

CCEA GCSE Specification in Hospitality

For first teaching from September 2009

For first assessment from Summer 2010

For first award in Summer 2011

Subject Code: 0007

hospiti tality

Foreword

This booklet contains CCEA's General Certificate of Secondary Education (GCSE) Hospitality for first teaching from September 2009. We have designed this specification to meet the requirements of the following:

- GCSE Subject Criteria for Hospitality;
- GCSE Qualifications Criteria;
- Common Criteria for all Qualifications;
- GCSE Controlled Assessment Regulations for Hospitality; and
- GCSE Controlled Assessment Generic Regulations.

We will make the first full award based on this specification in summer 2011.

The first assessment for the following units will be available in summer 2010:

- Unit 1: The Hospitality Industry;
- Unit 2: Reception and Accommodation; and
- Unit 3: Food and Drink.

We will notify centres in writing of any major changes to this specification. We will also publish changes on our website at www.ccea.org.uk

The version on our website is the most up-to-date version. Please note that the web version may be different from printed versions.

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1 Introduction

This specification sets out the content and assessment details for our GCSE in Hospitality course. First teaching begins from September 2009, and we will make the first awards for this specification in 2011. You can view and download the latest version of this specification on our website at www.ccea.org.uk

The specification builds on the broad objectives of the Northern Ireland Curriculum. It is also relevant to key curriculum concerns in England and Wales.

We have designed this specification to meet the regulation requirements, including the common and GCSE criteria as defined in *The Statutory Regulations of External Qualifications* (QCA/04/1293), and to facilitate progression to Level 3 Hospitality.

1.1 Aims

This specification aims to:

- provide students with core knowledge about the hospitality industry and the skills required for working in it;
- encourage a student-centred approach to learning;
- give students the opportunity to apply their developing knowledge in relevant, enjoyable and work-related contexts;
- encourage students to make informed decisions about further learning opportunities and career choices in the hospitality industry; and
- enable young people to develop and practise key transferable skills that are important in working life.

1.2 Key features

The key features of the specification appear below:

- This is a unitised specification. This means that students have the opportunity to sit any of the three units in the first year of teaching.
- This course offers opportunities to build on the skills and capabilities developed through the delivery of the Key Stage 3 curriculum in Northern Ireland.
- 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, each with one form of assessment. Unit 1 and Unit 2 are externally assessed. Unit 3 is internally assessed through work-related assignments. The work-related assignments give the course an applied ethos.
- The specification provides opportunities for the application of knowledge, understanding and skills through 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.
- This is a work-related course, and the work-related dimension should be reflected in course planning and implementation. This will help prepare students for work placement in the hospitality industry.

1.3 Prior attainment

There is no particular level of attainment required to study this specification. Students are not required to have any prior experience of hospitality courses. However, before studying this specification, students should have an appropriate level of literacy and numeracy skills, and have the ability to follow GCSE courses.

Students of this course will find the following learning, skills and aptitudes helpful:

- an ability to work in a team;
- an interest in working with and providing a service to people;
- 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 is assigned a national classification code that indicates the subject area to which it belongs. The classification code for this qualification is 0007.

Progression to another school/college

Should a student take two qualifications with the same classification code, schools and colleges that they apply to may take the view that they have achieved only one of the two GCSEs. The same view may be taken if students take two GCSE qualifications that have different classification codes but have content that overlaps significantly. Students who have any doubts about their subject combinations should check with the schools and colleges that they wish to attend before embarking on their planned study.

Centres in England

Centres in England should also be aware that, for the purpose of the School and College Achievement and Attainment Tables, if a student enters for more than one GCSE qualification with the same classification code, only one grade (the highest) will count.

2 Specification at a Glance

The table below summarises the structure of this GCSE course:

Content	Assessment	Weighting	Availability
Unit 1 The Hospitality Industry	External assessment (compulsory) Single tier Format: 1 hour 30 minutes examination Short-answer questions, structured questions and questions that require extended writing are included. All questions are compulsory.	20%	Every January (beginning in 2011) Every Summer (beginning in 2010)
Unit 2 Reception and Accommodation	External assessment (compulsory) Single tier Format: 1 hour 30 minutes examination based on a pre-release case study Short-answer questions, structured questions and questions that require extended writing are included. All questions are compulsory.	20%	Every Summer (beginning in 2010) Pre-release material, based on a scenario from a hospitality context, is released eight weeks before the date of the exam.
Unit 3 Food and Drink	Internal assessment (compulsory) Format: Students must complete the three controlled assessment tasks : <ul style="list-style-type: none"> • a log book; • a meal assignment; and • a function assignment. 	60%	Every Summer (beginning in 2010)

At least 40 percent of the assessment (based on unit weightings) must be taken at the end of the course as terminal assessment.

Content	Learning Outcomes
<p>Customers in hospitality</p> <p>Communication</p> <p>Diet and health in the hospitality industry</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> ● identify and investigate different types of customers, for example: <ul style="list-style-type: none"> – internal and external; – different ages (children and elderly); – different cultures and religions; – special needs; and – groups (tourists, corporate and VIPs); ● identify, handle and resolve minor customer complaints; ● demonstrate knowledge and understanding of the methods used to communicate effectively with customers, for example: <ul style="list-style-type: none"> – in writing (letter and email etiquette); – orally; and – through body language; ● take into account the different social backgrounds, cultures and languages of customers; ● respond to a range of customer needs, for example: <ul style="list-style-type: none"> – information; – messages; – advice; and – maintaining records; ● understand the importance of preparing healthy meals; ● recognise the components of a healthy diet; ● demonstrate knowledge of special diets needed by a range of individuals in different settings, for example hospital patients and prisoners; ● recognise common food allergies; and ● show an awareness of food trends and influences.

3.2 Unit 2: Reception and Accommodation

In this unit, students explore the importance of, and the activities associated with, reception and accommodation, which are critical to the hospitality industry. There are direct links with Unit 1, because reception and accommodation duties involve paying particular attention to the needs, tastes and preferences of different types of customers.

Content	Learning Outcomes
<p>Front office</p> <p>Customer cycle Enquiry Booking/Reservation Check-in Use of services and facilities Purchasing products Handling complaints Check-out Payment methods Departure</p> <p>Use of services and facilities Directions Restaurant reservations Facilities (business and leisure) Services (late check out, wake-up call, laundry and room service) Menus</p> <p>Front office and its links with other departments Food and beverage Linen Kitchen Accommodation</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • define the roles and activities of the front office within the hospitality industry; • explain in what ways the role of the front office is critical within the hospitality industry; • identify and explain the various stages in the customer cycle; • apply knowledge and understanding of the customer cycle to a given scenario; • explain the procedures involved at the various stages of the customer cycle; • demonstrate an ability to complete activities at the various stages of the customer cycle, for example handling enquiries, completing reservation forms; • demonstrate how to carry out a telephone conversation with a guest who is requesting information on the range of services available; • identify a range of guests' needs; • discuss how to meet guests' needs; • identify links with other departments; • discuss the importance of links with other departments; and • explain how the front office's links with other departments ensures that guests' needs are met.

Content	Learning Outcomes
<p>Front office and its links with other departments (cont.) Food and beverage Linen Kitchen Accommodation</p> <p>Non-English speaking guests</p> <p>Accommodation</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • discuss the importance of records and reports for the following services: <ul style="list-style-type: none"> – lost property services; – foreign exchange; – concierge; – specialised menus; and – customer services; • identify the range of reports generated by the accommodation department and front office; • explain the use of reports within a hospitality outlet; • identify and explain how to meet the needs of non-English speaking guests; • investigate the range of accommodation services required by guests; • explain the role and responsibilities of the housekeeping department; • explain the main areas serviced by the housekeeping department, including: <ul style="list-style-type: none"> – bedrooms; – public areas; – leisure areas; and – conference rooms; and • explain cleaning and servicing activities, including: <ul style="list-style-type: none"> – cleaning and staging guest bedrooms; – cleaning furniture, furnishings and floor surfaces; – dealing with environmental issues and sustainability; – dealing with lost property; – reporting faults; – handling linen requests from food and beverage departments; – providing courtesy trays; and – accommodating VIPs.

Content	Learning Outcomes
<p>The principles of handling food safely (cont.)</p> <p>Maintaining a clean and professional appearance</p> <p>Keeping food areas clean</p> <p>Food safety legal obligations in the hospitality industry</p> <p>Basic knife skills</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate knowledge and understanding of the principles involved in cooking, re-heating and preserving food; • understand the importance of and reasons for reporting personal sickness; • demonstrate knowledge and understanding of hygienic personal habits; • understand the need for cleaning schedules in the workplace and the chemical products associated with particular cleaning activities; • demonstrate knowledge and understanding of how to keep food areas clean, for example the proper handling of food waste and how to control pests; • understand and employ the correct temperature control of food; • know about staff training requirements, to include Hazard Analysis Critical Control Point (HACCP) (studied in Unit 1); • identify a range of kitchen knives, for example: <ul style="list-style-type: none"> – chef’s knife; – paring knife; – serrated tomato knife; – palette knife; and – serrated bread knife; • demonstrate knowledge and understanding of the basic uses of kitchen knives; • demonstrate skills in caring for and sharpening kitchen knives; and • develop skills in basic cuts, for example: <ul style="list-style-type: none"> – slicing; – dicing; – mirepoix; – shredding/chiffonnade; – julienne; and – paysanne.

Content	Learning Outcomes
<p>Food Preparation</p> <p>Stocks and sauces</p> <p>Vegetables</p> <p>Starters</p> <p>Basic hot and cold desserts</p> <p>Baking</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • prepare basic, fresh and convenience sauces, for example: <ul style="list-style-type: none"> – a roux sauce used as a base for soups or other dishes (béchamel/mornay/cream soup); – a hot sauce suitable for desserts; – a vinaigrette dressing; and – a mayonnaise based sauce (marie-rose or honey and mustard mayonnaise); • demonstrate knowledge and understanding of the principles for making a basic hot stock; • demonstrate basic preparation and cooking of vegetables for salads and main courses, for example: <ul style="list-style-type: none"> – root vegetables, such as carrots or potatoes; – bulbs, such as onions or leeks; – leaves, such as cabbage or lettuce; – flower heads, such as cauliflower or broccoli; – fungi, such as mushrooms; and – vegetable fruits, such as tomatoes or peppers; • prepare one hot starter; • prepare one cold starter; • prepare egg based desserts, for example pavlova, crème anglaise, crème caramel and crème brûlée; • prepare soft cheese based dishes, for example cheesecake; • prepare fruit based dishes, for example tartlets, fruit tarts and fresh fruit salad; • demonstrate basic pastry preparation, for example shortcrust and choux pastry; • use prepared pastry, for example fresh/frozen puff pastry and fresh/frozen Danish dough; • prepare scones, biscuits, cakes, and sponges; and • prepare a selection of tray bakes.

Content	Learning Outcomes
<p>Drinks preparation</p> <p>Hot beverages</p> <p>Cold beverages</p> <p>Food service</p> <p>Waste management</p> <p>Cooking and serving meals</p> <p>Organising a function</p> <p>Reviewing learning and performance</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • prepare and serve at least two hot beverages, showing a progression in skills, for example tea, coffee, and speciality teas and coffees; • prepare at least one cold beverage, for example smoothies and fruit juices; • show skills in laying and clearing tables; • use a range of skills to serve customers; • employ principles of waste management to reduce, reuse and recycle (where applicable); • prepare meals and demonstrate skills in: <ul style="list-style-type: none"> – planning; – costing; – safe working practices in the hospitality industry; – hygienic working practices; – a range of cooking techniques; – presentation of dishes, including appropriate accompaniments for the meal; and – the use of a range of kitchen equipment; • demonstrate the following function-related skills: <ul style="list-style-type: none"> – deciding what the team has to do; – deciding who does what in the team; – taking responsibility for the standard of work produced; – demonstrating good communication skills; – supporting other team members; and – problem-solving; • demonstrate the following food and drink-related skills: <ul style="list-style-type: none"> – preparing the self-service and service area; – selecting service equipment and lay tables; – serving meals and drinks to customers; – serving food and drink attractively in the correct order; – presenting bills to customers; and – using interpersonal skills with customers; and • reflect on and evaluate their skills and performance as an individual and member of a group.

4 Scheme of Assessment

4.1 Assessment opportunities

The availability of examinations and controlled assessment tasks appear in Section 2 of this specification.

Candidates studying unitised GCSE qualifications must complete at least 40 percent of the overall assessment requirements as terminal assessment.

Candidates can choose to resit individual assessment units once. The better result for each assessment unit will count towards the GCSE qualification. Results for individual assessment units remain available to count towards a GCSE qualification until we withdraw the specification.

4.2 Assessment objectives

Below are the assessment objectives for this specification. Candidates must:

- recall, select, and communicate their knowledge and understanding specified in the subject content (AO1);
- apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks (AO2); and
- analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions (AO3).

4.3 Assessment objective weightings

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

Assessment Objective	Component Weighting					Overall Weighting
	Unit 1	Unit 2	Unit 3			
			Meal	Log Book	Function	
AO1	10%	10%	3%	6%	6%	35%
AO2	5%	5%	7%	14%	14%	45%
AO3	5%	5%	2%	4%	4%	20%
Total weighting	20%	20%	12%	24%	24%	100%

4.4 Quality of written communication

In GCSE Hospitality, candidates must demonstrate their quality of written communication. In particular, candidates must:

- 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 appropriate to their purpose and to complex subject matter; and
- organise information clearly and coherently, using specialist vocabulary where appropriate.

Examiners and teachers assess the quality of candidates' written communication in their responses to questions or tasks that require extended writing. They assess the quality of candidates' written communication within all assessed components in this specification.

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 obtained on individual assessment units.

We award GCSE qualifications on an eight grade scale from A*– G, with A* being the highest. For candidates who fail to attain a grade G, we report their results as unclassified (U).

The grades we award match the grade descriptions published by the regulatory authorities (see Section 5).

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
A	<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>
C	<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>
F	<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 Assessment

6.1 External assessment

GCSE Hospitality is assessed by **two** 1 hour 30 minutes examination papers.

In both papers, candidates respond to short answer, structured and extended writing questions. All questions are compulsory.

6.2 Controlled assessment review

We review our controlled assessment tasks every two years to ensure that they continue to set an appropriate challenge and remain valid, reliable and stimulating. They are designed to support good teaching and learning and to be more manageable for candidates and teachers.

6.3 Overview of controlled assessment tasks

For Unit 3, candidates must complete controlled assessment tasks. The class teacher assesses the tasks, and we moderate them.

Candidates must complete **three** controlled assessment tasks:

- a log book;
- a meal assignment; and
- a function assignment.

These tasks are worth 60 percent of the final award.

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

Log Book

Candidates must keep a log book to record evidence of how they acquire the practical food and drink skills outlined in Appendix 1. They must list the skills, provide photographic evidence of having achieved them, and include a summative evaluation.

Candidates may record evidence of their practical skills individually, for example they might record that they used chopping skills to prepare a soup. Alternatively, by preparing a complete meal, candidates can demonstrate a number of skills.

Candidates should cook 10 dishes.

Assessment criteria for the log book appear in Appendix 1.

Meal Assessment

For the suggested meal controlled task, which appears in Appendix 2, candidates must research, plan, cook and serve the **two course meal** (including a beverage) **for two people**. You can find evidence and assessment criteria for the Meal Assignment in Appendix 3.

Function Assignment

For the suggested function controlled task, which also appears in Appendix 2, candidates must be involved in the planning, implementation and evaluation of a **function for at least 10 people**. The evidence and assessment criteria for the Function Assignment appear in Appendix 4.

6.4 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.

In addition, elements of all these skills may be assessed externally.

For controlled assessment tasks for 2009–2011, please see Appendix 2.

6.5 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.

6.6 Task setting

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

You can find the guidelines for the controlled assessment tasks for Unit 3 in Appendices 1, 2, 3 and 4. The controlled assessments provide centres with the opportunity to put them in contexts that best suit their specific circumstances. The assessments take place at a date and time suited to individual centres.

6.7 Task taking

The level of control for task taking is medium-high.

Areas of Control	Detail of Control
Authenticity	<p>Candidates should work independently.</p> <p>Candidates should complete all work under informal supervision (with the exception of the practical activities, which must be carried out under formal supervision).</p> <p>Candidates may carry out research with limited supervision.</p> <p>Teachers must be able to authenticate the work.</p> <p>Teachers must ensure that candidates acknowledge and reference any sources used within their text and include a detailed bibliography.</p>
Feedback	<p>Teachers must guide and supervise candidates in relation to the following:</p> <ul style="list-style-type: none"> • monitoring progress; • preventing plagiarism; • ensuring compliance with health and safety requirements; and • ensuring work is completed in accordance with the specification's requirements. <p>Teachers must assess work in accordance with the procedures and marking criteria.</p> <p>If candidates require support and guidance, teachers must reflect this in the mark band that they select in the assessment grid and in the marks that they award.</p>
Time Limit/Word Limit	<p>Unit 3: Food and Drink We recommend that candidates spend a minimum of 45 supervised hours on this unit:</p> <p>Log Book – 20 supervised hours</p> <ul style="list-style-type: none"> • demonstrating the skills that are outlined in the assessment evidence and Candidate Record Sheet; • reviewing learning and performance as outlined in the assessment evidence;

Areas of Control	Detail of Control
Time Limit/Word Limit (cont.)	<p>Unit 3: Food and Drink (cont.)</p> <p>Meal Task – 10 supervised hours</p> <ul style="list-style-type: none"> • analysing the task (200 words); • planning, preparing and cooking one meal for two people (300 words); • cooking and budgeting for the chosen dishes (500 words); • applying health and safety standards; • evaluating their own performance in the task (500 words); <p>Function Task – 15 supervised hours</p> <ul style="list-style-type: none"> • analysing the task (200 words); • preparing a detailed plan for a function (500 words); • showing evidence of individual input in the planning of the function (500 words); and • evaluating their own role and overall results of the group function (500 words).
Collaboration	<p>Candidates can work in groups, but it is essential that:</p> <ul style="list-style-type: none"> • the teacher is able to identify individual contributions; and • candidates provide an individual response.
Resources	<p>Candidates' access to resources is determined by those available to the centre.</p> <p>Candidates must reference all resources that they access via the internet.</p>

6.8 Task marking

The level of control for task marking is medium. Teachers mark the controlled assessment tasks using mark schemes or criteria that we provide. Teachers 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 within each response. When making judgements, they should follow the procedure set out below:

1. Make a broad judgement by identifying the mark band that best describes the candidate's achievement.
2. Further refine this initial judgement.

For example, if a teacher decides that the work best fits Mark Band 3 (15–21 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 15–16 marks, the bottom of the mark band.
- If the controlled assessment demonstrates fulfillment of most of the criteria in a reasonably competent manner, then the work is likely to be worth 17–19 marks, the middle of the mark band.
- Where the criteria are completely fulfilled and some evidence of achievement of the higher mark band is apparent, then the work may be judged to be worth 20–21 marks, the top of the mark band.

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

- summative comments on the work, usually at the end, and on a Candidate Record 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 other incident in which candidate malpractice is suspected, please refer to the Joint Council for Qualifications' *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* on the JCQ website: www.jcq.org.uk

Marking grids for the controlled assessment tasks are located in the appendices.

6.9 Internal standardisation

Centres with more than one teaching group must carry out internal standardisation of the controlled assessment tasks before submitting them to us. This is to ensure, as far as possible, that each teacher has applied the assessment criteria consistently when marking assessments.

As a result of internal standardisation, it may be necessary to adjust an individual teacher's marking. This is to bring marking into line with other teachers in the centre and to match the standards established at the agreement trial. Where adjustment is necessary, the total/final mark recorded on the Candidate Record Sheet should be amended.

6.10 Moderation

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

We will issue full instructions at the appropriate time on:

- the details of moderation procedures;
- the nature of sampling; and
- the dates by which marks and samples have to be submitted to us.

Teachers and centre staff may contact us at any stage if they require advice, assistance or support regarding any aspect of controlled assessment. We provide moderators to support groups of centres or to contact individual centres to discuss issues arising from the controlled assessments.

6.11 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 5 for a glossary of terms for controlled assessment.

7 Links

7.1 Support

We provide the following resources to support this specification:

- our website;
- a subject microsite within our website;
- specimen papers and mark schemes; and
- controlled assessment tasks.

Some support material from the previous specification may also remain useful.

We intend to expand our range of support to include the following:

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

You can find our Annual Support Programme of events and materials for Hospitality on our website at www.ccea.org.uk

7.2 Curriculum objectives

This specification addresses and builds upon the broad curriculum objectives for Northern Ireland, England and Wales. In particular, it enables students to:

- develop as individuals and contributors to the economy, society and environment by enabling them to:
 - develop an understanding of the local and global context of the hospitality industry (Unit 1); and
 - develop practical skills that can be applied within the industry (Unit 3);
- progress from Key Stage 3 Northern Ireland Curriculum requirements by:
 - building on practical skills learned within home economics to satisfy the requirements of Unit 3;

- develop an understanding of spiritual, moral, ethical, social, legislative (including equality and disability discrimination), economic and cultural issues by providing opportunities to:
 - consider the value of individual customers and staff members when dealing with people in the hospitality industry. Examples include the importance of respecting confidentiality of customer information, communicating effectively with customers and communicating confidentiality in the evaluation of individual staff performance when dealing with customers (Units 1 and 3); and
 - respond to the needs, preferences and tastes of customers from different cultural and social backgrounds, and realise the importance of presenting a positive image to customers (Units 1, 2 and 3);
- investigate sustainable development, health and safety considerations, and European developments:
 - by examining hygienic and safe practices during food preparation. The need to understand and apply legislation is an important feature of this course within Unit 1 and Unit 3; and
 - through Unit 2, for example, how to meet the needs of non-English speaking guests;
- develop skills that will enhance their employability by providing opportunities to:
 - develop practical skills that can be applied within the local and global context of the hospitality industry;
 - explore the career opportunities within the industry; and
 - to develop and practise the skills required by employers and employees within the industry, both generic and specific (Units 1, 2 and 3); and
- make effective use of technology by providing opportunities for them to:
 - use modern technology in a range of situations within the hospitality industry, for example using computerised reservation systems in a hotel and making online reservations when studying front office procedures within Unit 2.

For further guidance on how this specification enables progression from the Northern Ireland Curriculum at Key Stage 3, go to our subject microsite, which you can access at www.ccea.org.uk

7.3 Key Skills

This specification provides opportunities for students to develop evidence for assessing the following nationally recognised Key Skills:

- **Application of Number**
Students cost recipes within the internally controlled meal and function task (Unit 3).
- **Communication**
The quality of students' written communication is assessed through all units.
- **Improving Own Learning and Performance**
Students reflect on and evaluate their performance within the log book, meal and function tasks (Unit 3).
- **Information and Communication Technology**
Students access websites to gather information regarding the commercial and catering services sectors, internet reservations and the development of meals to suit a range of customers (Units 1, 2 and 3).

- Problem-Solving
Students explore solutions to customer and management issues, such as best practice in customer care, handling complaints and meeting guest needs (Units 1, 2 and 3).
- Working with Others
Students share responsibilities and working arrangements to effectively carry out a task (Unit 3).

Details of the current standards and guidance for these skills are available on the QCA website at www.qca.org.uk

7.4 Examination entries

Entry codes for this subject and details on how to make entries are available on our Examinations Administration Handbook microsite, which you can access at www.ccea.org.uk

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

7.5 Equality and inclusion

We have considered the requirements of equalities legislation in developing this specification.

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

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

During the development process, we carried out an equality impact assessment. This was to ensure that we identified any additional potential barriers to equality and inclusion. Where appropriate, we have given consideration to measures to support access and mitigate against barriers.

Reasonable adjustments are made for students with disabilities in order to reduce barriers to access assessments. For this reason, very few students will have a complete barrier to any part of the assessment. However, some students with disabilities that affect physical manipulation or working with a team may find some elements of assessment difficult.

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. **Information on reasonable adjustments is found in the Joint Council for Qualifications' document *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates Who Are Eligible for Adjustments in Examinations*.**

7.6 Contact details

The following list provides contact details for relevant staff members and departments:

- Specification Support Officer: Nola McLarnon
(telephone: (028) 9026 1200, extension 2235, email: nmclarnon@ccea.org.uk)
- Officer with Subject Responsibility: Glynis Henderson
(telephone: (028) 9026 1200, email: ghenderson@ccea.org.uk)
- Examination Entries, Results and Certification
(telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)
- Examiner Recruitment
(telephone: (028) 9026 1243, email: appointments@ccea.org.uk)
- Distribution (past papers and support materials)
(telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)
- Support Events Administration
(telephone: (028) 9026 1401, email: events@ccea.org.uk)
- Information Section (including Freedom of Information requests)
(telephone: (028) 9026 1200, email: info@ccea.org.uk)
- Business Assurance (appeals)
(telephone: (028) 9026 1244, email: appealsmanager@ccea.org.uk).

Appendix 1

Log Book Assessment Evidence and Criteria

Candidates must demonstrate and evaluate a range of practical skills as indicated in the assessment criteria in this appendix.

They must cook 10 dishes to successfully satisfy the assessment criteria and provide evidence of their skills.

Log Book Assessment Evidence

Candidates must produce a log book that demonstrates the following skills:

- **three** of the following knife skills: dice, julienne, mirepoix, shredding, paysanne and segmenting;
- creation of a roux sauce;
- a cooking method using the hob;
- a cooking method using the oven;
- making and cooking meringue;
- preparing and cooking meat or poultry;
- preparing and cooking fish;
- making and cooking pastry;
- using, handling and cooking prepared pastry; and
- preparing, and cooking a cake using a recognised method.

They must also complete a Review of Learning and Performance (RLP).

Log Book Assessment Criteria

Assessment Objectives	Mark Band 1: Basic At this level, with significant help, the candidate will be able to:	Mark Range	Mark Band 2: Competent At this level, with limited help, the candidate will be able to:	Mark Range	Mark Band 3: Highly Competent At this level, independently, the candidate will be able to:	Mark Range
AO1 Task Analysis	Recall basic knowledge and carry out the main requirements of the named skill	1–5	Recall adequate knowledge and carry out the main requirements of the named skill	6–10	Recall detailed knowledge and carry out the main requirements of the named skill	11–15
AO2 Practical Work	Carry out practical skills to a basic level to include: <ul style="list-style-type: none"> • Basic understanding of personal hygiene and safety; • Basic understanding of correct selection of equipment and ingredients; • Use of equipment and ingredients safely and hygienically to a basic level; • Handling of equipment and ingredients correctly to a basic level; • Basic ability to organise and sequence activities; and • A suitable outcome. <p><i>Teachers should record breakdown of marks for this section on the Candidate Record Summary Sheet.</i></p>	1–20	Carry out practical skills to a competent level to include: <ul style="list-style-type: none"> • Adequate understanding of personal hygiene and safety; • Adequate understanding of correct selection of equipment and ingredients; • Use of equipment and ingredients safely and hygienically to a competent level; • Handling of equipment and ingredients correctly to a competent level; • Competent ability to organise and sequence activities; and • A quality outcome. 	21–40	Carry out practical skills to a highly competent level to include: <ul style="list-style-type: none"> • Detailed understanding of personal hygiene and safety; • Detailed understanding of correct selection of equipment and ingredients; • Use of equipment and ingredients safely and hygienically to a highly competent level; • Handling of equipment and ingredients correctly to a highly competent level; • Highly competent ability to organise and sequence activities; and • A high quality outcome. 	41–60

Log Book Assessment Criteria (cont.)

Assessment Objectives	Mark Band 1: Basic At this level, with significant help, the candidate will be able to:	Mark Range	Mark Band 2: Competent At this level, with limited help, the candidate will be able to:	Mark Range	Mark Band 3: Highly Competent At this level, independently, the candidate will be able to:	Mark Range
AO3 Evaluation	<p>Make general comments about some aspects of the skills demonstrated and evidenced in the Log Book;</p> <p>Identify a limited range of strengths or weaknesses;</p> <p>Draw some simple conclusions;</p> <p>Spell, punctuate and apply the rules of grammar with some accuracy so that the meaning is reasonably clear; and</p> <p>Use a limited range of specialist terms appropriately.</p>	1–5	<p>Make adequate comments about the main aspects of the skills demonstrated and evidenced in the Log Book;</p> <p>Identify an adequate range of strengths and weaknesses;</p> <p>Draw logical conclusions relevant to the skills;</p> <p>Spell, punctuate and apply the rules of grammar with considerable accuracy so that the meaning is clear; and</p> <p>Use a good range of specialist terms appropriately.</p>	6–10	<p>Make comprehensive comments about all aspects of the skills demonstrated and evidenced in the Log Book;</p> <p>Identify a wide range of strengths and weaknesses;</p> <p>Draw substantiated conclusions relevant to the skills;</p> <p>Spell, punctuate and apply the rules of grammar with almost faultless accuracy so that the meaning is clear; and</p> <p>Use a wide range of specialist terms skilfully and with precision.</p>	11–15
0 is awarded for a response not worthy of credit.						90
Total marks available						90

Appendix 2

Meal and Function Tasks

The controlled assessment tasks for the meal and function must be chosen from the following broad areas.

Meal Assignment

Candidates must research, plan, cook and serve a **two course meal** (including a beverage) **for two people** for one of the suggested controlled assessment tasks:

- afternoon tea to demonstrate a variety of sweet and savoury pastries, baking skills, and sandwiches;
- two course lunch/dinner for a city centre bistro to comprise starter/main or main/dessert; or
- healthy breakfast for a group of student athletes.

Function Assignment

Candidates must be involved in the planning, implementation and evaluation of a **function for at least 10 people**, such as:

- a themed meal;
- a buffet lunch for business associates; or
- a school awards event.

Appendix 3

Meal Assessment Evidence and Criteria

Meal Assessment Evidence

Candidates must plan, prepare, cook and serve a **two course meal** (including a beverage) **for two people**. The meal can be breakfast, lunch, afternoon tea or dinner. They should include one hot and cold drink. The meal must show that they have used a wide variety of skills and a range of equipment. It must also demonstrate good presentation skills.

The assignment must include the following:

- task analysis;
- planning that includes:
 - equipment;
 - methods and an ingredients list;
 - costings; and
 - a time plan;
- practical skills, including:
 - a range of skills;
 - an understanding of personal hygiene and safety;
 - selection and use of equipment and ingredients safely and hygienically;
 - organisation and an ability to sequence activities and identify priorities; and
 - an outcome that is appropriate to the task; and
- evaluation.

Meal Assessment Criteria

Assessment Objectives	Mark Band 1: Basic At this level, with significant help, the candidate will be able to:	Mark Range	Mark Band 2: Competent At this level, with limited help, the candidate will be able to:	Mark Range	Mark Band 3: Highly Competent At this level, independently, the candidate will be able to:	Mark Range
AO1 Task Analysis	<p>Recall and apply basic knowledge and carry out the main requirements of the meal assignment, including:</p> <ul style="list-style-type: none"> • Providing basic reasons for the choice of final outcome; • Demonstrating a basic understanding of the demands of the task; • Spelling, punctuating and applying the rules of grammar with some accuracy so that the meaning is reasonably clear; and • Using a limited range of specialist terms appropriately; 	1–2	<p>Recall and apply adequate knowledge and carry out the main requirements of the meal assignment, including:</p> <ul style="list-style-type: none"> • Providing adequate reasons for the choice of final outcome; • Demonstrating an adequate understanding of the demands of the task; • Spelling, punctuating and applying the rules of grammar with considerable accuracy so that the meaning is clear; and • Using a good range of specialist terms appropriately; 	3–4	<p>Recall and apply detailed knowledge and carry out the main requirements of the meal assignment, including:</p> <ul style="list-style-type: none"> • Providing detailed reasons for the choice of final outcome; • Demonstrating a detailed understanding of the demands of the task; • Spelling, punctuating and applying the rules of grammar with almost faultless accuracy so that the meaning is clear; and • Using a wide range of specialist terms skilfully and with precision; 	5–6
Planning Activities and Time Plan	<p>List some of the required ingredients, equipment and costs;</p> <p>Produce a brief, simple time plan of activities;</p> <p>Spell, punctuate and apply the rules of grammar with some accuracy so that the meaning is reasonably clear; and</p> <p>Use a limited range of specialist terms appropriately.</p>	1–3	<p>List the main ingredients, equipment and costs;</p> <p>Produce an adequate time plan of sequenced activities;</p> <p>Spell, punctuate and apply the rules of grammar with considerable accuracy so that the meaning is clear; and</p> <p>Use a good range of specialist terms appropriately.</p>	4–6	<p>Identify accurately and in detail the main ingredients, equipment and costs;</p> <p>Produce a detailed, logical time plan of sequenced activities and identify priorities;</p> <p>Spell, punctuate and apply the rules of grammar with almost faultless accuracy so that the meaning is clear; and</p> <p>Use a wide range of specialist terms skilfully and with precision.</p>	7–9

Meal Assessment Criteria (cont.)

Assessment Objectives	Mark Band 1: Basic At this level, with significant help, the candidate will be able to:	Mark Range	Mark Band 2: Competent At this level, with limited help, the candidate will be able to:	Mark Range	Mark Band 3: Highly Competent At this level, independently, the candidate will be able to:	Mark Range
AO2	Carry out practical skills to a basic level to include the demonstration of: <ul style="list-style-type: none"> • A basic range of skills whilst undertaking the task; 	1–5	Carry out practical skills to a competent level to include the demonstration of: <ul style="list-style-type: none"> • An adequate range of skills whilst undertaking the task; 	6–10	Carry out practical skills to a highly competent level to include the demonstration of: <ul style="list-style-type: none"> • A high level of skills whilst undertaking the task; 	11–15
Skills and Methods	<ul style="list-style-type: none"> • Basic understanding of personal hygiene and safety; • Selection and use of equipment and ingredients safely and hygienically to a basic level; 	1–2	<ul style="list-style-type: none"> • Adequate understanding of personal hygiene and safety; • Selection and use of equipment and ingredients safely and hygienically to a competent level; 	3–4	<ul style="list-style-type: none"> • Detailed understanding of personal hygiene and safety; • Selection and use of equipment and ingredients safely and hygienically to a highly competent level; 	5–6
Safety and Hygiene	<ul style="list-style-type: none"> • A basic ability to organise and sequence activities; and • A suitable outcome that is appropriate to the task. 	1–5	<ul style="list-style-type: none"> • An adequate ability to organise and sequence activities; and • A quality outcome that is appropriate to the task. 	6–10	<ul style="list-style-type: none"> • A high level of organisation and ability to sequence activities and identify priorities; and • A high quality outcome that is appropriate to the task. 	11–15
Practical Outcomes						

Meal Assessment Criteria (cont.)

Assessment Objectives	Mark Band 1: Basic At this level, with significant help, the candidate will be able to:	Mark Range	Mark Band 2: Competent At this level, with limited help, the candidate will be able to:	Mark Range	Mark Band 3: Highly Competent At this level, independently, the candidate will be able to:	Mark Range
AO3 Evaluation	<p>Make general comments about some aspects of the meal assignment;</p> <p>Identify a limited range or strengths or weaknesses;</p> <p>Draw some simple conclusions;</p> <p>Spell, punctuate and apply the rules of grammar with some accuracy so that the meaning is reasonably clear; and</p> <p>Use a limited range of specialist terms appropriately.</p>	1–3	<p>Make adequate comments about the main aspects of the meal assignment;</p> <p>Identify an adequate range of strengths and weaknesses;</p> <p>Draw logical conclusions relevant to the requirements of the meal assignment;</p> <p>Spell, punctuate and apply the rules of grammar with considerable accuracy so that the meaning is clear; and</p> <p>Use a good range of specialist terms appropriately.</p>	4–6	<p>Make substantiated comments about all aspects of the activities undertaken within the meal assignment;</p> <p>Identify a wide range of strengths and weaknesses;</p> <p>Draw substantiated conclusions relevant to the meal assignment;</p> <p>Spell, punctuate and apply the rules of grammar with almost faultless accuracy so that the meaning is clear; and</p> <p>Use a wide range of specialist terms skilfully and with precision.</p>	7–9
0 is awarded for a response not worthy of credit.						60
Total marks available						60

Appendix 4

Function Assessment Evidence and Criteria

Function Assessment Evidence

Candidates must be involved in the planning, implementation and evaluation of a **function for at least 10 people**. Function examples include:

- a themed meal;
- a buffet lunch for business associates; and
- a school awards event.

The assignment must include the following:

- task analysis;
- planning that includes:
 - resources and equipment;
 - methods and an ingredients list;
 - individual job role; and
 - a time plan;
- practical skills, including:
 - a range of skills;
 - an understanding of personal hygiene and safety;
 - selection and use of equipment and ingredients safely and hygienically;
 - organisation and an ability to sequence activities and identify priorities; and
 - an outcome that is appropriate to the task;
- group evaluation; and
- individual evaluation.

Function Assessment Criteria

Assessment Objectives	Mark Band 1: Basic At this level, with significant help, the candidate will be able to:	Mark Range	Mark Band 2: Competent At this level, with limited help, the candidate will be able to:	Mark Range	Mark Band 3: Highly Competent At this level, independently, the candidate will be able to:	Mark Range
AO1 Task analysis	Recall and apply basic knowledge and carry out the main requirements of the function assignment, including: <ul style="list-style-type: none"> Identifying in simple terms some issues related to the task analysis; and Demonstrating a basic understanding of the demands of the task; 	1–3	Recall and apply adequate knowledge and carry out the main requirements of the function assignment, including: <ul style="list-style-type: none"> Identifying the main issues related to the task analysis; and Demonstrating an adequate understanding of the demands of the task; 	4–6	Recall and apply detailed knowledge and carry out the main requirements of the function assignment, including: <ul style="list-style-type: none"> Identifying and explaining the main issues related to the task analysis; and Demonstrating a detailed understanding of the demands of the task; 	7–9
Planning: Planning activities	Identify in simple terms their role within the group; List some of the resources, ingredients and equipment required for the individual role; and	1–3	Adequately identify their role within the group; List the main ingredients, resources, and equipment required for the individual role; and	4–6	Provide a detailed account of their role within the group; Identify accurately and in detail the main resources, ingredients and equipment required for the individual role; and	7–9
Time plan	Produce a brief, simple time plan of activities.	1–4	Produce an adequate time plan of sequenced activities to include team liaison.	5–8	Produce a detailed logical time plan of sequenced activities and identify priorities showing a high degree of team liaison.	9–12

Function Assessment Criteria (cont.)

Assessment Objectives	Mark Band 1: Basic At this level, with significant help, the candidate will be able to:	Mark Range	Mark Band 2: Competent At this level, with limited help, the candidate will be able to:	Mark Range	Mark Band 3: Highly Competent At this level, independently, the candidate will be able to:	Mark Range
AO2 Practical Skills	Carry out practical skills to a basic level to include the demonstration of: <ul style="list-style-type: none">• A basic range of skills whilst undertaking the task;	1–5	Carry out practical skills to a competent level to include the demonstration of: <ul style="list-style-type: none">• An adequate range of skills whilst undertaking the task;	6–10	Carry out practical skills to a highly competent level to include the demonstration of: <ul style="list-style-type: none">• A high level of skills whilst undertaking the task.	11–15
Safety and Hygiene	<ul style="list-style-type: none">• Basic understanding of personal hygiene and safety;• Selection and use of resources, equipment and ingredients safely and hygienically to a basic level;	1–2	<ul style="list-style-type: none">• Adequate understanding of personal hygiene and safety;• Selection and use of resources, equipment and ingredients safely and hygienically to a competent level;	3–4	<ul style="list-style-type: none">• Detailed understanding of personal hygiene and safety;• Selection and use of resources, equipment and ingredients safely and hygienically to a highly competent level;	5–6
Practical Outcome	<ul style="list-style-type: none">• A basic ability to organise and sequence activities; and• A suitable outcome that is appropriate to the task.	1–6	<ul style="list-style-type: none">• An adequate ability to organise and sequence activities within a team; and• A quality outcome that is appropriate to the task.	7–12	<ul style="list-style-type: none">• A high level of organisation and ability to sequence activities and identify priorities; and• A high quality outcome that is appropriate to the task.	13–18

Function Assessment Criteria (cont.)

Assessment Objectives	Mark Band 1: Basic At this level, with significant help, the candidate will be able to produce:	Mark Range	Mark Band 2: Competent At this level, with limited help, the candidate will be able to produce:	Mark Range	Mark Band 3: Highly Competent At this level, independently, the candidate will be able to produce:	Mark Range
AO3 Individual Evaluation <u>And</u> Group Evaluation	An individual and group evaluation, both of which should include: <ul style="list-style-type: none"> • General comments about some aspects of the function assignment; • A limited range of strengths or weaknesses; • Some simple conclusions; • Writing in which spelling, punctuation and the rules of grammar are applied with some accuracy so that the meaning is reasonably clear; and • Writing in which a limited range of specialist terms is used appropriately. 	1–7	An individual and group evaluation, both of which should include: <ul style="list-style-type: none"> • Adequate comments about the main aspects of the meal assignment; • An adequate range of strengths and weaknesses; • Logical conclusions relevant to the requirements of the meal assignment; • Writing in which spelling, punctuation and the rules of grammar are applied with considerable accuracy so that the meaning is clear; and • Writing in which a good range of specialist terms is used appropriately. 	8–14	An individual and group evaluation, both of which should include: <ul style="list-style-type: none"> • Detailed comments about the all aspects of the activities undertaken within the function assignment; • A wide range of strengths and weaknesses; • Substantiated conclusions relevant to the meal assignment; • Writing in which spelling, punctuation and the rules of grammar are applied with almost faultless accuracy so that the meaning is clear; and • Writing in which a wide range of specialist terms is used skilfully and with precision. 	15–21
0 is awarded for a response not worthy of credit.						90
Total marks available						90

Appendix 5

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 body records the marks</p> <p>May contain one or more tasks</p>
Controlled assessment	<p>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</p>
External assessment	<p>A form of independent assessment in which question papers, assignments and tasks are set by the awarding body, taken under specified conditions (including detailed supervision and duration) and marked by the awarding body</p>
Formal supervision (High level of control)	<p>The candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates is tightly prescribed.</p>
Informal supervision (Medium level of control)	<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"> • ensuring that the contributions of individual candidates are recorded accurately; and • ensuring that plagiarism does not take place. <p>The supervisor may provide limited guidance to candidates.</p>
Limited supervision (Low level of control)	<p>Requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.</p>

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 body</p>
Task setting	<p>The specification of the assessment requirements</p> <p>Tasks may be set by awarding bodies and/or teachers, as defined by subject-specific regulations. Teacher-set tasks must be developed in line with awarding body 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 and can be separately certificated</p> <p>May comprise separately assessed components</p>

