



EXAMINERS' REPORTS

LEVEL 1 / LEVEL 2 AWARD IN HOSPITALITY AND CATERING

SUMMER 2019

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<https://www.wjecservices.co.uk/MarkToUMS/default.aspx?!=en>

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Annual Statistical Report

The annual Statistical Report (issued in the second half of the Autumn Term) gives overall outcomes of all examinations administered by WJEC.

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HOSPITALITY AND CATERING

Level 1 / Level 2 Hospitality and Catering

Summer 2019

UNIT 1 HOSPITALITY AND CATERING INDUSTRY

General Comments

This year we had centres completing the exam online as well as using the traditional method of completing a hard copy paper. It was noted that on Question 9 online, there was a pop up box that needed to be clicked on by candidates in order to open up the data related to the question; this caused some issues within a few centres. I must stress that the invigilator should read through the front part of the online exam, which clearly stated that this “click box” would need to be opened by candidates. It would also benefit online candidates to be given a hard copy of the exam to use during the online exam. The hard copies are sent to the centre for these reasons. The online exam is helpful to lower ability candidates who may struggle with their hand writing issues and spelling.

Comments on individual questions/sections

- Q.1 (a)** Commercial and non-commercial establishments. This question was answered well by most centres, with many candidates achieving full marks. There were very few candidates who did not receive a grade in this question. This clearly highlighted that candidates knew the differences in relation to non-commercial and commercial establishments within the Hospitality and Catering industry.
- (b)** Kitchen Brigade. A few candidates placed the Kitchen Brigade in an order going from the bottom up, rather than understanding the hierarchy and structure of the order of accountabilities. Candidates should be taught that the person who is most accountable must be placed at the top of the structure, followed by the next person and so forth. A majority of candidates received at least 2-3 marks within this section.
- (c)** Job roles for Executive Chef. This question was answered well by the majority of candidates. Most demonstrated a clear understanding of the range of job roles an Executive Chef would undertake in his/her daily duties.
- (d)** Identify two qualifications an Executive Chef may have. Surprisingly, this question hadn't been completed as well as one would envisage. Many candidates had not read the question correctly and had instead written about “personal qualities” rather than qualifications. A number of candidates had written down (Food/H&C) without adding the type of qualification (e.g. Level 1/2, GCSE) along with their answer.

The mean mark for question 1 was 9.0, with maximum marks of 14. This is evidence that candidates understood the structure of the Hospitality and Catering sector.

- Q.2 (a)** Robert, owner of The Smiths Hotel. Most candidates clearly understood the different types of contacts that could be offered and correctly selected the right one for the scenario question.
- (b)** The question asks candidates to state the benefit for the owner “Robert”. However, some candidates related the advantages to the staff rather than the benefits to the owner.

Nearly all candidates attempted question 2, with a mean mark outcome of 1.6 out of a maximum of 3.

- Q.3** Explain how the media can affect the Hospitality and Catering establishments in a positive and negative way. Most candidates achieved 2 or more marks within this question. Candidates could clearly state some of the main positives and negatives in regards to the media. However, few mentioned that businesses could promote or send offers using the media. Very few mentioned newspapers/magazine articles as a positive or negative. The main focus of answers was in regards to social media platform like Facebook and Instagram. Candidates could have linked their answers to sharing promotional posts for businesses, the use of TripAdvisor and other review websites. Candidates could have linked the visits of celebrities or TV programs could have an impact on businesses. A few candidates focused on solely negative or positive aspects.

- Q.4 (a)** Complaint about meal. This question was answered very well by the majority of candidates. Candidates clearly stated the correct protocol that a catering business would use in a situation such as the one in the question.
- (b)** Accident form. The question in regards to the accident form was again answered well by candidates. Most could describe the accident with almost all stating the hazard.
- (c)** Importance of completing accident form. Some candidates unfortunately focused on why the form was important for Jane, giving answers that Jane would need the accident form to sue and take the restaurant to court, rather than focusing on the fact that it is a legal requirement and can prevent further similar accidents from occurring again.

- Q.5 (a) (i)** Equipment and Décor. Many candidates answered, “tables, chairs, knives and forks”, rather than focusing on the additional equipment and décor Julie and leuan would require for their wedding day. The answers the examiners were looking for was in regards to DJ, audio and visual equipment, seating plan, flowers, place names and favours.
- (ii)** Accommodation was in relation to the overnight stay facilities for the guests. A number of candidate responses included having enough rooms for 100 guests. The question was in regards to the NEEDS of Julie and leuan and their guests. These answers could have included offering discount to wedding guests, providing the best suite for the bride and groom, offering different sized rooms, including cots for babies, overnight parking etc.
- (b)** The HACCP document. Candidates could be taught the main principals of HACCP during practical lessons integrating the importance of knowing the analysis/hazard (what might happen) and the control point (how to prevent it happening).

Some points were answered well and correct terminology and temperatures were evident in some areas. However, the serving section of the HACCP chart was not completed well, with many stating accidents to the dishes or the server rather than contamination from handling or heat reduction. Some candidates filled in both sections with control points thereby losing marks in the analysis column.

- (c) This question was in relation to PERSONAL safety. Candidates must be encouraged to highlight keywords during the exam in order to understand the main impetus of the question. A number of candidates made references to the risk to the food rather than the hazards to the people within the kitchen.

Question 5 had a mean mark of 7.0 out of 21; this clearly demonstrated the lack of knowledge candidates had within these assessment criteria. The question was least attempted, with only 99.2% of candidates trying to answer the questions in Q.5.

- Q.6 (a)** A majority of candidates answered this question with full marks.
- (b)** Most candidates received between 2-4 marks for the allergy question. Pupils did need to state non-visible and visible along with their answers to demonstrate their depth of understanding of the differences of the two subheadings.

- Q.7** EHO. It is imperative that candidates understand the job of the EHO. Many could only state answers in relation to “check hygiene and safety” and “give ratings”, with few mentioning giving feedback to businesses, investigating complaints, taking photos or samples and giving evidence at court. The mean mark for this question was 2.8, this demonstrating a clear lack of understanding of the EHO by a large number of this years candidates.

- Q.8** Three food hygiene rules during preparation. This question was answered extremely well by most candidates.

- Q.9 (a)** Three types of Hospitality and Catering establishments suitable to meet the needs of people of Cupton.

Most candidates could recommend establishments for the people of Cupton. Candidates must be taught that writing down the same answer for all three suggestions will only warrant 1 mark. Candidates should also be encouraged to describe the establishment; for example “hotel” is too vague and candidates should really state the type of hotel e.g. Budget, 5 star etc.

- (b)** Justification of establishments. The terminology “Justification” needs to become a common word used with Hospitality and Catering lessons, as many candidates didn’t understand the concept of the word. Many candidates gained marks within the fast-food justification area, clearly stating quick, cheap and child friendly. However, many struggled with suggesting establishments for the older generation of Cupton, with some answers including retirement homes or hospital.

Summary of key points

- Candidates must understand the importance of the command words used in the exam. A breakdown of these can be located on the WJEC website.
- Understand the importance of the role of the EHO.
- Look at the structure of job roles within the Hospitality and Catering Industry.
- Understand the difference between hazard analysis and control points.

HOSPITALITY AND CATERING

Level 1 / Level 2 2019

Summer 2019

Unit 2 Hospitality and Catering in Action

General Comments

The report will summarise the general feedback for this series and then comment on the assessment evidence requirements, the accuracy of marking and administration.

Most centres selected the WJEC board briefs; Western Avenue Deli and Coffee shop, Waste Not, Want Not and Flip Flops. These briefs can be located on the WJEC secured website. There were a few centres that had created their own brief for Unit 2. However, I must stress that the 'Accepted Changes to This Model Assignment' which can be found in the Sample Assessment Material document should be read carefully as the designed brief must cover the full content of the assessment criteria set out for Unit 2.

Thank you to the centres that submitted their coursework to the moderator early; this aids the moderation process greatly. Some centres submitted coursework well past the deadline of submission. Please be reminded that the deadline date for the coursework to arrive with the moderator is the 5th May; this date will not change. Work should be entered online via the secure system a week before the 5th May deadline in order for centres to be given the sample and post the coursework before the 5th May deadline. The coursework should be presented with a treasury tag, for ease of access to the work. Please, can I request that poly pockets are not used as this can make ease of access difficult during the moderation. Each candidate should have the following paperwork attached to his or her coursework; standardisation Observation record sheet, Internal Controlled Assessment Timesheet and Unit 2 annotated Mark Record Sheet. It is very clear in the specification that supervision is in place to ensure the authenticity of evidence produced for summative assessment. The Observation form, Mark Record Sheet and Timesheet are required evidence.

Generally, the evidence produced was neatly presented and well organised. However, some candidates were awarded Assessment Criteria (AC) when there was no evidence of them. Some candidates failed to identify which AC they were writing about; this can slow down the moderation process. Candidates must be encouraged to identify the AC. This will provide the moderator with a clear indicator of the AC's achieved by that candidate. The Specification content makes clear the information that is required for each AC. The Learner Assignment Brief (LAB) makes clear to which groups and type of Hospitality and Catering establishment the Specification content should be applied.

There were a number of clerical errors evident this year. These clerical errors were where the centre had awarded grades above what the candidate had achieved in the Assessment Criteria (AC's). Centres must remember the highest grade a candidate can achieve is what they have attained in the Assessment Criteria of the Unit; it is not an average of the AC's. Please refer to page 15 of the WJEC 1/2 Vocational Award in Hospitality and Catering specification. If a candidate has received Distinction grade in all but one of the performance band, then that candidate's grade would then be lowered to the next grade boundary where all the minimum assessment criteria had been met. This may mean that some candidates may have achieved Merit in all but one AC. This AC may have had only been given a Level 2 Pass. Therefore, the candidate's overall grade would be level a Level 2 Pass.

Annotation by the centre plays an important part in the moderation process. Annotation is used to pinpoint where grades have been justified by the centre and as an observation record of the practical element of the course. It cannot be emphasised enough that without these assessment/observation records and without detailed annotation, candidates work may be awarded moderators grades instead.

The specification makes clear that Unit 2 is assessed through summative controlled assessment when teaching and learning have been completed; the work should be completed in a block rather than over a number of months. Learners can review and redraft evidence independently within the time controls for the assessment (**9 hours**). LO1 and LO2 should be addressed in the first 5-6 hours, LO3 in the final 3-4 hours. Assessors should not provide input or guidance to learners during the controlled assessment time. This includes providing formative feedback on the evidence being produced.

It is imperative that candidates DO NOT use the internet during Unit 2. Allowance for recipe research is the ONLY exception to this rule.

Comments on individual questions/sections

LO1

AC1.1 Describe functions of nutrients in the human body.

Most candidates had completed this AC extremely well, covering all the main aspects of the Specification content (Protein, Fat, Carbohydrate, Vitamins, Minerals, Water and Dietary fibre). Please, can I reiterate to centres that the work of candidates must be individual and that this AC is completed in their own words and not that of class notes. This year there was a noticeable rise in candidates work being similar or even identical within this AC. This is not acceptable as it is not demonstrating the progression and knowledge of the individual candidates.

AC1.2 Compare nutritional needs of specific groups.

AC1.2 is asking the candidate to compare the nutritional needs of **specific groups**. The specific groups are located within the information of the Learner Assignment Brief (LAB). For example, the specific groups in Western Avenue are Students and the Elderly. Many candidates didn't identify the specific groups from the LAB and completed AC1.2 generically. Some candidates covered in detail a diverse range of generic groups rather than focusing on the ones named in the LAB and so were unable to access the higher bands for this AC despite a wealth of information being presented. This evidence demonstrates that candidates had not understood the brief or how to analyse and extract the key words and points. In order to award a Level 2 Merit **Comparison** between the TWO specific groups from the LAB must be made giving clear reasoning to similarities and difference. For Level 2 Distinction there should be evidence with in-depth reason for similarities and differences of the specified groups named in the LAB.

AC1.3 Explain characteristics of unsatisfactory nutritional intake.

This AC had again been completed by some as a generic response to unsatisfactory nutritional intake. This maybe more apparent in lower ability candidates, who may struggle to link to the specified groups from the brief. However, candidates achieving Level 2 Pass or above must clearly demonstrate that the evidence presented is clearly linked to the specified groups from the LAB. Evidence must be refined and structured to cover the analysis and findings of the Learners Assignment Brief.

AC1.4 Explain how cooking methods impact on nutritional value.

Candidates covered this part of the criteria successfully with most covering the main content from the Specification content (steaming, baking, grilling, stir-fry, roasting, poaching and boiling). There were only a small handful of candidates this year who didn't grasp the main impetus of the AC, which was the impact on nutritional value. There was evidence of a description of the actual cooking method, rather than the emphasis on the impact it had on nutritional value of the food. Again, can I reiterate that while class notes can be accessed during the controlled assessment, it is important that candidates interpret them individually. This year there was a noticeable rise in candidates work being similar or even identical within this AC.

LO2

AC2.1 Explain factors to consider when proposing dishes for menus.

Candidates are required to explain the factors to consider from the Specification content when proposing dishes for the Learners Assignment Brief customers. This AC is one of the most successfully completed pieces where many candidates have demonstrated their background knowledge in relation to this AC.

AC2.2 Explain how dishes on a menu address environmental issues.

Once again, this AC provided candidates with a great deal of opportunity. Many candidates could clearly activate their prior knowledge of this area of learning and apply it successfully to this AC as there is massive scope in this area. However, candidates must be reminded that this AC only achieves a maximum Level 2 Pass. Due to the **9 hour** time restriction on the Controlled Assessment task it is advised that candidates spend no more than 30 minutes on this AC.

AC2.3 Explain how menu dishes meet customer needs.

Many candidates had linked this AC to their chosen dishes, which allowed them to demonstrate a clear understanding of the customer needs from the LAB. Candidates showed a good understanding of this part of the AC and could give clear and constructive reasoning how their menu was suitable to meet the needs of their customers.

AC2.4 Plan production of dishes for a menu.

The production of the dishes should be dovetailed, and should cover; equipment list, commodities quantities, contingencies (which can be including storage, hygiene, health and safety and special points) and timing. Please note recipes sheets placed in as a plan will not be accepted nor awarded. The candidates must exclusively design the production of the dishes themselves. The plan should be completed before the Learning Outcome 3. A basic plan, with little reference to dovetailing or contingency will only be awarded a Level 1 Pass. In order for candidates to achieve above Level 1 Pass they must include a detailed plan with a few errors and which may benefit from small amendments with good coverage of contingency. Timing should be in a logical format starting at 0 and finishing at the end of the practical session rather than a time for the completion of each task.

LO3

A majority of candidates clearly evidenced that had been taught a range of high skills throughout their time in this qualification. Most candidates had completed LO3 to a high standard.

Evidence for LO3 must be in the form of clear colour photographs of the final dishes as well as a completed observation record, which has been annotated and signed by the centre. Please note, due to the 2018 data protection act, it is strongly advised that a candidate's face should not be evident in any of the photographs sent for moderation. We will accept images saved as pdf (a format that cannot be altered and is compatible with most devices) on to a memory stick (USB). This not only saves money but also plays a positive part environmentally.

AC3.1 Use techniques in preparation of commodities.

Ranges of techniques were used by a majority of candidates; this was evident from the coloured images that the moderators had reviewed.

AC3.2 Assure quality of commodities to be used in food preparation.

This AC was completed well, with many centres completing a detailed observation record of this standard being achieved.

AC3.3 Use techniques in cooking of commodities.

There was an array of cooking commodities used, along with a pleasing range of high skilled dishes. Evidence included candidates who filleted fish, de-boned chicken and included a variety of high skilled accompaniments.

AC3.4 Complete dishes using presentation techniques.

Most dishes had been presented to a high standard with time and care being placed into the final presentation of both dishes as well as the accompaniments.

AC3.5 Use food safety practices.

Evidence of this AC was in the form of the centres observation records, and all candidates had achieved a high-grade level in regard to food safety practices.

Summary of key points

- The date the coursework is due to the moderator is the 5th May.
- Each candidates' coursework should be accompanied by the following paperwork: Standardisation Observation record sheet, Internal Controlled Assessment Timesheet and Unit 2 annotated Mark Record Sheet.
- Please make note that we will accept work saved as pdf (a format that cannot be altered and is compatible with most devices) on to a memory stick (USB). This not only saves money but also plays a positive part environmentally.
- The Specification content makes clear the information that is required for each AC. The Learner Assignment Brief (LAB) makes clear to which groups and type of Hospitality and Catering establishment the Specification content should be applied.
- The task is a **9 hour** summative task which should be completed in a block once teaching and learning have been completed.



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