

BTEC Level 2 Technical Diploma in
**FOOD AND BEVERAGE
SERVICE**

UNIT 2: FOOD AND BEVERAGE SERVICE PRINCIPLES

A close-up photograph of a hand holding a wine glass. The hand is positioned in the lower half of the frame, with fingers wrapped around the stem of the glass. The glass is tilted, and a small amount of liquid is visible inside. The background is blurred, showing a person's face in profile, suggesting a restaurant or bar setting.

**SAMPLE ASSESSMENT
MATERIALS (SAMs)**

First teaching: September 2017 | First certification: Summer 2018

ISSUE 1

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

References to third-party material made in this specification are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

ISBN 978 1 446 93976 5

All the material in this publication is copyright
© Pearson Education Limited 2016

BTEC L2 Technical Diploma in Food and Beverage Service

Unit 2: Food and Beverage Services Principles

Information for candidates

Instructions

- Answer all questions.
- An onscreen notepad is provided for you to make notes during the test. These notes will not be marked.
- An onscreen calculator is provided for questions which require calculation.
- An accessibility panel is provided on every screen. This allows you to magnify your screen and apply a range of colour filters

Information

- The assessment is **1 hour 15 minutes** in duration.
- The **total mark** for this test is **60**.
- The number of marks for each question is shown in brackets e.g. (2). Use this as a guide as to how much time to spend on each question.

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

© 2016 Pearson Education Ltd

Start Test

Section A
Answer all questions

Which of these is an example of an internal customer? (1)

Select **one** option.

- An ex-employee
- A manager from another hospitality business
- A regular customer
- A supervisor from a different department



◀ Previous

1 / 26

Next ▶

⌚ 00:45

Marks

Save

Which of these are examples of single-point service? (2)

Select **two** options.

- Free-flow
- Echelon
- Carvery
- Vending
- Kiosks

Identify the style of food service that is most appropriate for main meals in a residential home for the elderly. (1)

Select **one** option.

Counter

Plated

Gueridon

Vending



Previous

3 / 26

Next

00:45

Marks

Save

Which of these are cultural factors that need to be considered when serving customers? (2)

Select **two** options.

Values of customers

Political view of customers

Music preferences of customers

Wealth of customers

Language of customers

Give **two** contributing factors to the meal experience. (2)

Type your answer in the box.

1

2

Match each dish with an appropriate traditional accompaniment. (2)

Click on each dish and then on the correct accompaniment.

Dish

Accompaniment

Lamb curry

Poached asparagus

Hollandaise sauce

Parmesan cheese

Mango chutney

Sage and onion stuffing

Tartare sauce

Match the purpose of the cocktail-making equipment with its name. (2)

Click on each purpose and then on the correct name.

Purpose

Used to filter ice from a mixed drink as it is poured into a serving glass

Used to keep liquid flow under control from a bottle

Name

Free pourer

Shaker

Strainer

Pitcher

Blender

Match each beverage with the appropriate glass type for serving. (2)

Click on each beverage and then the correct glass type for serving.

Beverage

Brandy

Lemonade

Glass type

Elgin

Saucer

Tulip

Tumbler

Balloon

Match each method of cocktail making with the appropriate description. (2)

Click on each method of cocktail making and then the correct description.

Method of cocktail making

Description

Layered

Built

Ingredients are placed in a mixing glass and gently stirred

Ingredients are placed in a serving glass one after the other

Ingredients that have different densities are floated one on top of the other in a serving glass

Ingredients are placed in a shaker until chilled and then strained into a serving glass

Ingredients are blended and then poured into a serving glass

This is a **two** part question. Answer both parts.

(a) Give **one** measure in which a jug or carafe of wine may be served. (1)

Type your answer in the box.

(b) State **one** action that a hospitality business must take to comply with weights and measures legislation. (1)

Type your answer in the box.

Match each beverage with the most appropriate dish. (2)

Click on each beverage and then on the correct dish.

Beverage

Sauternes

Port

Dish

Cream of tomato soup

Smoked Salmon

Roasted leg of lamb

Golden treacle tart

Cheese board



◀ Previous 11 / 26 Next ▶

⌚ 00:45

Marks Save

State **two** of the main faults that can occur with beer. (2)

Type your answer in the box.

1

2



Explain **one** factor to consider when placing hot beverages on a tray ready for room service. (2)

Type your answer in the box.



◀ Previous 13 / 26 Next ▶

⌚ 00:45

Marks Save

Explain **two** factors to consider when serving champagne. (4)

Type your answer in the box.

1

2

Identify **two** items that might be found on an afternoon tea menu. (2)

Select **two** options.

Mixed sandwiches

Meat loaf

Cereal

Preserves

Yogurt

Match each description with the correct type of coffee. (2)

Click on each description and then on the correct type of coffee.

Description

Type of coffee

Espresso with hot water
and no milk

Espresso topped with
steamed, frothed milk

Americano

Cappuccino

Latte

Cafetière

Iced

Match each beverage with the correct method of service. (2)

Click on each beverage and then on the correct method of service.

Beverage

Whiskey cream liqueur

Tequila

Method of service

Serve with ice or as a frappé

Serve with milk or cream

Serve with water or a mixer

Serve with salt and lime wedge

Serve with squash or a cordial



◀ Previous 17 / 26 Next ▶

⌚ 00:45

Marks Save

State **two** pieces of information found on a wine bottle label. (2)

Type your answer in the box.

1

2

Name **one** food group identified in the Eatwell Guide. (1)


Type your answer in the box.

Describe **one** characteristic of a white wine and why it is matched with a fish main course. (2)

Type your answer in the box.

Scenario A should be used to answer screens 21-23.

Read **Scenario A** carefully before beginning the questions.

The scenario will be available on each question by clicking on the 

This is a menu that changes daily.

Our set lunch menu, ideal for those with limited time

£6.95 for a main course

£8.95 for two courses

£10.95 for three courses

Home-made carrot and coriander soup

Wild Atlantic shell-on prawns with Marie-Rose sauce

Deep-fried goujons of chicken with a barbeque dip

--oOo--

Local, free-range pork sausages with mashed potatoes and onion gravy

Fisherman's catch of the day served with new potatoes (supplement may apply)

Three egg cheese and tomato omelette with chunky chips

Selection of seasonal vegetables or a mixed salad

--oOo--

Bread and butter pudding

Baked vanilla cheesecake with a raspberry coulis

Selection of homemade ice-creams

Back



◀ Previous 21 / 26 Next ▶

⌚ 00:45

Marks Save

Section B
Answer all questions

Explain **two** reasons why it is useful to have a daily staff briefing before the service of this menu. (4)

Type your answers in the boxes.

1

2

The question relates to **Scenario A**. Click on the scenario button to see the scenario

scenario

Give **one** way in which an à la carte menu may differ from the menu in the scenario. (1)


Type your answer in the box.



Previous 22 / 26 Next

00:45

Marks Save

The question relates to **Scenario A**. Click on the scenario button to see the scenario 

From the menu in the scenario, a customer has chosen shell-on prawns, as they are available.

Describe **one** way food service staff can be fully prepared for serving the shell-on prawns. (2)

Type your answer in the box.

Explain **two** considerations that should be taken when serving food to children at a restaurant. (4)

Type your answers in the boxes.

1

2



Explain **two** factors to consider when setting up a self-serve buffet for a large number of people. (4)

Type your answers in the boxes.

1

2



Customers are faced with having to queue for a table to become available for breakfast despite there being plenty of staff on duty.

There are plenty of tables vacant but they are either full of dirty crockery and linen or not laid up for the next customers.

Analyse why this situation may be happening and make recommendations to prevent it happening in future breakfast services. (6)

Type your answer in the box.

Unit 2: Food and Beverage Service Principles - sample mark scheme

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgment is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed-out work should be marked UNLESS the candidate has replaced it with an alternative response.

Section A

Question number	Answer	Mark
1	A supervisor from a different department	(1)

Question number	Answer	Mark
2	Vending (1) Kiosks (1)	(2)

Question number	Answer	Mark
3	Plated	(1)

Question number	Answer	Mark
4	Values of customers (1) Language of customers (1)	(2)

Question number	Answer	Mark
5	<p>Award answers that make reference to the following.</p> <ul style="list-style-type: none"> • Choice, quality, quantity and appearance of food and drink (1) • Level of service (1) • Value for money (1) • Timing (urgent, non-urgent) (1) • Special requirements (1) • Healthy, safe and secure environment (1) • Ambience (1) • Suitability for purpose (1) • Level of privacy (1) • Increasing desire to achieve a balanced diet (1) <p>Accept any other appropriate answers, up to a maximum of 2 marks.</p>	(2)

Question number	Answer	Mark
6	Lamb curry – Mango Chutney (1) Poached asparagus – Hollandaise sauce (1)	(2)

Question number	Answer	Mark
7	Used to filter ice from a mixed drink as it is poured into the serving glass – Strainer (1) Used to keep liquid flow under control from a bottle – Free pourer (1)	(2)

Question number	Answer	Mark
8	Brandy – Balloon (1) Lemonade – Tumbler (1)	(2)

Question number	Answer	Mark
9	Layered – Ingredients that have different densities are floated one on top of the other in a serving glass (1) Built – Ingredients are placed in a serving glass one after the other (1)	(2)

Question number	Answer	Mark
10a	Award 1 mark for any of the following. <ul style="list-style-type: none"> • 25cl (1) • 50cl (1) • 75cl (1) • 1 litre (1) 	(1)

Question number	Answer	Mark
10b	Award answers that make reference to the following. <ul style="list-style-type: none"> • Display the prices (used for all measures of spirits, wines, beers, ciders and any other alcohol served in the business) (1) • Display the measures (used for all spirits, wines, beers, ciders and any other alcohol served in the business) (1) • Use officially stamped measures (for measures and glasses) (1) • Ensure food and beverage items on offer are of quality and quantity asked of by the customer (1) <p>Accept any other appropriate answers, up to a maximum of 1 mark.</p>	(1)

Question number	Answer	Mark
11	Sauternes – Golden treacle tart (1) Port – Cheese board (1)	(2)

Question number	Answer	Mark
12	<p>Award answers that make reference to the following.</p> <ul style="list-style-type: none"> • Cloudy (1) • Flat (1) • Sour (1) • Incorrect temperature (1) • Foreign object found inside (1) <p>Accept any other appropriate answers, up to a maximum of 2 marks.</p>	(2)

Question number	Answer	Mark
13	<p>Award 2 marks for a linked explanation (maximum 2 marks total).</p> <ul style="list-style-type: none"> • Place items evenly to balance the tray to carry (1) to avoid potential accidents/injuries/breakages (1) • Place teapot/coffee pot spouts inwards/handles outwards to ensure safety (1) to avoid spillage/to ease picking up the cup and pots (1) • Place the hot beverage on the tray last of all (1) to increase the likelihood of it being hot when it reaches the customer (1) <p>Accept any other appropriate answers, up to a maximum of 2 marks.</p>	(2)

Question Number	Answer	Mark
14	<p>Award 2 marks for each linked explanation (maximum 4 marks total).</p> <ul style="list-style-type: none"> • Ensure champagne is served at the appropriate temperature (1), brings out the flavour of the wine (1) • Serve the champagne in an appropriate glass (1) to strengthen the aroma of the wine/aid the flow of bubbles/maintain the bubbles/helps the wine to be better appreciated/helps the wine to look better (1) • Pour a little champagne into the host's glass (1) for the wine to be checked as being suitable and without fault (1) • Pour steadily and evenly (1) to avoid overflowing and bubbles (1) • Place the champagne bottle in an ice bucket or wine chiller (1) to maintain the chilled temperature (1) <p>Accept any other appropriate answers, up to a maximum of 4 marks.</p>	(4)

Question number	Answer	Mark
15	Mixed sandwiches (1) Preserves (1)	(2)

Question number	Answer	Mark
16	Espresso with hot water and no milk – Americano (1) Espresso topped with steamed, frothed milk – Cappuccino (1)	(2)

Question number	Answer	Mark
17	Whiskey cream liqueur – Serve with ice or as a frappé (1) Tequila – Serve with salt and lime wedge (1)	(2)

Question number	Answer	Mark
18	Award up to 2 marks for any of the following. <ul style="list-style-type: none"> • name of the wine (1) • country of production (1) • alcoholic strength in percentage by volume (% vol.) (1) • contents in litres, cl or ml (1) • the name and address or trademark of the supplier (1) • name of the grape used to make the wine (1) • the vintage (1) • the region in which the wine was made (1) • the property where the wine was made (1) • the quality category of the wine (1) • details of the bottler and distributor (1) 	(2)

Question number	Answer	Mark
19	Award 1 mark for any of the following. <ul style="list-style-type: none"> • Fruit and vegetables (1) • Beans, pulses, fish, eggs, meat and other proteins (1) • Dairy and alternatives (1) • Potatoes, bread, rice, pasta and other starchy carbohydrates (1) • Oils and spreads (1) 	(1)

Question number	Answer	Mark
20	<p>Award up to two marks for a logical description which makes reference to the following.</p> <ul style="list-style-type: none"> • Crisp-style, white wine (1) as fish is generally light in texture and flavour (1) • A lighter white wine (1) matches fish with lighter flavour and softer texture (1) • A fuller-bodied white wine (1) suits heavily flavoured and chunkier fish (1) • Good acidity (1) cuts through any oil or saltiness in the fish (1) • Medium white wines (1) are good with fish in rich sauces (1) <p>Accept any other appropriate answers, up to a maximum of 2 marks. Do not accept just white.</p>	(2)

Section B

Question number	Answer	Mark
21	<p>Award 2 marks for each linked explanation (maximum 4 marks total).</p> <ul style="list-style-type: none"> • To identify the seasonal vegetables/ice-cream flavours/fisherman's catch of the day and, if a supplement is to be charged, how much (1) so that customers may be advised when presented with the menu (1) • To determine if all dishes are available/how many portions of each dish are available (1) so that customers may be advised/the number of remaining portions throughout the service may be calculated • To identify any substitute dishes that may replace any from the menu that are all sold out (1) so that customers still have the same variety of choice (1) • To identify the ingredients of all dishes / cooking methods used (1) so that customers may be informed / waiters can describe and promote certain dishes (1) • To identify the condiments and accompaniments to accompany each dish (1) so that they may be offered to the customers (1) • To identify the cutlery with which each dish should be served (1) so that the table setting can be amended or laid appropriately (1) <p>Accept any other appropriate answers, up to a maximum of 4 marks.</p>	(4)

Question number	Answer	Mark
22	<p>Award one mark for any of the following.</p> <ul style="list-style-type: none"> • More extensive choice of dishes (1) • Each dish is priced separately (1) • There may be longer waiting times as some dishes are cooked or finished to order (1) 	(1)

Question number	Answer	Mark
23	<p>Award up to 2 marks for a logical description which makes reference to the following.</p> <ul style="list-style-type: none"> • Provide a bowl (1) for the discarding the shells (1) • Provide a finger bowl / wet wipes / extra napkins (1) for the cleansing of the customers' fingers (1) • Have extra Marie-Rose sauce available (1) should it be requested by the customer (1) • Provide sliced brown bread and butter (1) as a traditional accompaniment for the dish (1) <p>Accept any other appropriate answers, up to a maximum of 2 marks.</p>	(2)

Question number	Answer	Mark
24	<p>Award 2 marks for each linked explanation (maximum 4 marks total).</p> <ul style="list-style-type: none"> • Offer children's menus (1) as children are likely to be more choosy and may not be keen on the main menu dishes (1) • Offer smaller portion of dishes from the main menu (1) as they will most probably not have the same appetite as adults (1) • Provide children 'giveaways' (e.g. crayons, colouring books) (1) to entertain those younger with shorter attention spans (1) • Be aware of children's movements and others (1) for the safety of children, other customers and staff (1) • Serve younger children first (1) to lessen the strain on parents/as they become agitated quickly when others have been served (1) • Ensure plates are not too hot but warm/do not over-fill cups, bowls, glasses (1) to ensure children's safety (1) <p>Accept any other appropriate answers, up to a maximum of 4 marks.</p>	(4)

Question number	Answer	Mark
25	<p>Award 2 marks for each linked explanation (maximum 4 marks total).</p> <ul style="list-style-type: none"> • Set up buffet in a prominent position as one complete display or split into separate displays (1) to provide a focus to the room (1) • Allow sufficient space on the buffet table for equipment, glassware, food, beverages, cutlery and crockery (1) for effective display and presentation (1) • Ensure the buffet's close proximity to still room/wash-up/holding kitchen (1) so that customers are not disturbed when replenishing and clearing (1) • Consider approaches to access on one or both sides of the buffet (1) to facilitate customer circulation and speed of service (1) • Provide sufficient tables and chairs in the room with adequate space between (1) to accommodate customers, allows circulation and minimises the risk of accidents (1) <p>Accept any other appropriate answers, up to a maximum of 4 marks.</p>	(4)

Question Number	Answer	Mark
26	<p data-bbox="373 271 1182 338">Award answers that make reference to any one of the following:</p> <ul data-bbox="373 376 1294 1507" style="list-style-type: none"> • Inadequate preparation for breakfast the evening before (laying-up of tables after dinner service) • The need to have adequate mise en place the evening before • Insufficient initial and maintenance of: <ul style="list-style-type: none"> ○ stocks of clean linen (tablecloths, napkins) in service stations ○ stocks of clean crockery and cutlery, glassware in service stations ○ butter and alternatives, bread items, jams and preserves, accompaniments in service stations • Inadequate preparation of sufficient beverage service items (teapots, coffee pots, cold milk jugs) • Service stations should be adequately stocked with: <ul style="list-style-type: none"> ○ beverage service items, clean linen, clean crockery and glassware ○ butter and alternatives, bread items, jams and preserves, accompaniments • Poor table clearing techniques • Good clearing techniques should be developed to <ul style="list-style-type: none"> ○ enhance speed and efficiency ○ avoid accidents and customer inconvenience ○ allow more tables to be cleared in less time and in fewer journeys ○ allow for dirties to be collected and stacked neatly and correctly on the service station or taken to the wash-up area ○ dispose of rubbish and waste food appropriately ○ ensure reusable items are stored appropriately. <p data-bbox="373 1554 1294 1621">Accept any other appropriate answers, up to a maximum of 4 marks.</p>	(6)

Level	Mark	
	0	No rewardable material
Level 1	1-2 marks	<p>Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions</p> <p>Provides little evidence of application and links between relevant information. Analysis likely to consist of basic description of information</p> <p>Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question.</p>
Level 2	3-4 marks	<p>Demonstrates accurate knowledge and understanding of relevant information with a few omissions</p> <p>Evidence of application demonstrating some linkages and interrelationships between factors leading to an analysis being presented.</p> <p>Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language</p>
Level 3	5-6 marks	<p>Demonstrates accurate and thorough knowledge and understanding of relevant information; Any gaps or omissions are minor</p> <p>Evidences thorough application leading to an balanced analysis containing linkages and interrelationships between factors</p> <p>Logical reasoning evidenced throughout response which is clear and uses specialist technical language consistently</p>



SAMPLE ASSESSMENT MATERIALS (SAMs)



BTEC Level 2 Technical Diploma in **FOOD AND BEVERAGE SERVICE**

BTEC is a registered trademark of Pearson Education Limited
Pearson Education Limited. Registered in England and Wales No. 87282
Registered Office: 80 Strand, London WC2R 0RL
VAT Reg No GB 278 537121

