

Answers to Activities and Practice questions

Guidance for Stretch and challenge exercises

(Please note: Guidance provided for Stretch and challenge exercises outlines the topics to include in answers to achieve a good mark if you gave them (with details, reasons and examples) in an exam. This guidance is designed to help and instruct you, but should not be considered to be the only answers you could give.)

Chapter 1: Activity 1.1 (page 17)

Bain-marie – a pan or container that holds hot or boiling water, into which another pan, bowl or dish is placed to warm or cook the food inside it

Canapé – a small appetiser; usually a piece of bread, pastry or cracker with a savoury topping held in the fingers and eaten with drinks

Coulis – a puree made from fruit or vegetables and served as a sauce

Jus lie – a sauce made from cooked meat juices that have been slightly thickened with cornflour or arrowroot

Ragoût – a main dish made from pieces of meat stewed with vegetables and well-seasoned

Roux – a cooked mixture of butter (or other fat) and flour, that will thicken a sauce **when a liquid is added to it and the sauce is heated**

Sauté – to fry some ingredients, e.g. vegetables, meat, in a small amount of fat for a short time

Vol-au-vent – a small round puff pastry, usually filled with a savoury mixture, e.g. prawns or chicken in a white sauce

Chapter 1: Practice questions (page 20)

1. Cafeteria, Free-flow, Multi-point, Buffet, Fast food, Seated, Carvery (3 marks)

2. General Manager

Finance Manager

Sales/Reservations Manager

Front Office Manager

Head Receptionist

Human Resources (staff) Manager

Restaurant Manager

Conference Manager

Food and Beverage Manager

Executive Chef

Logistics Manager (purchase of supplies, cleaning, maintenance, security, ICT)

Head Housekeeper (4 marks)

3. Responsible for the good running of a business

Responsible for the finances and security

Employment (and dismissal) of staff

Staff training, development and promotion

Responsible for making sure customers are satisfied with the service they receive

Planning and developing a business for the future

Health, safety and welfare of customers and staff

Cleaning and maintenance of the buildings and infrastructure (water, gas, electricity, etc.)

Making sure the laws on health, safety and employment are followed correctly

Dealing with problems and complaints (4 marks)

4. Receptionist

Valets and drivers

Waiters and waitresses

Bartenders

Cashier

Concierge (3 marks)

5. Buy and organise supplies

Prepare and cook food

Store and organise drinks

Clean all areas of the hotel

Make sure that guest rooms, communal areas, dining rooms, conference facilities, bathrooms and other facilities are clean, tidy, safe, pleasant and comfortable

Maintain all areas (inside and outside) of the hotel building and grounds (e.g. replace light bulbs, mend broken appliances, cut the grass, etc.)

Maintain security (4 marks)

6. a) Second in command in kitchen (1 mark)

b) Prepares meat, poultry and sometimes fish (1 mark)

c) Prepares all baked items, pastries and desserts (1 mark)

d) Washing up and other duties (1 mark)

Chapter 2: Activity 2.1 (page 25)

Head chef	
Personal attributes	Skills needed for the job role
Good communication: with colleagues so that everyone knows what they are required to do	Wide range of knowledge, practical skills and experience of catering for different groups of customers
Team player: able to get on with other people in the kitchen and work with them to make the business successful	Good knowledge of the business and how it is run
Friendly and welcoming	Ability to multi-task
Helpful and approachable: especially to colleagues who may require some advice or guidance	Good organisational skills
Well organised – good attention to detail	Ability to respond appropriately to problems that arise
Reliable	ADDITIONAL SKILLS THAT WOULD BE USEFUL:
Remain calm under pressure	Ability to teach and pass on practical skills to junior chefs to enable them to develop their own skills
A sense of humour	

Chapter 2: Case study (page 26)

- Joe has a cheerful personality which will put customers at ease, make them feel special and welcome, and will make them feel he is listening to their needs and requirements.
Drew will make customers irritable and feel that they are a nuisance, rather than valued. They will feel dissatisfied before they have even chosen or eaten their food and it will prejudice their attitude to the whole restaurant.
- Joe is likely to encourage customers to revisit the restaurant and recommend it to others, thus encouraging more custom for the business. Drew is likely to cause the exact opposite. People do not like surly and begrudging customer service!
- Joe is likely to receive compliments from customers, which will be noticed by the management, especially in reviews that the customers may make on social media. This will make him a desirable future employee for other businesses or for promotion within his present place of employment.
Drew is likely to receive negative comments, which will also be noticed by the management, and he is unlikely to receive promotion or find it easy to move to another job if his job reference is not good.
- Joe will fit in well with other work colleagues and is likely to be supportive and nice to work with – he will acquire a positive reputation amongst other employees at the restaurant.
Drew is likely to alienate other work colleagues, especially if his poor time-keeping causes them to have to cover for him or work late on their shift while they wait for him to arrive. His poor attitude is unlikely to encourage other members of staff to help him out if he has a problem.

Chapter 2: Practice questions (page 27)

- a) / b) (reasons are given in brackets)
 - Hard working (hours are long and there is a lot to do)
 - Punctual and reliable (to enable all tasks to be completed on time / to support your co-workers)
 - Willing to learn and develop skills (to be a more useful employee and gain promotion)
 - A sense of humour (to be able to cope with the stresses of the job)
 - Ability to take criticism and act on it (to learn and avoid future mistakes / to improve your skills)
 - Good team member (to support your co-workers / to ensure all the work gets done well and meets customer expectations)
 - Calm and composed (to cope with the stresses of the job and be able to deal with and solve problems)
 - Good commitment to completing a task (to maintain the good reputation and success of the business)
 - Enthusiastic (to help develop and promote the success of the business)
 - Flexible / adaptable to different situations (to be able to help out where needed, especially in times of staff shortage, etc.) (6 marks in total)
- Employees and workers: How long they work on a shift; frequency of breaks; protection against discrimination
Employees only: sick pay; flexible working; protection against unfair dismissal, holiday pay (3 marks)
 - Having enough time during the week, so that you can make time for yourself, your family, leisure and personal activities as well as the demands of your job. (2 marks)

Chapter 3: Activity 3.1 (page 30)

Vegetable soup and bread	Chicken pie and vegetables	Seafood risotto	Vegetable curry and rice
Ingredients cost: £1.00	Ingredients cost: £5.25	Ingredients cost: £5.00	Ingredients cost: £2.20
Selling price: £5.50	Selling price: £12.00	Selling price: £14.50	Selling price: £8.95
GP = £4.50 (£5.50 - £1.00)	GP = £6.75 (£12.00 - £5.25)	GP = £9.50 (£14.50 - £5.00)	GP = £6.75 (£8.95 - £2.20)
GP% = £4.50 ÷ £5.50 × 100 = 82%	GP% = £6.75 ÷ £12.00 × 100 = 56%	GP% = £9.50 ÷ £14.50 × 100 = 65.5%	GP% = £6.75 ÷ £8.95 × 100 = 75%

Chapter 3: Stretch and challenge (page 30)

Students should link the information about the geographical location of the restaurant to the ways in which the restaurant can save on costs and get the best value for money:

- Proximity to the sea and the potential to purchase seasonal freshly landed seafood daily and at a discounted price for quantity orders.
- The possibilities of making deals with local farmers and producers for seasonal foods throughout the year, with the emphasis for customers on the food being locally sourced and therefore environmentally sustainable and in season –

a seasonally cyclic menu could be planned around this.

- The chefs could develop recipes such as soups, pies, pasta sauces, smoothies, etc., that make use of left-over or unused ingredients, to prevent waste and save on costs.
- The restaurant could make use of the large back garden in order to grow some foods such as fresh herbs, fresh green beans, etc.
- Some of the back garden could also be used for extra customers during the summer months to help increase profits.

Chapter 3: Practice questions (page 39)

1a) Social media:

- Businesses can get feedback from customers
- Customers send photos and reviews to people in their social network, which helps to promote the business
- Live videos of customer experiences help businesses to see how they are doing
- Businesses can advertise to a large number of people
- Businesses can help customers to locate their premises, book accommodation and meals in advance, check-in online, open their room with their mobile phone (2 marks)

IT), which help make the business more efficient and successful

- Customers are more likely to use the business if it is up to date (2 marks)

1b) Market research enables a business to find out about:

- The competition
- Demographics (number of people in an area, age groups, lifestyles, needs and wants)
- What customers like to eat
- How much customers are willing to pay for their food (2 marks)

2a) To enable them to:

- Save money
- Prevent waste of food, water and energy
- Reduce their use of non-renewable resources
- Save space
- Give them a good reputation with their customers
- Reduce their impact on the environment (2 marks)

1c) Customer service:

- An essential part of the image of a business
- Customers will talk to other people about their experiences and may recommend the business depending on their experience of it
- Good customer service produces happy customers
- Happy customers will return to the business and become loyal to it (2 marks)

2b) Reduce its use / production of:

- Packaging
- Food waste (smaller food portions, provide customers with takeaway containers for left-over food, make compost, give left-over food to charities)
- Plastics and paper (reduce use of disposable items)
- Water – fit water-saving taps, showers instead of baths, maintain taps
- Energy – install energy-efficient appliances, fit solar panels

Re-use:

- Left-over foods
- Packaging and containers

Re-cycle:

- Left-over cooking oil
- Some plastics, glass, aluminium foil, drinks cans, fabrics, paper and card
- Buy products made from recycled materials (3 marks)

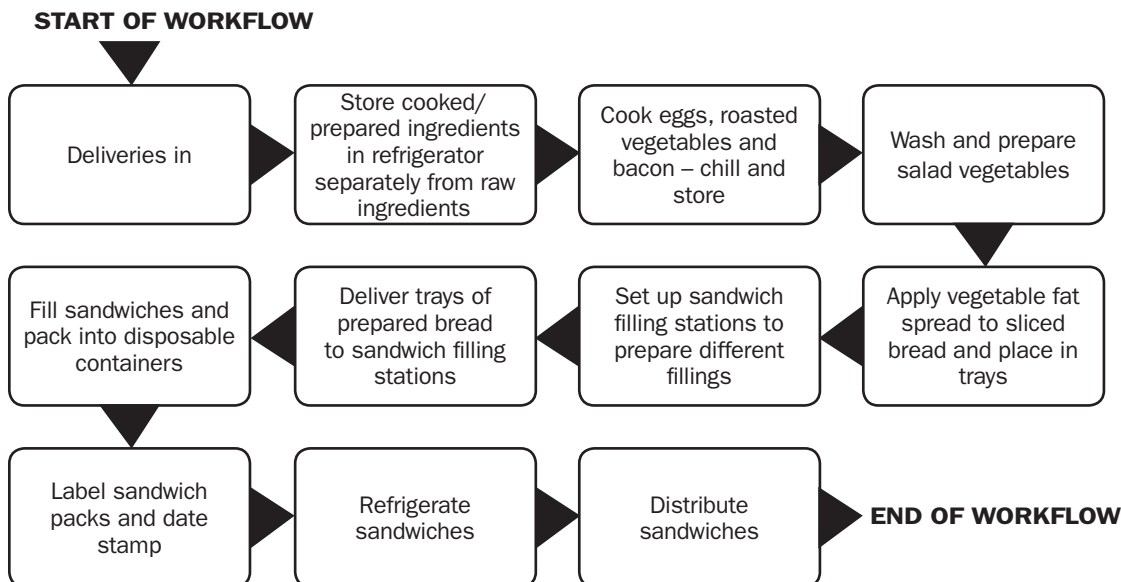
1d) Keeping up with trends:

- To keep up with the competition
- To keep up with developments in technology (especially

Chapter 3: Stretch and challenge (page 39)

1. a) At the start of the answer, students should summarise the reasons why environmental sustainability is a key concern for society and why it is something that the H&C industry should be taking steps to limit its impact. The carbon footprint of aspects of the industry should be covered, e.g. food production, use of non-renewable energy sources, use of plastics, etc. A range of examples with detailed reasons and ways in which they would address each of the targets should be given.
- b) Students should consider the success of a H&C business in different ways across the whole range of its operations, including:
- Customer information and engagement in the aims and targets of the business for environmental sustainability.
 - Customer satisfaction and loyalty.
 - Staff motivation, training and engagement in the issue of environmental sustainability.
 - Modification and installation of existing and replacement infrastructure and equipment.
 - Reductions and better use of non-renewable resources, water, plastics, food waste.
 - How success will be measured.
- Students should give examples of the current, developing and potential types and future uses of ICT in the H&C industry, with reasoned benefits explained for each. They should think widely about each of the target groups listed, e.g.:
- a) Apart from suppliers, related businesses include those that advertise to the public and other organisations and attract potential customers; tour operators; cleaning companies; staff agencies, plumbers, electricians, etc.
 - b) All types of suppliers should be considered, e.g. those for food, materials, furniture, wines, etc.
 - c) Students should consider different customer target groups and how they would use and benefit from ICT – millennials, children, older adults, disabled customers.
 - d) Students should consider how ICT benefits employees in terms of the actual work they do, their training and career progression, their work schedule, their payment, finding other jobs, developing a CV, etc.

Chapter 4: Scenario (page 43)



Chapter 4: Activity 4.1 (page 44)

1.



Planetary motion floor mixer

What is it used for?

Mixing large quantities of ingredients, e.g. cakes mixtures and bread dough

Health and Safety rules for using this piece of equipment

The safety guard must always be in place when in use

The machine must be firmly anchored to the ground

Care must be taken when removing the heavy ingredients after mixing

Do not have wet hands when switching the machine on or off

2.



Panini / contact grill

What is it used for?

Grilling and heating panini sandwiches and other foods, e.g. burgers on both sides at the same time

Health and Safety rules for using this piece of equipment

Tongs should be used to handle the food when it is being grilled

The grill should be placed on a worktop where it cannot be accidentally knocked into

The electrical socket, plug and wiring should be regularly tested for signs of wear and tear

3.



Conveyor toaster

What is it used for?

For customers to cook their own toast at breakfast in a hotel

Health and Safety rules for using this piece of equipment

Tongs should be provided for customers to take the toast out of the machine

The electrical socket, plug and wiring should be regularly tested for signs of wear and tear

4.



Electric meat slicer

What is it used for?

To evenly slice meats, e.g. cooked ham and other cooked meats, uncooked bacon, etc., at a pre-selected thickness

Health and Safety rules for using this piece of equipment

The safety guards must always be in place when in use

The machine must be firmly anchored to the worktop

Do not have wet hands when switching the machine on or off

5.



Potato rumbler (electric peeler)

What is it used for?

To peel large quantities of potatoes speedily and efficiently

Health and Safety rules for using this piece of equipment

Do not reach into the machine when it is in use

The safety guard must always be in place when in use

Do not have wet hands when switching the machine on or off

6.



Combination (Combi) oven / steamer

What is it used for?

These produce dry heat and steam, so it is possible to steam or braise, roast/bake foods all at the same time

Health and Safety rules for using this piece of equipment

Avoid placing the head inside the oven to prevent burns and scalds

Use oven gloves to put foods into the oven and to take them out

Chapter 4: Practice questions (page 51)

1. Receiving and storing kitchen deliveries – ingredients, materials, equipment and cleaning chemicals
Organising and preparing food ready for cooking
Cooking, presenting and plating food for service to customers
Cleaning and maintaining kitchen equipment and premises (3 marks)
 2. Workflow = the way food passes through the kitchen from delivery to service in the dining area, with as little obstruction as possible and minimal risk of cross-contamination by microbes (1 mark)
 3. To remove fumes, steam and heat (3 marks)
 4. Stainless steel is strong, easy to keep clean and does not rust or react with foods (3 marks)
 5. a) White hat (toque); necktie; long-sleeved cotton jacket; dishcloth (torchon); apron; cotton trousers; slip-resistant shoes (3 marks)
- b) **White hat** – protect hair from oil and smoke/ allow air to circulate at top of head/ stop loose hairs falling into food/ absorb perspiration from forehead
Necktie – absorb perspiration around neck
Long-sleeved cotton jacket – protect arms, chest and body from burns and scalds and heat rays from grill and oven/ absorb perspiration/ easy to wash/ look smart (professional)/ hygienic barrier between food handler and food/ comfortable to wear
Dish cloth or 'torchon' – to dry the hands/ handle hot items
Apron – protect lower body from burns and spills
Cotton trousers – protect lower body from burns and spills/ comfortable to wear
Slip-resistant shoes – comfortable to wear when on the feet for several hours/ protect feet from burns, scalds, spills, injury from heavy or sharp objects/ prevent slips and falls (6 marks – 2 for each piece of uniform)

Chapter 4: Stretch and challenge (page 51)

Students should support their answers with reasoned and relevant examples, details and suggestions. They should demonstrate their knowledge of each by including details on:

1. Stock controller – how and why stock controllers are involved in front and back of house operations as well for general cleaning and maintenance throughout a business.
2. Cleaning – knowledge of cross-contamination and potential risks and hazards to health and safety should be clear in the answers, and the likely outcomes on business success if cleaning is not carried out regularly.
3. Kitchen layout and workflow – the benefits to employees and customers of these being well planned and efficient should be the focus of the answer given.
4. Dress code – the benefits of presenting a good image to customers and other employees/ managers for the success of the business should be the focus of the answer given.

Chapter 5: Activity 5.1 (page 58)



Sachets of sauces, condiments (e.g. salt, pepper, sugar)

Answers

Check 'best before' and 'use by' dates and make sure stock is rotated.



Individual jars of jams and marmalade

Answers

Check for any sachets, jars or packs that:

- Have had the lids partially removed
- Have the seal broken
- Are split open.



Individual packs or pots of butter or vegetable fat spread

Answers

Make sure butter/vegetable fat spreads/ salad dressing are stored and displayed in a chilled place between 0 and 5°C.



Fresh condiments and sauces served at a buffet in a hotel restaurant

Answers

- Ensure that they are held at a temperature between 0 and 5°C.
- Ensure that they are protected from flies and dust.
- Ensure that they do not become contaminated with food from another container or utensil.



Hot food self-service area in a restaurant

Answers

- Ensure that flies cannot land on the food.
- Ensure that it is held at a minimum of 63°C.
- Ensure that cooked foods are kept away from raw foods.
- Ensure that food does not become contaminated with food from another container or utensil.



Cold dessert self-service area in a restaurant

Answers

- Ensure that flies cannot land on the desserts.
- Ensure that they are held at between 0 and 5°C.
- Ensure that the desserts do not become contaminated with food from another container or utensil.
- Ensure that customers do not handle or try desserts, e.g. by dipping their finger into them.



Serving food to customers

Answers

- Food handlers must regularly wash their hands and wear a clean apron.
- When serving the food, keep the hands/ fingers away from the food on the plate.
- Do not cough or sneeze over or near the food.
- Use clean serving spoons for different foods.



Cleaning glasses at the bar

Answers

- Use very hot water to wash the glasses and clear water to rinse them.
- Pay special attention to cleaning the rim to remove lipstick, etc.
- Use a clean drying cloth to dry and polish them.
- Hang glass upside down on special hanging rack.
- Do not touch the rim of the glass with the hands.



Using a coffee machine

Answers

- Check the filters regularly and clean them.
- Clean the machine thoroughly at the end of each day to make sure there are no residues of milk, coffee, sugar, etc., that will attract pests.
- Regularly inspect the inside of the machine because these machines can attract cockroaches, which are able to get inside.



Making milkshakes and smoothies in a cafe

Answers

- Thoroughly clean the blender used to make the drinks between each one, especially if dairy products are used.
- Keep the ingredients in the refrigerator between making the smoothies/ milkshakes.
- Wash any vegetables and fruits before use.



Crockery, glassware and cutlery used in food service

Answers

- Use a dishwasher that heats the water to at least 82°C to kill microbes.
- Regularly check and remove any cracked crockery or glass which could harbour microbes.
- Carefully fill the dishwasher so that all the items are washed properly.
- Check fork tines to make sure no food gets stuck in them.

Chapter 5: Practice questions (page 59)

1. To greet customers and make them feel welcome, relaxed and comfortable (especially disabled customers)

To create a good impression of the business so that customers are satisfied

To encourage customers to recommend it to other people (2 marks)

2. Dining space should:

- Be a comfortable temperature/ no draughts of cold air/ no strong smells and fumes drifting in from the kitchen
- Provide enough space for each customer and for waiting staff to move around freely
- Have comfortable chairs
- Have a menu that suits different needs and requirements
- Be a pleasant environment to be in, e.g. nice decorations, plant displays, ornaments, flowers, background music, artwork, sculptures etc.; good acoustics so that it is not too noisy

- Welcome disabled customers and their guide dog/ assistance dog (3 marks)

3. To prevent delay in giving customers their meals and drinks

To enable the staff and customers to move around easily
To enable the staff to clear a table and have it ready for the next customers as efficiently as possible

To provide a safe exit from the premises in the event of an emergency (3 marks)

4. It gives a positive and professional impression of the business

It avoids employees working in inappropriate clothing
It makes the employees feel part of a team
It gives employees pride in their work

It makes the employees stand out from the customers and easy to identify (3 marks)

Chapter 5: Stretch and challenge (page 59)

Students should support their answers with reasoned and relevant examples, details and suggestions. They should demonstrate their knowledge of each by including details on:

1. Lighting: effects of lighting on atmosphere and decoration in a restaurant as well as for health and safety for customers as well as employees.
2. Tables and chairs: importance of comfort and creating a style. Also the need for furniture to be easy for staff to keep clean and move when required. The availability of chairs for

different target groups should be included e.g. babies, young children, disabled people, and large people.

3. Organisation and storage: importance of this for the efficiency of operations and all staff in the kitchen and front of house to ensure that meals are served on time and customers are satisfied.
4. Waiting area: importance of this for the retention of customers waiting for a meal should be included. Need for comfort and space, plus refreshment availability.

Chapter 6: Scenario (page 65)

a) **Customer needs:**

- Facilities – ticketed cloakroom area for students to leave their coats, etc., toilets, area to congregate, dining area with tables to sit 6–8 people, dance floor
- Food and drinks – bar selling non-alcoholic drinks; self-service buffet or meal served at table (with menu accommodating different cultural and dietary requirements)
- Entertainment – DJ/disco; dancing; possibly a magician or similar/photographer; decorated tables
- Health, welfare and safety – entry by ticket only; security personnel at entrances (to check students to ensure they have not brought alcohol or other banned items in with them) and on premises (to monitor and control behaviour); adult supervision throughout evening; clearly marked and fully operational emergency exits.

- b) **Security personnel** to patrol area outside hotel in order to control noise and prevent groups of teenagers from congregating outside.

Access to other areas of the hotel to be supervised to prevent teenagers from wandering from the designated prom area.

Noise level of disco to be limited and monitored to prevent it from causing a nuisance.

- c) **Front of house staff** – set up dining area and tables; organise and manage the drinks bar; supervise and manage cloakroom area; food service and clearing away

Security personnel – to patrol inside and outside premises, supervise student movements throughout the building and prevent/manage any problems

Back of house staff – chefs to prepare and cook food; cleaners to wash up and clear away at the end of the meal; cleaners and caretaking staff to clear up at the end of the evening, move furniture and leave facilities ready for other customers to use

Chapter 6: Practice questions (page 65)

1. They are factors that decide whether or not customers are satisfied with the service they receive from a hospitality and catering provider.

Examples:

- How welcoming, friendly and helpful customer service is
- The standard of cleanliness and comfort
- Whether a meal meets their expectations of a good range of menu choices/ value for money/ how well it is cooked. (4 marks)

2. Conducting a face-to-face or online survey with potential customers about what are the important features of a H&C business.

- Talking to customers and getting verbal feedback from them when they visit the H&C business
- Checking customer online feedback/ reviews
- Conducting a survey of what other restaurants in the area offer their customers
- Keeping up to date with customer requirement trends by reading industry journals and publications. (3 marks)

3. Customer satisfaction, loyalty and repeat business

Increase in customer numbers and business opportunities

Greater employee confidence and self-esteem

Greater job satisfaction

Lower turnover of employees

Fewer complaints from customers (4 marks)

4. The use of **online services**, which customers want to be instantaneous/ fast/ user-friendly/ up-to-date with communications technology

Messaging in order to communicate with a business, e.g. texts, emails, Twitter, FaceBook, WhatsApp, etc.

The use of **social media** to find out about and comment on/ review hospitality and catering businesses

The use of online comparison sites to choose goods and services

Customers are less tolerant of poor service

Businesses are expected to be available all the time; e.g. customers expect to be able to order takeaway food online for delivery at any time of the day or night

Customers expect a personalised service, e.g. being able to find the type of restaurant they like on their mobile phone

Customers are choosing environmentally sustainable and ethically conscious goods and services

Many customers prefer to use self-service rather than deal face-to-face with a person (3 marks)

Chapter 6: Stretch and challenge (page 65)

The report should have an introduction explaining what is meant by these two groups and the types of needs and requirements they will have and why they are important customers in terms of the income they can generate.

The main part of the report should give a variety of examples of how these needs and requirements can be met.

The final part of report should cover why good customer service is important for these groups and examples of how this can be provided.

Chapter 7: Practice questions (page 69)

1. Slips, trips and falls (2 marks)
 - To protect the health, safety and welfare of their employees and other people (e.g. customers, people making deliveries)
 - To assess and control the risks that could cause injury or health problems in the workplace
 - To give information to employees about risks in the workplace
 - To train employees to deal with risks
 - To tell employees how they are protected against these risks (2 marks)
 - To take reasonable care of the health and safety of themselves and other people
 - To work in co-operation with their employer on health and safety issues
 - To follow employer's instructions
 - To attend health and safety training sessions
 - To not misuse safety equipment
 - To report any safety or health hazards and problems to their employer (2 marks)
 4. Cleaning chemicals
 - Fumes, e.g. from machinery, cooking processes or vehicles
 - Dusts and powders, e.g. icing sugar, flour, ground nuts
 - Vapours, e.g. from cleaning chemicals, machinery, pest control chemicals
 - Gases, e.g. from cookers
 - Biological agents, e.g. pests and their waste products, moulds, bacteria (3 marks)
 5. a) = Dangerous to the environment
b) = Flammable
c) = Toxic (3 marks)
-

Chapter 8: Practice questions (page 75)

1. **Risks:** Muscle strain/back problems/fatigue from working long hours/stress (2 marks)
Control measures: training how to carry heavy objects/ provide safety equipment to help employees/good design to minimise the need to stretch, bend or climb/let workers change job roles on a rota/provide sit-stand stools/provide anti-fatigue mats (2 marks)
 2. **Risks:** Slips, trips and falls/cuts and abrasions/burns and scalds/electric shocks (2 marks)
Control measures: make sure working space is safe, well-lit and ventilated
 - Provide safety equipment, e.g. ladders, safety guards
 - Safety test equipment regularly, e.g. gas cookers, electrical equipment and wiring
 - Provide personal safety protection, e.g. goggles, masks, gloves, non-slip shoes
 - Put up warning/safety signs
 3. **Risks:** Food poisoning; illness due to food allergies; illness due to food intolerances (2 marks)
Control measures:
 - Train staff in the use of equipment, first aid and safety
 - Ensure emergency exits are clear of obstructions
 - Wipe up spills and pick up food that has fallen on the floor immediately
 - Do not leave out equipment where it will cause an obstruction
 - Carry and use knives safely
 - Handle electrical equipment with dry hands
 - Use oven cloths to handle hot baking trays and pan handles (2 marks)
 3. **Risks:** Food poisoning; illness due to food allergies; illness due to food intolerances (2 marks)
Control measures:
 - Use a system of food safety compliance, i.e.: Hazard Analysis of Critical Control Points (HACCP)
 - Provide detailed information about ingredients in dishes on menus (2 marks)
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Chapter 9: Activity 9.1 (page 80)



Fresh bread – low risk – does not have to be refrigerated, but is susceptible to mould growth after several days, if stored in a moist place.



Caesar salad – high risk – contains chicken and mayonnaise and many nutrients and moisture where bacteria could grow. The salad leaves may have soil bacteria if not washed properly.



Cheesecake – high risk – contains dairy foods which support the growth of bacteria and fresh fruit that supports the growth of moulds if not refrigerated.



Chicken pie – high risk – contains meat and many nutrients and moisture where bacteria could grow if not refrigerated, even though the meat is cooked.



Pasta dish – high risk – cooked dried pasta and the sauce are both moist and would support the growth of bacteria if left-overs are not refrigerated.



Uncooked dry pasta – low risk – not enough moisture to support bacterial growth.



Biscuits – low risk – not enough moisture to support bacterial growth and high sugar content and food additives (e.g. preservatives) help to preserve the biscuits



Cooked breakfast – high risk – sausages, bacon, egg and hash browns will support the growth of bacteria as they contain many nutrients and moisture. They need to be thoroughly cooked to kill bacteria.

Chapter 9: Case study (page 84)

Buying and sourcing the ingredients

Mushrooms: use the services/advice of an expert wild mushroom forager to identify and collect the edible mushrooms

Make regular visits to the local producer of wine, vegetables, herbs and cream to ensure that food hygiene and safety standards are good

Storing the ingredients

High risk foods – i.e. meat and cream must be stored in the refrigerator between 0 and 5°C

Dried spices, rice and kidney beans must be stored in airtight containers to prevent infestation by insects

Mushrooms should ideally be used on the day of purchase or stored in a cool, dark place only for a few days

Left-over cooked rice should be rapidly chilled, stored in the refrigerator and only re-heated once

Cooking the ingredients

Dried red kidney beans must be soaked for several hours before boiling for at least 15 minutes, to destroy the natural toxin they contain (haemagglutinin/lectin)

Minced beef must be cooked thoroughly to a minimum core temperature of 70°C for 2 minutes to destroy any pathogenic bacteria it contains

Wild mushrooms should be carefully checked over and any soil they have on them removed

Fresh herbs should be carefully checked over and any soil/insects/other substances removed by washing before being used in cooking/used as a garnish

Keeping the cooked ingredients hot before serving

Both dishes should be kept at a minimum of 63°C to ensure that there is no microbial growth

Serving the ingredients

Ensure both dishes are piping hot (at least 70°C) when serving

Ensure the dishes they are served on are clean and not cracked

Chapter 9: Scenario – street food vendors (page 84)

Use insulated cool boxes with frozen ice blocks to transport high-risk food and store food whilst open for business – monitor the temperature of the food regularly

Use a small portable refrigerator that runs on a lower amount of electricity for high-risk foods

Install a chilled display cabinet for high-risk foods where possible

Cover food to protect it from flies, dust, car fumes and customers touching the food

Cook food thoroughly – make use of a food probe to check the temperature

Chapter 9: Practice questions (page 85)

1. The transfer of microbes (bacteria, moulds, yeasts) from one place onto food, where they will contaminate it (make it unfit to eat) (1 mark)
2. A tiny/microscopic plant or animal that can cause a person to become ill (1 mark)
3. Young children, pregnant women, elderly people and those people who have been ill or have a weak immune system (2 marks)
4. The right temperature, a supply of moisture and food, enough time, correct pH (acid or alkali) (3 marks)
5. Use the correct amount of cleaning products
Follow the instructions for using cleaning products very carefully
Store cleaning chemicals safely in a locked cupboard and away from food
Use protective clothing and equipment when using cleaning chemicals (2 marks)
6. They contain a natural toxin (poison), which is harmful and is destroyed by boiling. (1 mark)

Chapter 9: Stretch and challenge (page 85)

A sound knowledge of food safety and food poisoning, practicalities and legislation should be demonstrated by including plenty of facts and reasoned examples of, e.g. important temperatures, cross-contamination, personal hygiene,

hand-washing and cleaning procedures, etc., when handling food. Practical applications of these pieces of equipment should be given.

Chapter 10: Case study (page 88)

1.
 - Ensure that the menu clearly states any known food allergens in the menu dishes
 - Ensure that staff are trained to point out known food allergens in menu dishes when they are serving customers
 - Check the processes in the kitchen – where and when are known food allergens used? / carry out a HACCP on the preparation of dishes that contain known food allergens to identify critical control points
2.
 - Ensure that the bakery staff wear face masks when using these products
 - Install and operate an efficient air extraction and filtration system to reduce the risk of cross-contamination by nut products
 - Ensure the use of nuts only occurs in one area of the bakery kitchen, away from the preparation of other items
 - Advise customers, by the use of highly visible notices in the bakery shop, that the products sold in the bakery are prepared in an area where nuts are used. Customers can then decide whether or not to buy them.

Chapter 10: Scenario (page 88)

- a)
- Call for an ambulance – explain the situation
 - Try to calm the customer and the friends
 - Ask the friends about / look for an EpiPen in the customer's belongings
 - If the customer has one and you are trained to do so, use the EpiPen; if not, find someone on the staff who is trained
 - Place the customer in a safe place and stay with them until the ambulance and paramedics arrive to take care of the customer
 - Write down the customer's and friends' contact details from the friends who also had the meal
- b)
- Speak to your manager and write down the details of the incident in the accident/emergency book that the restaurant should have (i.e. date, time, what the customer ordered and ate, what you did etc.)
 - Speak to your manager and write down the details of the conversation between you and the customer when they ordered their meal – did the customer tell you that they had allergies? /were possible allergens listed on the menu? /did you point out to the customer any dishes on the menu that might contain allergens? /did you check with the chef about any dishes you were not sure about?
 - Liaise with the manager and the chef about all the ingredients used in the menu and whether there could have been any accidental contamination of the food that the customer ate with an allergen
 - Follow up the outcome of the incident with the friends of the customer

Chapter 10: Practice questions (page 91)

1. Advise customers about the ingredients in the food they are selling or serving them
- Label foods correctly, showing all the ingredients it contains, so that customers avoid buying foods they know they cannot eat
- Avoid contaminating foods with known food allergens (ingredients that people are allergic to)
- Devise menus that contain advice about the ingredients used in dishes, so that customers are informed and feel confident about choosing and eating those dishes
- Recognise and know what to do if a customer suddenly becomes ill with the symptoms of a food allergy (2 marks)
2. The skin becomes flushed and red
- A raised, red/pink itchy rash appears on the skin (called hives)
- The skin swells – often on the face
- They may have difficulty with breathing and will wheeze and cough
- The lips and eyelids swell
- The mouth, tongue and throat swell so the person cannot breathe, swallow or speak properly
- Pain in the abdomen, nausea and vomiting
- They may collapse and become unconscious – this can then lead to death (3 marks)
3. Milk and dairy foods; fish and shellfish; peanuts; other nuts; seeds; soya; citrus fruits; strawberries; kiwi fruit; celery; celeriac; mustard; some food preservatives (4 marks)

Chapter 10: Stretch and challenge (page 91)

Students need to explain clearly where and how they have used gluten-free foods in the menu and comment on how they have kept the costs down when planning their menu.

Chapter 11: Scenario (page 95)

Students should use the example given to help them write the HACCP for the kitchen they have chosen.

Chapter 11: Practice questions (page 99)

1. HACCP means Hazard Analysis of Critical Control Points
(1 mark)

HACCP is a food safety management system designed to identify hazards to food safety (1 mark)

2. Before handling food

After going to the toilet

After coming in from outside

After coughing, sneezing, or blowing their nose

After touching money

After handling rubbish or the rubbish bin

After touching animals and insects

After handling raw eggs, raw meat, raw fish and raw poultry
(4 marks)

3. Nutrition information

Ingredients that are known allergens (cause allergic reactions)

List of ingredients

Quantity of certain ingredients

Name of the food product

A description of the food product

Shelf life of the food product – ‘use-by’ (how long it is safe to eat) or ‘best before’ (how long before it will go stale)

The net weight/ quantity of the food product

Where the food came from (its provenance)

How to cook and/or use the product

Storage conditions and instructions

Contact details of food product manufacturer, distributor or retailer (shop that sold it) (4 marks)

Chapter 11: Stretch and challenge (page 99)

Students need to demonstrate a sound knowledge of food hygiene and safety, and include reasoned examples in their answers. They also need to demonstrate a knowledge and

understanding of food hygiene and safety regulations and how they impact on H&C businesses.

Chapter 12: Practice questions (page 103)

1. Inspections are carried out to make sure that:

- Food is being stored, handled and cooked hygienically and safely
- Food is not being contaminated and is safe to eat
- Food handlers have been trained in food hygiene and safety
- Food handlers are aware of the importance of personal hygiene (washing hands, clean clothing, etc.)
- There are control measures in place to prevent pests from contaminating food
- The premises are in good condition and regularly cleaned (3 marks)

2. An EHO:

- Inspects the food being stored, prepared, cooked and sold in a food business
- Takes food samples away for testing in a laboratory for food-poisoning bacteria
- Takes photographs as evidence of what they find during an inspection

- Looks at data and records that the business has kept, e.g. refrigerator and freezer temperatures; staff training records, etc.
- Checks to make sure that food safety hazards and risks have been identified and are being controlled by using a food safety management system such as HACCP
- Offers advice on training and improving food hygiene and safety in the business (4 marks)

3. Take food away that they suspect is a food safety hazard, so it cannot be sold

Tell the business owners to make hygiene improvements within a set time and come back to inspect that they have done so

Close the premises and stop them selling food if there is a high risk of food poisoning – (Emergency Hygiene Prohibition Notice)

Give evidence in a law court if the owners of the business are prosecuted, which can result in a large fine, a ban on the owner working in the food industry, a criminal record, or a prison sentence in very serious cases (2 marks)

Chapter 12: Stretch and challenge (page 103)

Students need to demonstrate a sound knowledge of food hygiene and safety, kitchen organisation and pest prevention and control, and include reasoned examples in their answers.

They also need to demonstrate a knowledge and understanding of food hygiene and safety regulations and how they impact on H&C businesses.

Chapter 13: Activity 13.1 (page 109)

Section of structured proposal Information that is needed	Examples of information that would need to be provided for the scenario of a meeting place/ community centre cafeteria
<p>1. Summary of proposal</p> <p>A brief explanation of what you want to do and why.</p>	<p>To set up a meeting place/ community centre, including a cafeteria, that caters for adults and children from different ethnic groups and for those with disabilities and learning difficulties.</p>
<p>2. Unique selling points (USPs)</p> <p>A brief explanation of how and why your proposed business would be different and better than your competitors – what features will make it stand out and attract customers?</p>	<ul style="list-style-type: none"> • The cafeteria will provide breakfasts, lunches and evening meals, six days a week, in order to attract different target groups of customers, particularly families • A takeaway food and drinks service will also be offered • A vegetable growing garden will be developed to encourage social interaction and encourage people to get involved • Afternoon, evening and school holiday cookery classes and demonstrations for adults and children will be offered in a separate kitchen on the premises, to encourage people to learn more about eating healthily on a low budget • A link up with a local food charity will be established to receive donations of surplus food to help provide low-cost meals • A social media group will be set up to promote special events and offers to customers who subscribe to it
<p>3. Current trends in the H&C industry</p> <p>Information about current numbers of people who live isolated lives and would benefit from attending this project. Local statistics to support this, in order to show that you have carefully researched the topic and are aware of what is likely to make it successful.</p>	<p>Statistics for:</p> <ul style="list-style-type: none"> • The number of people in different age and ethnic groups in an area • The amount of money people can afford to pay for meals • Concerns about the effects of isolation on people's health and welfare • Availability of cookery classes in the area • Demand for learning how to cook
<p>4. Potential customers</p> <p>Information about target customers and their needs and expectations (e.g. from local social services and health centres).</p> <p>Information about the demography (age groups) of the customers; their socio-economic groups (the differences in their income), and their attitudes and opinions.</p>	<ul style="list-style-type: none"> • Survey of people's attitudes towards community activities • Survey of people's attitude towards cooking classes and local community activities
<p>5. Competition</p> <p>Information about similar community projects in the area that are likely to compete or offer different things for customers.</p> <p>What are their strengths and weaknesses?</p> <p>How you plan to compete with them.</p>	<ul style="list-style-type: none"> • Results of a survey of all community projects in a wide area around the proposed location

<p>6. Promotion plan</p> <p>How you will attract customers by advertising, a website, promotional deals.</p>	<ul style="list-style-type: none"> • Advertising plan – local newspaper/ postal drop of leaflets and takeaway menus/ local radio/ posters in local amenities, e.g. library, town hall, bus shelters, etc., local tourist attractions • Website featuring information about activities, meals, special events, cooking classes and demonstrations, booking system for meals and classes • Opening party with free samples of menu items to try and a tour of the community centre, garden and teaching kitchen • Promotional deals – e.g. buy two meals for the price of one for a limited time/ price reduction for children/ discount for booking multiple cooking classes/ discounts for, e.g. senior citizens, students/ extra free menu item added to takeaway orders over a certain price
<p>7. Operation of the business</p> <p>How many staff will be needed/ job descriptions/ opening times/ shift patterns/ staff training in food safety, etc./ management structure/ record keeping/ maintenance of equipment and premises/ setting up orders with suppliers, etc.</p>	<ul style="list-style-type: none"> • List of staff to be recruited • Details of who will manage the staff training/ finances/ maintenance/ ordering of supplies/ stock control • List of menus • HACCP documentation • Health and Safety at Work documentation • COSHH documentation • Licensing and insurance documentation • Certificates for fire, gas, electricity safety and water quality
<p>8. Financial plan</p> <p>How much the business will cost to set up and run.</p> <p>Expected profit margin.</p> <p>How much money should be set aside for unexpected costs, e.g. equipment failure and replacement.</p>	<p>Details of set up costs including:</p> <ul style="list-style-type: none"> • Building work/ decoration • Kitchen equipment and storage • Setting up teaching kitchen • Furniture, equipment, gardening equipment, etc. • Website and IT equipment • Menu and leaflet production and distribution • Opening party • Takeaway set up – containers, etc. • Purchase of supplies <p>Running costs, including:</p> <ul style="list-style-type: none"> • Ingredients and other materials and supplies • Training • Utilities – gas, electricity, water, Internet and telephone • Insurance • Advertising • Cover for staff absence • Business tax, etc. • Replacement equipment, maintenance, cleaning

Chapter 14: Activity 14.1 (page 119)

Example 1 Answer: 7a.

This is a basic answer explaining how disabled accessibility meets the needs of the James family. Therefore this is a Level 1. The student has only given one explanation to the answer. This answer would be given 1/6

Example 1 Answer: 7b.

The student has answered the question in bullet points. This is a Level 1 answer. Allocated marks to Level 1 are 1–2. This answer has a number of good points referred to, however there is no explanation. This answer would receive 2/4

Example 2 Answer 7a

Clear and detail explanation of how the hotel meets the needs of the James family in relation to the disability accessibility. Statements that are relevant, with detailed reasoning to the needs met for the James family.

Example 2 has six good points, all with detailed explanations. This answer would receive full marks 6/6.

Example 2 Answer 7b

Clear explanation of how the hotel meets the needs of the James family in relation to the Free Wi-Fi. Statements that are relevant, with detailed reasoning to the needs met for the James family. Four well-explained and clear points referred to in the answer for 7b. This answer would receive 4/4

Chapter 15: Activity 15.1 (page 132)

Repairs the body when injured – Protein

The main source of energy for the body – Carbohydrate

Insulates the body from the cold – Fat

Helps you see in dim light – Vitamin A

Helps the body absorb calcium – Vitamin D

Helps the body release energy from carbohydrates – Vitamin B₁

Helps prevent spinal cord defects in unborn babies – Vitamin B₉

Helps make healthy nerve cells – Vitamin B₁₂

Helps the body absorb iron – Vitamin C

Makes haemoglobin in red blood cells – Iron

Controls the amount of water in the body – Sodium

Strengthens tooth enamel – Fluoride

Makes the hormone, thyroxin – Iodine

Makes cell membranes in the brain – Phosphorus

Chapter 15: Scenario (page 133)

The answers depend on the menu that students have chosen.

Students could make use of the colour coding in the EatWell Guide to show how they have made the menu nutritionally balanced.

Chapter 15: Practice questions (page 133)

1. A balanced diet is one that provides a person with the right amount of nutrients for their needs. (1 mark)
2. They contain the most nutrients because they have not had any nutrients removed by processing. (1 mark)
3. It controls body temperature to keep it at 37°C
It is needed for thousands of chemical reactions in body
It removes waste products from body
It keeps the mucous membranes moist and healthy
It keeps the skin moist and healthy
It is needed for all body fluids, e.g. blood, joints, etc.
It is found in all body cells (3 marks)

Chapter 15: Stretch and challenge (page 133)

Students need to demonstrate a sound knowledge of nutrients and their food sources.

Answers should use full nutrient names where possible and reasoned examples.

Chapter 16: Scenario (page 139)

Students have to suggest the range of items on the menu.

They should refer to the list of gluten-free foods on page 137 that coeliacs can eat to help them choose the menu items.

Chapter 16: Practice questions (page 139)

- B group vitamins (1 mark)
 - Vitamins A, C, E (3 marks)
 - Calcium and vitamin D (2 marks)
 - Iron and vitamin C (2 marks)
- Full-fat dairy foods, pastries, fatty meats, processed meat products, e.g. sausages, cold meats and pies, crisps, chips, doughnuts, cakes, biscuits, fried foods, desserts, ice cream (2 marks)
 - Yeast extract (e.g. Marmite), cheese, dried fish, canned fish in brine, soy sauce, ketchup, pickles, takeaway and ready meals, salted snack foods, cakes, biscuits, scones, ham, bacon, processed meats, e.g. sausages (2 marks)
 - All animal foods including animal products such as milk and eggs, all fish, shellfish and insects (2 marks)
 - Milk, milk products (cream, yogurt, cheese, butter), foods containing milk products (2 marks)

Chapter 16: Stretch and challenge (page 139)

Students should use their full knowledge and understanding of nutrition, diet and health, and provide reasoned explanations, with practical suggestions for implementing each of the two chosen guidelines.

Chapter 17: Practice questions (page 145)

- Visible: Children do not grow properly/hair thins and falls out/poor skin/weak nails
Non-visible: infections (3 marks)
- Weight gain/obesity/type 2 diabetes/heart disease/high blood pressure/shortage of breath/internal organs store fat and do not work properly/arteries block – can lead to coronary heart disease (3 marks)
- Pale complexion/pale pink inside eye lids/weak and split nails/constant tiredness/lack of energy/weakness (2 marks)
- Rickets/osteomalacia/calcium and vitamin D (3 marks)

Chapter 17: Stretch and challenge (page 145)

- Students should include information on the effects of these two foods on the development of weight gain, obesity, heart disease, Type 2 diabetes, dental decay and high blood pressure. Examples of foods that contain visible and invisible fats and free and intrinsic sugars should be given as well as details about how these may appear on food labels.
 - Students should give details of and reasons as to how the symptoms of each health condition develop and other related health conditions that can occur. Students should specify the nutrients, lifestyle and eating habits involved for each.
-

Chapter 18: Practice questions (149)

1. Vitamin C, vitamins B₁, B₂, B₃ (2 marks)
2. Vitamin B group (especially B₁, B₂, B₃), vitamin C (2 marks)
3. a) The transparent, liquid egg white becomes opaque (white) and solid
The liquid egg yolk becomes solid. (2 marks)
b) Protein (1 mark)

4. Broccoli and cabbage both contain vitamin C.
Steaming is the best method for conserving vitamin C, as only about 15% is lost because the food does not come into direct contact with the boiling water.
Steaming softens the texture of the vegetables and preserves their colour. (3 marks)

Chapter 18: Stretch and challenge (page 149)

1. Students need to include details on protein denaturation and coagulation and the effects of heat on the moisture content and digestibility of meat.
2. Students need to describe how starch is present in a white sauce and explain how the process of gelatinisation makes it more digestible.
3. Students need to explain how vitamin C reacts in heat, water and exposure to air, and how it is damaged or lost in different preparation processes and cooking methods, and the practicalities of how it can be conserved.

Chapter 19: Activity 19.1 (page 150)

A menu should include the following information:

- The name of each food item
- A description of each food item and its accompaniments
- Food allergy/intolerance advice
- Suitability for specific groups e.g. vegetarians, religious groups
- The price of each menu item

<i>Menu</i>	
<p style="text-align: center;">Starters</p> <hr/> <p>Cream of mushroom soup V £ 4.95 <i>Served with wholegrain bread roll and butter</i> A Contains cream</p> <p>Prawn salad £ 6.95 <i>Served with wholegrain bread and butter</i> A Contains seafood</p> <p>Liver paté and salad £ 5.95 <i>Served with wholegrain toasted bread</i> A Contains butter</p> <p>Spiced hummus Vg £ 4.95 <i>Served with wholegrain toasted bread</i> A Contains fresh chilli pepper</p> <hr/> <p style="text-align: center;">Mains</p> <hr/> <p>Homemade chicken and leek pie £ 11.95 <i>Free-range, locally produced pieces of chicken encased in a leek and white sauce, with a flaky pastry lid</i> <i>Served with a choice of vegetables in season and creamed potatoes</i> (Halal chicken available – please ask the waiter) A Contains cream and butter</p> <p>Roasted pork steak with apple sauce £ 10.95 <i>Locally produced pork steak, served with roasted root vegetables, crackling, savoy cabbage and gravy</i> A Gravy contains wheat flour</p>	<p>Bean casserole Vg £ 9.95 <i>A comforting winter vegetable casserole made with cannellini, butter and kidney beans, chickpeas, tomatoes, garlic, leeks and root vegetables. Served with a choice of crusty bread, jacket potato or roasted potatoes.</i> A Contains celery</p> <hr/> <p style="text-align: center;">Desserts</p> <hr/> <p>Raspberry and chocolate cheesecake V £ 5.95 <i>A delicious combination of dark chocolate and fresh raspberries on a chocolate biscuit base, drizzled with raspberry coulis</i> A Contains cream, cream cheese, butter and eggs</p> <p>Lemon posset V £ 4.95 <i>A velvety, smooth dessert served with homemade ginger shortbread bites</i> A Contains cream and butter</p> <p>Apple crumble V £ 4.95 <i>Made with our own home-grown apples and served with a choice of custard, ice cream or cream</i> A Crumble may contain traces of nuts</p> <hr/> <p>A = Allergy/food intolerance advice V = Suitable for lacto-ovo vegetarians Vg = Suitable for vegans</p>

Chapter 19: Scenario (page 155)

This could be a group exercise, with different group members responsible for different parts of the menu and whole-group decisions being made on the types of service the restaurant could offer, the skills needed, and menu sequencing and costing.

- a) These will influence which ingredients will be able to be used at different times of year and how much the menus will cost to make
 - b) The restaurant is likely to cater for families, groups of older tourists, and young couples / groups of friends. Students will need to suggest menu items that will suit these different groups.
 - c) Staff skills will influence the types of food preparation, cooking method and finishing techniques that can be used. Students will need to give examples from their chosen menu of the different levels of skills required by the chefs, e.g. fish dishes are likely to feature strongly in the menu and maybe home produced ice cream using local dairy foods.
 - d) Students will need to give examples of the types of specialist equipment the restaurant will need (e.g. ice cream maker) and also comment on the types of storage that will be needed for different foods that are likely to feature frequently in the menu, e.g. fish and dairy foods.
 - e) Students should estimate the preparation and cooking times of the dishes on their menu and suggest how the menu items could be sequenced to promote efficiency.
2. This will depend on the menu the students have chosen.

Chapter 19: Practice questions (page 155)

- Customer: needs / wants / age group / culture / religious dietary laws / how much they are willing to pay
Business: profit / will the menu attract new and returning customers
Menu items: colour, flavour, texture, aroma / variety / quality / local and seasonal foods / availability of ingredients
Preparation: is there enough space to store, prepare and serve the items / enough skilled staff / enough time / enough equipment / food safety (3 marks)
- a) Menu is bland (not much flavour variation) / all similar colours and textures / quite heavy and filling (2 marks)
b) Different soup to add colour and more flavour, e.g. tomato and red pepper or mixed vegetable chowder / different vegetables to provide colour and texture with main course, e.g. carrots, broccoli, braised red cabbage, roasted root vegetables / fresh fruit salad served with or as an alternative to rice pudding to add colour, flavour, texture and vitamins / antioxidants (2 marks)
c) Food relieves the boredom of being in hospital / patients look forward to meals, so they need to be well planned and cooked / patients need good food (nutrients) to help them recover from an illness or operation and get well / food needs to be appetising and well cooked to encourage patients to eat (2 marks)
- a) Vegetarian / vegan / religious dietary rules / coeliac / lactose intolerant / dairy free / nut free / egg free (2 marks)
b) Avoid foods containing nuts (so that children with food allergies are not put at risk) / reduce the amount of sugar in menu items (to meet dietary guidelines) / reduce the amount of salt in menu items (to meet dietary guidelines) / make foods attractive and appetising (to encourage children to eat the food and try new foods) / make sure the menu is nutritionally balanced (to meet dietary guidelines) (6 marks)

Chapter 20: Practice questions (page 161)

- Drought – plant crops and animals die, soil blows away
Flooding – soil / farmland washed away, plant crops and animals die, water and land polluted
Hurricanes / storms – animals killed, farms and machinery destroyed, plant crops damaged
Temperature changes – plant growing season and pollination affected, pests attack crops / animals die out (3 marks)
- Meat, dairy foods (milk, cream, cheese, yogurt, butter), eggs (3 marks)
- Fruits, vegetables, nuts, beans, cereals (3 marks)
- Make sure oven door seals are in good condition
Fill up the oven with items to cook at the same time
Cook more meals on the hob
Keep pan lids on and the pan over the flame or electric ring
Use an electric induction hob, microwave oven or slow cooker where possible
Use quick methods of cooking, e.g. stir frying, sautéing
Use a tiered steamer to cook several vegetables together on one hob ring (3 marks)

- Avoid buying too much food
Avoid serving very large portions
Regularly assess the menu and remove items that do not sell very well
Store food correctly

- Make use of misshapen fruits and vegetables
Serve some fruits and vegetables with their skins left on
Send food waste to be composted
Send left-over food to charities (2 marks)

Chapter 20: Stretch and challenge (page 161)

- Students should include information on concerns about global plastic pollution and explain how the different operations in the H&C industry could reduce their use of plastics, especially single-use plastics.
- In their menu plan, students should clearly show their understanding of the practicalities involved to help achieve these aims and give reasoned explanations.
- Students must demonstrate their knowledge of food safety and hygiene regulations and give reasoned examples as to how the food would be checked and handled safely before serving to customers.

Chapter 21: Activity 21.1 (page 163)

No answers as this activity requires the student to plan their own menu

Chapter 21: Activity 21.2 (page 167)

Cauliflower cheese – garnishes (e.g. parsley, tomato slices, sautéed mushroom slices, paprika pepper)

Carrot and butternut squash soup – garnishes (e.g. chopped parsley or other herbs, croutons, cream, crispy fried cubes of bacon)

Panna cotta – fruit coulis, berries and other fruits, chocolate curls

Vanilla cheesecake – fruit coulis, berries and other fruits, chocolate curls, piped cream

Chocolate mousse – fruit coulis, berries and other fruits, piped cream, chopped nuts, chocolate decorations, e.g. triangles, curls, grated chocolate

Tagliatelle with mushroom sauce – serve with colourful vegetables, garnish with, e.g. parsley, tomato slices, sautéed mushroom slices, finely chopped spring onions or chives, paprika pepper, crispy fried cubes of bacon

Chapter 21: Practice questions (page 167)

- Soya/nut milks instead of dairy milk; gluten-free bread, pasta, cakes, etc.; boiled/baked potatoes instead of chips; soya custard/ice cream/yogurt instead of dairy versions; bean burger instead of a beef burger; decaffeinated tea and coffee; offer wholegrain versions of bread/rice/pasta/breakfast cereals (3 marks)
- Variety of foods used/different prices/use of different cooking methods/inclusion of cultural dishes/nutritionally balanced (3 marks)
- To check and adjust seasoning/check texture/check flavour (1 mark)
- Sautéing, roasting, stock making, sauce reduction (2 marks)
- Discount prices for pensioner, student and children's meals
Special events (limited fixed-price menu), e.g. a curry night, Sunday roasts
Money off vouchers for future meals
'All you can eat' fixed price buffet
Free delivery for takeaway meals (3 marks)

Chapter 21: Stretch and challenge (page 167)

Students must include detailed and reasoned information on the effects of handling, storage, cooking and processing on the organoleptic qualities of foods and give detailed examples of the practicalities involved in preserving and enhancing the organoleptic qualities of foods.

Chapter 22: Activity 22.1 (page 174)

Time plan template for **Bread rolls** and **Spicy lentil soup**:

Time	Order of Work	Health and Safety / Special Points
09.30	Mis en place.	
09.40	Prepare bread dough and leave to rise in a warm place for 1 hour.	Make sure dough is covered to prevent drying out.
09.55	Wash up and clear away.	
10.00	Prepare the vegetables for the soup.	Make sure they are properly washed to remove any soil.
10.10	Sauté the vegetables for 5 minutes. Clear away.	Keep the lid on the saucepan.
10.15	Add the rest of the soup ingredients and bring to the boil, the turn down to simmer for 20 minutes.	Check and stir regularly to prevent it from boiling over or sticking to the bottom of the pan.
10.20	Prepare the croutons and parsley garnish for the soup.	
10.40	Check bread dough and turn out onto worktop and knock back/ knead for 5 minutes. Switch on oven to Gas 7 / 220°C.	
10.45	Check tenderness of vegetables in the soup. If tender, remove from heat and blend with electric blender until smooth. Pour back into pan and leave on hob with lid on (not switched on).	Make sure the electric lead and plug are away from water. Be careful when handling the hot soup.
10.55	Cut the bread dough into 8 pieces and shape into bread rolls. Place them on a greased / lined baking tray and leave to rise in a warm place for another 15 minutes.	
11.05	Wash up and clear away.	
11.10	Glaze bread rolls with egg wash and place in oven to bake for 15–20 minutes.	
11.15	Reheat soup on a low heat, stirring occasionally. Wash up and clear away.	Do not allow soup to boil as the flavour may be spoiled.
11.27	Remove bread rolls from oven and place in serving basket.	Check bread rolls are cooked by tapping base with fingers to see if they sound hollow.
11.29	Pour the soup into bowls and garnish.	Check and adjust seasoning of soup before serving.
11.30	Serve soup and bread rolls.	

Chapter 22: Practice questions (page 175)

- To provide an accurate list of ingredients and materials to be ordered:
 - So every chef knows exactly what they are required to do
 - To prevent food wastage
 - To meet customers' needs and expectations for choice, variety, portion size and cost
 - To make a profit for the business (3 marks)
- Getting everything (ingredients, tools and equipment) ready and in place before starting to cook

Reading a recipe thoroughly before cooking, to make sure that nothing is forgotten

Preparing ingredients, e.g. chopping vegetables and herbs, preparing garnishes, weighing ingredients, jointing poultry, filleting fish, measuring out liquids, spices and seasonings, etc. (2 marks)

3. Write out a time plan for making two or more dishes so you can plan the order in which they should be made

Dishes that take a long time to prepare and cook should be started first, e.g.

bread dough (so it rises), casseroles (so meat tenderises), cold desserts (so they set), stocks (so flavour develops), sauces (so they reduce and concentrate flavour), marinated meat or fish (so they tenderise and absorb flavour), cold dishes, e.g. chilled soups, salads (so they are chilled when served), curries and dips (so their flavour develops)

Ingredients/foods that would be spoiled if they are cooked too far in advance and kept hot should be prepared/cooked last, e.g.:

green leafy vegetables (to prevent them losing vitamins, texture, flavour and colour)

baked soufflés (to prevent them collapsing before serving)

pan-fried fish (to prevent it drying out and hardening)

pizzas (to prevent loss of their crispy texture) (6 marks)

4. To make sure the dish is at the correct temperature and has all the elements of the dish in place, e.g. sauces, garnish, vegetables, seasoning

To make the dish look appetising, creative and neat

To make sure that customers' orders at a restaurant table are complete and all ready to serve together (2 marks)

Chapter 22: Stretch and challenge (page 175)

1. A suggested sequence for this is shown in the menu below.

Items highlighted green should be prepared first

Items highlighted blue should be prepared second

Items highlighted yellow should be prepared and cooked nearer to the serving time

Items highlighted pink should be cooked just before serving time

Menu

Starters

Cream of mushroom soup, served with croutons and a crusty bread roll and butter

Chicken liver pâté and melba toast

Melon and ginger cocktail

Main courses

Roasted free range chicken

Roasted potatoes and parsnips

Seasonal vegetables

Locally produced pork sausages in a red wine gravy with creamed potatoes and peas

Deep fried haddock in a crispy batter, with chips and salad accompaniment

Roasted vegetable quiche tart with jacket potato or chips, served with green salad and coleslaw

Desserts

Lemon meringue pie

Apple tart

Strawberry mousse

Baked vanilla cheesecake with fruit coulis

All served with either homemade ice cream, custard or whipped cream

2. Students need to demonstrate their knowledge of practical skills and commodities, food hygiene and safety. Examples shown below:

Bread rolls – prepare and bake. Store in cool, dry place in container to prevent them from drying out.

Seasonal vegetables – peel, chop and store in air tight bags/containers in a cool, dark place to conserve as many vitamins as possible.

Potatoes and parsnips for roasting – peel, chop, par-boil (to prevent enzymic browning and speed up the roasting process) and drain. Store, covered, in a cool place until ready to roast.

Croutons – prepare and bake/ fry. Store in a cool, dry place inside a container to keep them crisp.

Melon – prepare and store in a container in the refrigerator.

Creamed potatoes – peel, dice and keep in water (to prevent enzymic browning) until ready to boil.

Batter for fish – mix and store in a container in refrigerator

for up to two hours (longer storage may result in the mixture turning a grey colour due to enzymic action in the mixture).

Green salad – wash and prepare salad ingredients and store separately in containers in bottom section of refrigerator until required.

Coleslaw – prepare ingredients and mix with dressing. Store in a container in the refrigerator until required, to keep the mixture crisp and prevent microbial growth.

Fruit coulis – prepare and cool, then place in squeeze serving bottle in refrigerator until required.

Whipped cream – whip cream until thickened and place in piping bag with nozzle, then store in refrigerator in closed container (to prevent taint from other ingredients) until required.

3. Students should use their creative skills to suggest suitable garnishes and decorations.

Chapter 23: Practice questions (page 184)

1. a) Meat should:

- Be moist but not slimy or wet
- Be springy to the touch – not mushy
- Have a fresh, pleasant smell
- Have a good red colour (beef, lamb and goat) or a pale pink colour (pork, rabbit, hare)
- Have some visible fat under the skin and some in between the muscle fibres (called 'marbling') (2 marks)

- b) Fish should have:

- Bright red gills (the flaps behind the eyes)
- Moist skin, but not slimy
- Firmly attached scales – not loose and flaking off
- A fresh smell
- Firm flesh, slightly springy to the touch
- Clear, shiny eyes, not dull and sunken (2 marks)

- c) Vegetables should have:

- Bright colour
- Firm, crisp texture
- Undamaged skin

- No mould
- Smooth, unwrinkled skin
- Not too much soil attached (2 marks)

- d) Eggs should:

- Have shells that are not cracked.
- Have a thick, jelly-like egg white
- Have a yolk that stands up in a dome shape.
- Smell fresh (2 marks)

2. Whisking/ trapping air

Coagulating and setting mixtures

Binding mixtures together

Glazing pastries and breads

Emulsifying oil and water to make mayonnaise

Enriching recipes

Served as a meal (4 marks)

3. On a tray, on the bottom shelf of a refrigerator, to prevent any drips from the poultry or fish from cross-contaminating other foods (2 marks)

Chapter 23: Stretch and challenge (page 184)

The report should have an introduction about the chosen commodity and the various forms in which it is available to the catering industry (e.g. frozen, dried, fresh, whole or prepared/ cut, etc.), its cost, etc.

The main part of the report should give a variety of examples of how and why it is such a useful commodity and the types of recipes it is used in and the cooking methods used.

The final part of the report should cover the nutritional importance of the commodity for providing balanced menus.

Chapter 24: Practice questions (page 192)

- To trap air/add lightness
To remove lumps
To separate particles of ingredients with different sizes
To evenly distribute a mixture of dry ingredients
To make a smooth soup or sauce (3 marks)
- Recipes will be made accurately, and it is less likely that mistakes will be made
Measuring enables an accurate record to be kept of the ingredients being used and those that need replacing
It is possible to work out how many portions will be made from a recipe (2 marks)
- To trap air in the mixture so it will rise
To set the mixture in the oven
To add colour and flavour (2 marks)
- Zesting is a form of peeling which removes the coloured outer layer of citrus fruit skin (the zest)
Zest is added to recipes to give them additional flavour from the intensely flavoured essential oils it contains (2 marks)
- Fat is 'rubbed in' flour with the fingertips to coat the flour with a waterproof layer of fat. This produces a baked result that has a 'short', tender and 'melt in the mouth' texture in pastry and biscuits because only short gluten molecules can form when the water is added. (2 marks)

Chapter 24: Stretch and challenge (page 192)

This could also be a class activity where students write out instructions for other class members to follow and they discuss the good and bad points of the instructions produced.

Or volunteer students could be asked to explain to others how to carry out a skill (a demonstration).

Chapter 25: Practice questions (page 203)

- Boiling, braising, poaching, simmering, steaming, stewing (3 marks)
- a) Braising:
 - Colour of red meat becomes brown
 - Meat/poultry shrink in size as protein coagulates
 - Red cabbage becomes a deep red/purple colour
 - Glossy sauce develops
 - Meat, poultry and vegetables tenderise
 - Food cooks slowly and absorbs flavours from stock, vegetables, herbs and spices (2 marks)b) Steaming:
 - Green vegetables turn bright green, then gradually dark olive green
 - Fish shrinks slightly, becomes opaque and separates into flakes
 - Sponge puddings rise and set, but do not develop a golden crust
 - Rice grains swell and soften
 - Dim sums swell and soften and the filling sets
 - Food cooks gently and is unlikely to be overcooked
 - Foods tenderise and develop a soft, moist, easily digestible texture (2 marks)c) Baking:
 - Baked foods containing raising agents rise, expand and set
 - An outside crust develops and becomes a golden-brown colour
 - Caramelised sugars add golden brown colour and flavour
 - Risen food sets and develops a tender, open/crumbley/spongy texture inside (2 marks)d) Stir frying:
 - Colours of vegetables intensify/become brighter
 - Vegetables shrink as water evaporates from them
 - Meat/poultry/seafood shrink in size
 - Vegetables tenderise a little but remain slightly crisp (2 marks)
- a) 0 to 5°C (1 mark)
b) -22° to -18°C (1 mark)
c) minimum 70°C for 2 minutes (1 mark)
d) 5°C or cooler within 1½ hours (1 mark)
e) minimum 70°C for 2 minutes (England, Wales and N.Ireland)/ minimum of 82°C in Scotland (1 mark)
f) minimum 63°C (1 mark)
g) 0 to 5°C (1 mark)

Chapter 25: Stretch and challenge (page 203)

No marks allocated because it is a menu set by the student

Chapter 26: Activity 26.1 (page 205)

Plate A – bad points

- Ingredients not all inside the bowl – a lot are spread onto the rim which makes it difficult to pick up and looks messy
- Portion is too big
- Some of the sauce from the stir fry is on the rim of the bowl

Plate B – good points

- Ingredients all inside bowl and neat – easy to pick up
- No sauce on edge of bowl
- Portion size suits size of bowl

Chapter 26: Stretch and challenge (page 215)

No marks allocated because it is a menu set by the student

Chapter 28: Activity 28.1 (page 259)

Answers to this are given at the bottom of page 259 – the same page as the activity

Chapter 28: Activity 28.2 (page 261)

This could be used as a class activity, using the chart on page 260

Chapter 28: Activity 28.3 (page 262)

No answers as this is a student-centred activity to design a poster

Chapter 28: Activity 28.4 (page 268)

No answers as this is a student discussion activity

Chapter 28: Activity 28.5 (page 270)

No answers as this is a student-centred activity marked by the teacher

Chapter 28: Activity 28.6 (page 274)

No answers as this is a student-centred activity involving choosing recipes

Chapter 28: Activity 28.7 (page 280)

Pancetta chicken stuffed with pesto mousse and winter stew – knife skills in preparation of chicken (creating a pocket in chicken breast), preparation of pesto mousse, knife skills preparing vegetables for winter stew, pan fry or oven-baked chicken

Lemon sorbet, served with lemon mint cream – preparation and cooking of lemon syrup and meringue, freezing of sorbet, whipping of cream and flavouring with mint

Fillet of sea bass, basil snow and Italian herb salad, served with tomato coulis – knife skills in filleting the fish, pan frying, preparation of salad and coulis

Baked raspberry cheesecake with coulis and meringue pieces – preparation of cheesecake base and filling, preparation and cooking of meringue, preparation and cooking of raspberry coulis