and how it is added</p> <ul style="list-style-type: none"> <li>• The liaison is a mix of egg yolks and cream, which is added at the last moment to the soup to create texture, shine and volume.</li> <li>• To finish the soup correctly, a small amount of the soup should be added into the liaison. This tempers the soup which stops the eggs and cream from curdling. This is then added back into the soup and served</li> </ul>	<b>2 marks</b>

<p><b>Stock and soups have been the foundation of many traditional and modern dishes. Knowledge of stock making is paramount to becoming a highly regarded sauce chef.</b></p> <p><b>The junior chef has been asked to prepare a brown beef stock for a soup and a liaison for the lunch time service.</b></p>		
<p><b>Q21 (c) Compare the differences between making a fish stock and a white chicken stock.</b></p>		
UHC63M LO1,LO2	Answer	Total marks
<b>Distinction</b>	<p><b>1-6 marks available</b>  <b>Candidates must compare three areas for each stock to achieve the full marks</b></p> <p><b>Fish stock</b></p> <ul style="list-style-type: none"> <li>• A fish stock uses good quality fish bones such as turbot, sole or other white fish available to support sustainability</li> <li>• A fish stock tends to only use the white part of vegetables such as leek, onion and occasionally fennel</li> <li>• The fish bones are usually sweated down and the fish stock is only cooked for twenty minutes from the boil as cooking it for longer renders the stock bitter</li> </ul> <p><b>White chicken stock</b></p> <ul style="list-style-type: none"> <li>• White chicken stock: a white Chicken stock using chicken bones with onion, carrot, celery and leek with a bouquet garni and some additional peppercorns.</li> <li>• The bones are cooked and refreshed and then placed back into a clean pot covered with water and simmered for 2 hours.</li> <li>• A good stock will simmer and should never boil in order to extract flavour slowly from the bones.</li> </ul>	<b>6 marks</b>

## Internal Sample Assessment Material



### Graded Synoptic Assessment – Assessor Pack

Qualification title	VTCT Level 2 Diploma in Bakery and Patisserie
Qualification product code	HC2D7
Graded synoptic assessment code	HC2D7.SYN
Units covered	UHC50M – The catering and hospitality industry UHC70M - Food safety and hygiene in the kitchen UHC52M - Planning and preparing for service UHC64M - Desserts UHC68M - Finishing techniques UHC71M - Artisan baking, bread and fermented dough UHC72M - Working with chocolate
Series	Sample

### What is in this pack?

- Instructions for assessors
- Marking pack

### Instructions for assessors

1. The purpose of the graded synoptic assessment is for learners to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories, and knowledge from a number of units from within the qualification.
2. The graded synoptic assessment is set by VTCT and requires learners to plan, prepare, cook and finish a celebration buffet to industry standard in a commercially acceptable time frame. There are two parts to this assessment which include:

*Part 1 – Menu planning and costing and how you will carry out the work (Work plan)*

*Part 2 - Preparing, cooking and finishing food items (Practical assessment)*

3. It is expected that Parts 1 and 2 be separated by approximately two weeks.
4. The complete service must be completed in a commercially acceptable time frame. Learners are permitted up to a **maximum of three hours and thirty minutes** to complete the service.
5. The Learner Pack provides further information on the assessment briefs and includes a set of tasks, which specify the activities that need to be demonstrated. In addition, assessment briefs specify the units that contribute to the graded synoptic assessment, and include the ingredients and techniques to be used. These will change annually to reduce predictability and maintain the challenge of the assessment.
6. This graded synoptic assessment has been designed with employers and professional associations to reflect industry practice. It has also been informed by the experience and assets of WorldSkills International.
7. The information in this pack should be read in conjunction with the Learner Pack, the qualification specification and unit specifications, in particular the assessment requirements and assessment guidance sections.
8. Centres may involve industry practitioners or employers in the synoptic assessment process. For clarification on employer participation see the Technical Certificate Specification section 5.7 Meaningful employer involvement.

#### Scheduling the graded synoptic assessment

9. VTCT sets the graded synoptic assessment, which is changed annually. It is the responsibility of the centre to internally assess and internally quality assure the assessment, which is subject to external verification by VTCT.
10. Learners must complete the graded synoptic assessment towards the end of their learning programme; this might be in the final term or last third of the qualification.
11. Assessments should be conducted only when learners are suitably prepared for assessment. Centres may determine the precise timetabling of graded synoptic assessments to suit local needs.
12. Centres must produce and maintain an assessment plan which includes the graded synoptic assessment. VTCT EQAs will arrange with centres to conduct quality assurance visits to observe graded synoptic assessments, to quality assure the consistency of assessment decisions and that learner work is to the required national standard. VTCT will also conduct targeted and unannounced spot-checking of graded synoptic assessments.

#### Conducting the graded synoptic assessment

##### *Part 1 – Planning and costing and how you will carry out the work (Work plan)*

13. *Time*: Learners must be given a **maximum of two hours** to produce a work plan using the ingredients and cooking methods specified by VTCT in Assessment brief – Part 1.
14. *Costings*: Learners must calculate the cost of the ingredients needed to produce the finished food items. Learners may be given a realistic budget to work within and food costs will need to be provided by the centre for learners to use to calculate the costs.

15. *Resources*: Learners must be given access to a comprehensive range of resources that they can use to produce their work plan. This should include access to the internet, recipe books and sample menus, textbooks and any other resources deemed appropriate by the centre. Learners are not permitted to access their email accounts during this assessment.
16. *Supervision/Authenticity*: The assessment must be supervised at all times by an assessor.
17. *Collaboration*: Learners must produce their work plan independently. This is an assessment of individual learner performance and does not permit collaboration or communication between learners.
18. *Feedback*: Learners must not be provided with feedback until after the practical assessment (Part 2) and once overall results have been internally verified. The centre must not release results or provide feedback to learners until they have had a recent EQA visit, who has sampled work from both parts of the graded synoptic assessment.

### *Part 2 - Preparing, cooking and serving the dishes (Practical assessment)*

19. Part two of the assessment should be conducted approximately two weeks after Part 1.
20. *Time*: Learners must be given a **maximum of three hours** to prepare, cook and finish their food items. An additional **30 minutes** will be given as a preparation period to allow learners to interpret the assessment brief and to 'set up' their work area, which should include checking of ingredients, preparing cooking and weighing and measuring any ingredients.
21. *Environment*: Assessments must take place in a real or realistic working environment on a real client.
22. *Resources*: Learners must be given access to the full range of ingredients, tools and equipment required to prepare, cook and finish their dishes as detailed in their work plans.
23. *Supervision/Authenticity*: The assessment must be supervised at all times by an assessor.
24. *Collaboration*: Whilst learners can work in groups to practise and prepare for this assessment, the practical assessment itself is an assessment of individual learner performance and does not permit collaboration or communication between learners.
25. *Reflective discussion (optional)*: Reflective discussion provides a holistic approach to assessing learners' analytical and decision making abilities. In the marking pack, VTCT has provided a professional discussion template to assist assessors which may be used to capture the evidence that has not naturally occurred or been observed during the assessment. Reflective discussions must be recorded. There are various options for recording reflective discussions such as audio, video or paper-based recording.
26. *Feedback*: Learners must not be provided with feedback throughout the assessment. At the end of the assessment a provisional grade can be discussed with learners. Final results and grades can only be confirmed once internal verification and external verification has taken place, following VTCT's EQA visit

### Judging and grading the synoptic assessment

27. Learner performance must be internally assessed by centre staff.
28. The synoptic assessment is graded Fail, Pass, Merit or Distinction.
29. Assessors must observe learner performance and use the holistic rubric to assign a single grade based on an overall judgement of the complete service provided. Judgement is made against specified characteristics that define the Pass, Merit and Distinction grades.

Assessors must not attempt to assign a grade to each and every task, instead they must weigh up the strengths and weaknesses of the service provided as a whole and decide which grade best reflects the learner's overall performance.

30. Assessors must use the marking grid to record assessment decisions which include:
  - the grade awarded
  - justification for the grade awarded
  - details of reference material or supporting evidence (i.e. work plans, photographs of finished dishes etc)

### Internal quality assurance of the graded synoptic assessment

31. Centres must ensure the internal quality assurance and quality control of all learner assessment including reliability, validity, fairness and authenticity.
32. It is the responsibility of the centre to ensure that rigorous internal standardisation has taken place to ensure:
  - the correct procedures relating to the delivery of the graded synoptic assessment are administered
  - the grading criteria and standard of evidence required by grade, is clearly understood
  - assessment decisions taken by different assessors (across sites, where applicable) are consistent, fair and reliable
33. Once learners have completed the graded synoptic assessment and grades have been determined, centres must internally quality assure a suitable sample of learner work. As a minimum, centre sampling must meet all criteria, which include:
  - a minimum sample of 20 or the square root (whichever is the largest)
  - for cohorts below 20, a 100% sample is required
  - all assessors and internal verifiers, and all sites (where applicable).
  - learner work at all grades, including learner work which has been given a Fail grade

34. Centres must ensure that assessors have:
  - applied grading criteria fairly and consistently across all learners

Internal quality assurance outcomes for the graded synoptic assessment, including changes to learner grades must be recorded and made available to the EQA

### External quality assurance of the graded synoptic assessment

35. The graded synoptic assessment is subject to external quality assurance by VTCT. EQAs will schedule visits to observe graded practical assessments.

36. On a centre visit an EQA will:

- verify that appropriate staff and sufficient resources are in place, and that the centre is continuing to meet the criteria specified in the centre contract
- check that the centre's policies and procedures, specifically those that relate to internal standardisation and record keeping, continue to meet VTCT's requirements
- review the quality of meaningful employer involvement
- in line with VTCT's sampling strategy, sample learner work to verify that it is to the required standard for a given grade, this includes observation of graded synoptic assessments
- review evidence of the activities that have been undertaken to standardise assessments
- sample work and observe assessments at/from different sites if the centre operates at more than one location, from different centres and IQAs and at different stages of delivery. All samples are selected by the IQA

37. Centres must provide assessment plans to their EQA at the earliest possible opportunity, so that the EQA can plan to undertake visits that coincide with any practical assessments taking place at the centre, so that external verification can take place.

38. Random sampling is arranged between the centre and the EQA. The EQA will choose a sample of named learners to cover a variety of skills, knowledge, units and assessors. Through the sampling process the EQA will seek to assure that all assessment decisions made at the centre are consistent, fair, valid, and reliable. The EQA will also seek to confirm that all assessments conducted meet national standards.

39. Depending on their findings, the EQA may take different courses of action; including agreeing an improvement plan and timeline for improvement with the centre, increasing the sample size which may result in a further quality assurance visit (chargeable to the centre) or sanctions may be applied in accordance with the VTCT Sanctions Policy.

40. In addition to the two normal EQA visits per year, targeted and unannounced spot checks of centres delivering this qualification will be undertaken as part of VTCT's formal quality assurance process. Spot checks are carried out by VTCT EQAs and will interrogate the delivery, assessment and internal quality assurance of the graded synoptic assessment.

The EQA conducting a spot check will:

- be independent of the centre
- ensure graded synoptic assessments are conducted appropriately and in line with VTCT procedures
- judge and grade learner performance in graded synoptic assessments alongside centre assessors to ensure the national standard is being achieved
- compare judgements between assessors to ensure grading criteria and characteristics are being consistently applied

VTCT will draw on centre assessment plans to conduct unannounced spot checks.

#### Submitting grades for the graded synoptic assessment

41. The centre should submit learner grades to VTCT using Linx2Online on the VTCT website.

## Retaking the graded synoptic assessment

42. *Retakes for learners who have failed* - Learners who fail to reach the required Pass standard in the graded synoptic assessment, are permitted ONE retake opportunity after feedback and appropriate tuition have taken place. The assessment retake requires learners to produce a new mise en place work plan (with different dishes), which will provide sufficient variation to the original assessment.
43. *Retakes for underperforming learners* - Learners who achieve the Pass standard or above but are deemed to have underperformed in the graded synoptic assessment, are permitted ONE retake opportunity. The assessment retake requires learners to produce a new mise en place work plan (with different dishes), which will provide sufficient variation to the original assessment.

Evidence of underperformance must be recorded and retained by centres. Evidence may include grades achieved by learners in other assessments which demonstrate comparative underperformance. This evidence must be made available for external quality assurance.

## Marking pack

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Learner name:	_____
Date:	_____
Graded synoptic assessment code:	HC2D7.SYN
Series:	Sample
Theme:	A celebration buffet
Assessor name:	_____

### Instructions

You (the assessor) must observe learner performance and use the holistic rubric to assign a single grade based on an overall judgement of the complete service provided.

You must not attempt to assign a grade to each and every task, instead you must weigh up strengths and weaknesses as a whole and decide on which grade best reflects the learners overall performance. Grade characteristics must not be used as a tick list.

You are required to justify the grade awarded.

### Support and guidance

Prior to conducting graded synoptic assessments, you are strongly encouraged to attend an 'Establishing the Standard' workshop hosted by VTCT, to explore best practice in conducting graded synoptic assessments and in particular, correctly using the grading rubric.

For more information, visit the VTCT website ([www.vtct.org.uk](http://www.vtct.org.uk)).

## Holistic grading rubric

Use the grading rubric below to award the learner a grade for the synoptic assessment.

<b>All or most</b> of the characteristics must be achieved to award the given grade
<b>Characteristics of a Pass</b>
<p>The learner provided a sufficient work plan which satisfied the essential requirements of the assessment brief. The learner prepared, cooked and finished dishes using methods and skills, which complied with health, safety and hygiene regulations. The learner produced dishes that are plated and presented to meet the demands of the brief. The learner presented a positive image and attitude, wearing the correct uniform and using the correct personal protective equipment. The learner prepared, cooked and finished food items within the scheduled time, whilst maintaining a clean and tidy work area.</p> <p>The learner demonstrated basic knowledge and understanding throughout the assessment.</p> <p>The learner explained how they met the brief, with reasons for the decisions taken and made suggestions for improvement to personal performance. Assessors may use the Professional Discussion Record provided to capture evidence that has not naturally occurred or been observed during the assessment.</p>
<b>Characteristics of a Merit</b>
<p>The learner produced a detailed work plan which met all requirements of the assessment brief. The learner consistently prepared, cooked and finished food items which aligned with the work plan and met employer expectations. The learner used a range of skills and techniques to produce a limited range of food items that are all evenly sized and shaped. The learner presented a positive image and attitude throughout, maintaining uniform standards and using the correct personal protective equipment. The learner managed time, the work area and equipment whilst maintaining a safe working area. The learner followed procedures to minimise and dispose of waste correctly. The learner accurately costed their menu.</p> <p>The learner demonstrated sufficient knowledge and understanding throughout the assessment.</p> <p>The learner reviewed how they met the brief, with reasons for the decisions and actions taken. The learner identified key strengths, weaknesses and opportunities for improvement. Assessors may use the Professional Discussion Record provided to capture evidence that has not naturally occurred or been observed during the assessment.</p>
<b>Characteristics of a Distinction</b>
<p>The learner produced a detailed and comprehensive work plan to support effective working practice. The learner efficiently prepared, cooked and finished food items, which fully aligned with the work plan and exceeded employer expectations. The learner used a range of skills and techniques to produce a variety of choices of food items that are all evenly sized and shaped. The learner presented a positive image and attitude. The learner managed time, the work area, and equipment efficiently and effectively while maintaining health, safety and food hygiene. The learner worked efficiently to minimise waste. The learner was able to manage their costs when planning their menu.</p> <p>The learner demonstrated comprehensive knowledge and understanding throughout the assessment.</p> <p>The learner reflected upon all aspects of their menu planning. The learner explained strengths and weaknesses, the benefit to the business, and identified opportunities</p>

for improvement. Assessors may use the Professional Discussion Record provided to capture evidence that has not naturally occurred or been observed during the assessment.

## Professional Discussion Record (optional)

Purpose:	The professional discussion is a tool to support assessors in the grading of the synoptic assessment and for gaining clarification on areas that have not naturally occurred during the practical observation. <b><i>This is not a compulsory part of the synoptic assessment.</i></b>
Rationale:	<i>For example: Why did you select your chosen type of cake for the celebration buffet?</i>
Improvements:	<i>For example: Explain how you would improve your presentation of buffet items?</i>
Technical questions:	<i>How did you test that your cake was properly cooked?</i>
Assessor signature:	
IQA signature (if applicable):	
Learner signature:	

## Grading decision

Duration of  
assessment:

Grade  
awarded:

Justification  
for grade  
awarded:

Reference  
material /  
supporting  
evidence:

Assessor  
name:

IQA name:

## Graded Synoptic Assessment – Learner Pack

TO BE ISSUED TO LEARNERS AT THE START OF THE ASSESSMENT

Qualification title	VTCT Level 2 Diploma in Bakery and Patisserie
Qualification product code	HC2D7
Graded synoptic assessment code	HC2D7.SYN
Series	Sample

### What is in this pack?

- Instructions for learners
- Assessment brief – Part 1 (Work plan)
- Assessment brief – Part 2 (Practical assessment)

### Instructions for learners

1. This graded synoptic assessment requires you to plan, cost, prepare, cook and finish a celebration buffet in a commercially acceptable time frame. You have up to a **maximum of three hours and thirty minutes** to complete the service. You are required to produce at least five food items for a celebratory buffet. There are two parts to this assessment which include:

*Part 1 - Planning how you will carry out the work and costing your food items*

*Part 2 - Preparing, cooking and serving the dishes (Practical assessment)*

2. *Planning how you will carry out the work:* Before you start your work plan you will be issued with the document, 'Assessment Brief – Part 1 (Work plan)'. This provides information on the food items you must produce, the ingredients available and their cost, and the techniques/skills and /cooking methods to be used in your practical assessment. This document also details the information that you must include in your work plan.

You will have **two hours** to produce a work plan to show how you will carry out the practical assessment. You will be supervised by your assessor at all times and must not work or talk with others in the group. You will have access to a range of resources to help guide your work plan and cost the ingredient

needed. Your practical assessment will be limited to **three hours** so your work plan should be no longer than this.

Once you have completed and handed in your work plan, your centre will order the ingredients for your practical assessment. Your centre will provide you with a copy of your work plan on the day of your practical assessment, but you are allowed to save your work plan in preparation for your synoptic assessment.

Your ingredients chosen for the synoptic assessment must be adhered to during the synoptic assessment. Wastage of food will also be taken into consideration during the course of the synoptic assessment.

In addition to the main ingredients provided for this assessment your centre will allow you access to spices and herbs on the day of your synoptic assessment.

Your work plan, including costings, must be handed into to the assessor upon completion and your work may be saved or printed to access after the synoptic planning assessment has taken place.

Your practical assessment will take place approximately two weeks after you have produced your work plan.

3. *Preparing, cooking and finishing the food items (Practical assessment)*: On the day of your practical assessment your centre will provide you with the document, 'Assessment Brief – Part 2 (Practical assessment)'. This document provides information on the format of the practical assessment and the tasks that you must carry out.

You will be required to prepare, cook and finish the food items in your work plan. You will be given a period to 'set up' your work area and prepare cooking and serving equipment prior to the assessment starting. Weighing and measuring can also be carried out in advance, but no preparation of raw ingredients is allowed

4. You will have access to the full range of ingredients, tools and equipment specified in your work plan.
5. You will be supervised by your assessor at all times.
6. You must not communicate or collaborate with other learners at any time throughout the assessment.
7. At the end of your assessment, your assessor may ask you a number of structured questions. You may be required to explain and reflect upon your choices and use of products, tools, equipment, skills and techniques used throughout the service.
8. Your assessor will make an overall judgement of your performance and will award you with a grade of Fail, Pass, Merit or Distinction. You will not be issued with your grade until a later time. This assessment is worth 20% of your overall qualification grade.

## Assessment brief – Part 1 (Work plan)

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TO BE ISSUED TO LEARNERS UNDER SUPERVISED CONDITIONS,  
TWO WEEKS PRIOR TO THEIR PRACTICAL ASSESSMENT

### 1. Food items to be produced

You must plan, cost, prepare, cook and finish the following celebratory theme display, to include a minimum of the following items:

- A 30-36 cm (12-14") celebration cake decorated to match the theme to include some chocolate work
- A cold dessert using seasonal fruits
- 5 Savarins finished with piped cream
- 10-15 Savoury flavoured Grissini

### 2. What you must do

You must produce a work plan to show how you will carry out your practical assessment. Your work plan must include:

- the work plan must include cost
- the food to be ordered (record of all ingredients in the correct quantities)
- the techniques and methods to be used
- the order in which the work is going to be carried out
- a list of suitable equipment required
- the approximate timing for each activity (including cleaning down as you go, washing up, and hygienic practices)
- the service time for each dish and completion time
- dish specifications (to include the dishes or plates to be used, how plates will be presented on the dish/plate, details of garnish or decoration, diagrams can be included and are encouraged)

You must choose your ingredients and cooking methods from the list provided. You can choose any of the ingredients from the Main Ingredients list and a minimum of 5 ingredients from the Additional ingredients for fillings and flavourings list. Your assessor will indicate whether any of the listed ingredients are not available.

You will also be able to select ingredients from a basic larder of dried herbs and spices, olive oil, salt, black pepper

Your work plan must be handed in to the assessor and will be made available to you on the day of your practical assessment.

### 3. List of ingredients

	Main ingredients	
Main ingredients ( <i>please select as appropriate</i> ):	Flour – all types	Yeast – fresh or dried
	Eggs	Vanilla pod or essence
	Butter – unsalted	Chocolate – dark, milk, white
	Sugar – all types	Double cream
	Bicarbonate of soda	Milk

	Additional ingredients for fillings and flavourings	
Other ingredients ( <i>please select a minimum of 5</i> ):	Lemons	Gelatine
	Oranges	Grated parmesan
	Nectarine	Rum
	Strawberries	Honey
	Raspberries	Jalapenos
	Fondant	Blue cheese
	Gooseberries	Chili
	Kiwi	Fennel seeds
	Passionfruit	Cocoa
	Mango	

### 4. Time allocation

You have up to a **maximum of two hours** to produce a work plan.

### 5. Other information

You will be supervised at all times by your assessor.

You must work independently and not communicate or work with other learners. Your work plan is an individual piece of work.

A range of resources will be made available to help you to produce your work plan, these may include the internet, textbooks, recipe books and various other forms.

## Assessment brief – Part 2 (Practical assessment)

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### TO BE ISSUED TO LEARNERS AT THE START OF THEIR PRACTICAL ASSESSMENT

#### 1. What you must do

You must plan, cost, prepare, cook and finish the following celebratory themed display to include a minimum of the following items:

- Prepare, bake and decorate a cake
  - The flavour is to be decided by the learner
  - The type of cake is to be decided by the learner
  - The cake must be a minimum 30-36cm (12-14”) in size
  - The cake must have at least 2 layers
  - The cake must be decorated to match the theme
  - The cake must include some chocolate work
- Produce **one** cold dessert using seasonal fruits
- Savarins finished with piped cream
  - the flavour and filling is to be decided by the learner
- 10-15 Savoury Grissini
  - The flavour is to be decided by the learner

**The food items** must be prepared, cooked and finished within three hours.

You have a preparation period of **30 minutes** to ‘set up’ your personal work area prior to the start of this assessment, this time is in addition to your work plan. This time should be used to check your ingredients, prepare cooking and serving equipment and weigh and measure any ingredients. This time must not be used to prepare raw ingredients.

When preparing, cooking and serving food you must:

- carry out all of the tasks detailed in this assessment brief
- adhere to your work plan
- maintain a clean and tidy work area as you go
- complete the service in a commercially acceptable time frame

At the end of the assessment, you may be required to explain and reflect on all aspects of your service, identifying opportunities for improvement. This may take the form of a reflective discussion with your assessor.

#### 2. Time allocation

You must complete the service in a commercially acceptable time frame. You have up to a **maximum of three hours** to prepare, cook and finish your dishes.

## TO BE ISSUED TO LEARNERS AT THE START OF THE ASSESSMENT

### Assessment brief

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#### 1. Task to be completed

You must plan, cost, prepare, cook and finish a **celebratory themed display**.

#### 2. Time Allocation

The time allocated for this assessment is a **maximum of three and thirty minutes**

#### 3. What you must do

Tasks
1. Create a work plan, including costings, which reflects the requirements of the professional assessment brief ( <i>completed in the planning stage</i> ).
2. Plan, prepare and set up the work area - you have <b>30 minutes</b> to prepare for the assessment
3. Adhere to food safety and hygiene regulations throughout the assessment to include working practices and correct storage procedures.
4. Follow your work plan to prepare, cook and a celebratory themed display <b>within three hours</b> : <ul style="list-style-type: none"> <li>• Celebratory cake which must be a minimum 12-14" in size, have at least 2 layers, be decorated to match the theme and must include some chocolate work <ul style="list-style-type: none"> <li>○ The flavour of the cake is of your choosing</li> <li>○ The type of cake is of your choosing for example a Madera cake, a Victoria sponge, Genoese sponge, chocolate cake</li> <li>○ The cake must be a minimum 30-36cm (12-14") in size</li> <li>○ The cake must have at least 2 layers</li> <li>○ The cake must be decorated to match the theme</li> <li>○ The cake must include some chocolate work</li> </ul> </li> <li>• Produce <b>one</b> cold dessert using seasonal fruits</li> <li>• Savarins with piped cream and a filling of the your choice</li> <li>• 10-15 Savoury Grissini flavoured with your choice</li> </ul>
5. Demonstrate effective time management and work organisational skills throughout.