

VOCATIONAL

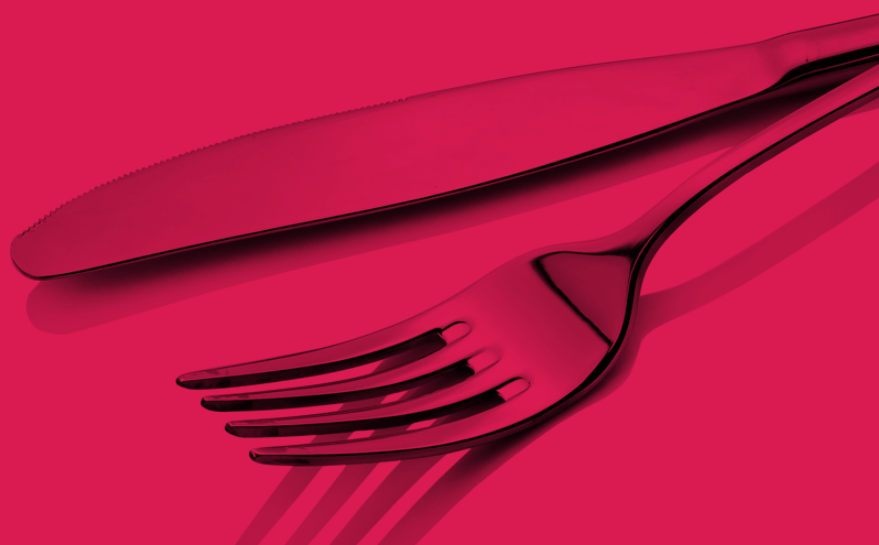


# WJEC LEVEL 1 / 2 AWARD in HOSPITALITY AND CATERING

REGULATED BY OFQUAL AND CCEA REGULATION  
DESIGNATED BY QUALIFICATIONS WALES

## SAMPLE ASSESSMENT MATERIALS - INTERNAL

Teaching from 2016  
For award from 2018





# **WJEC LEVEL 1/2 AWARD IN HOSPITALITY AND CATERING**

**England and Wales**

**SAMPLE INTERNAL ASSESSMENT**

**UNIT 2: HOSPITALITY AND CATERING IN ACTION**

**First award 2018**

## LEARNER ASSIGNMENT BRIEF

### BRIEF

Rochelle is a small pretty town by the sea. The town is populated with a number of elderly people that live in the large housing estate that was built in the 1960's. Whilst the area was originally popular with families, it is now mainly students that live there as the university is close by.

There are a number of hospitality and catering businesses in the town of Rochelle, however many of these businesses have had some negative comments on a website that reviews hospitality and catering providers. Much of the negative comments relate to the menus and food served. The main points in the negative comments online refer to the menus being unhealthy, high in salt and sugar. All of the businesses are take-away providers and their menus are mainly fast food (pizzas, burgers, kebabs and branded sugary drinks). All the take away businesses have noted a change in sale patterns, as recently sales have been falling/declining and fewer customers are using the facility.

One of the hospitality and catering providers "Western Foods" have acted on this fall in sales and customers, and have reviewed the negative feedback from the website. The business owner has decided that "Western Foods" should have a revamp, including the shop layout and more importantly the menu, especially to cater for the change in needs of all the clients/customers of the town of Rochelle.

The business owner of "Western Foods" has closed down the shop for a revamp. It will be renamed "The Western Avenue Deli and Coffee Shop" and is due to open in the next few weeks. It will open from 1100 to 2300. There will be four tables inside for dining and they will offer a takeaway and delivery service to customers.

The business owner has employed a new catering manager together with a chef and three catering assistants who will support the kitchen and front of house. There are also plans to employ an apprentice from the local university.

The catering manager and chef want the menu to meet the diverse needs of the local people. They also want to rid the premises of the reputation for unhealthy food.

You have been asked to plan some of the dishes for the new menu. The dishes can be starters, main courses or desserts. The apprentice must be able to prepare and cook at least two of those dishes. You therefore need to ensure the dishes allows them to demonstrate three skills in cooking and three in preparation. To help the apprentice you also need to produce a plan that he/she can follow to cook two of the dishes. To make sure your plan works you should also prepare and cook the two dishes.

## TASKS

1. Propose **four** nutritional dishes for The Western Avenue Deli and Coffee Shop.
2. Plan for the production of **two** dishes that could be included on the menu.
3. Prepare, cook and present the **two** dishes that the apprentice will prepare and cook.

Task Number	Evidence	AC	Controls
1.	Proposal	<b>AC1.1</b> Describe functions of <b>nutrients</b> in the human body <b>AC1.2</b> Compare nutritional needs of <b>specific groups</b> <b>AC1.3</b> Explain <b>characteristics</b> of <b>unsatisfactory</b> nutritional intake <b>AC1.4</b> Explain how <b>cooking methods</b> impact on nutritional value <b>AC2.1</b> Explain <b>factors</b> to consider when proposing dishes for menus <b>AC2.2</b> Explain how <b>dishes</b> on a menu address <b>environmental issues</b> <b>AC2.3</b> Explain how menu dishes meet <b>customer needs</b>	<b>Time</b> 3 hours <b>Resources</b> Access to class notes; access to ICT software: access to Internet to research possible dishes <b>Supervision</b> You will be supervised throughout <b>Collaboration</b> Individual task <b>Feedback</b> You cannot be given feedback on the work you produce until it has been marked
2.	Annotated plan	<b>AC2.4</b> Plan production of dishes for a menu	<b>Time</b> 2 hours <b>Resources</b> Access to class notes; access to ICT software: no access to Internet <b>Supervision</b> You will be supervised throughout <b>Collaboration</b> Individual task <b>Feedback</b> You cannot be given feedback on the work you produce until it has been marked
3.	Observation record; <b>photographs</b> ; annotated plan	<b>AC3.1</b> Use <b>techniques</b> in preparation of <b>commodities</b> <b>AC3.2</b> Assure <b>quality</b> of commodities to be used in food preparation <b>AC3.3</b> Use <b>techniques</b> in cooking of commodities <b>AC3.4</b> Complete dishes using <b>presentation techniques</b> <b>AC3.5</b> Use <b>food safety</b> practices	<b>Time</b> 4 hours <b>Resources</b> Access to class notes; access to plan produced for Task 1; access to materials and equipment required to prepare, cook and present planned dishes <b>Supervision</b> You will be supervised throughout <b>Collaboration</b> Individual task <b>Feedback</b> You cannot be given feedback on the work you produce until it has been marked

## WJEC LEVEL 1/2 AWARD IN HOSPITALITY AND CATERING OBSERVATION RECORD

## Unit 2: Hospitality and Catering in action

<b>Learner Name</b>
<p><b>Context</b>  <b>AC 3.1</b> Use <b>techniques</b> in preparation of <b>commodities</b>  <b>AC3.2</b> Assure quality of <b>commodities</b> to be used in food preparation  <b>AC3.3</b> Use <b>techniques</b> in cooking of commodities  <b>AC3.4</b> Complete dishes using <b>presentation techniques</b>  <b>AC3.5</b> Use food safety practices  The learner prepared, cooked and presented two nutritional dishes that were planned for use in The Western Avenue Deli and Coffee Shop.</p>
<p><b>Commentary of learner performance</b></p> <p>Techniques used: in preparation</p> <p>in cooking</p> <p>in presentation</p> <p>Level of skills demonstrated: e.g. high, medium or low/well executed/some precision/basic. in preparation</p> <p>in cooking</p> <p>in presentation</p> <p>Quality checks:</p>



## ASSESSOR INFORMATION

### WJEC Approach to Assessment

The following principles apply to the assessment of the internally assessed unit of WJEC Level 1/2 Award in Hospitality and Catering:

- Units are assessed through summative controlled assessment. Details of controls for this unit are provided in this model assignment
- All assessment criteria must be met under controlled conditions, as specified in this model assignment, for the unit learning outcomes to be achieved
- Performance bands for merit and distinction can only apply once a candidate has achieved all assessment criteria. Evidence must clearly show how the candidate has met the standard for the higher grades

WJEC Level 1/2 Award in Hospitality and Catering has adopted the principles of controlled assessment as set out in the Joint Council for Qualifications document '*GCSE, GCE, ELC, Functional skills, Principal learning in the Diploma and Project Qualifications – instructions for conducting coursework*'. This document can be accessed through the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)). Each centre must ensure that internal assessment is conducted in accordance with these controls.

There are three stages of assessment that will be controlled:

- Task setting
- Task taking
- Task marking

### Task setting

WJEC has produced this model assignment for the assessment of this unit. Centres are, however, allowed to modify the assignment, as outlined in the 'Accepted changes to assignments' section of this model assignment. This will allow centres to tailor the assessment to local needs. This model assignment has been written to ensure the following controls are in place:

- Each unit is assessed through one assignment
- Each assignment must have a brief that sets out an applied purpose. An applied purpose is a reason for completing the tasks that would benefit a business or scientific investigation. Further details are in Section 1.2 of the specification
- The assignment can specify a number of tasks but tasks must be coherent i.e. show how the assessment requirements all contribute to the achievement of the applied purpose of the assignment
- The assignment must provide each candidate with the opportunity to address all assessment criteria and all performance band requirements
- The assignment must indicate the acceptable forms of evidence
- Where a centre has adapted the model assignment, there must be evidence of quality assuring its fitness for purpose

## **How the learner assignment brief meets these controls**

This is a single assignment that addresses all assessment criteria for this unit. There is a clear applied purpose: to safely plan, prepare, cook and present nutritional dishes. The context for the task is fictitious although employers have been used to develop the context to ensure currency and credibility. The assignment brief provides learners with opportunities to engage with real employers. All tasks are coherently related to the applied purpose. The Summary table makes clear the evidence requirements.

### **Task taking**

There are five areas of task taking that are controlled: time, resources, supervision, collaboration and resubmission.

### **Time**

'Time' has limited control. There are **9** hours available for assessment of this unit. The learner assignment brief suggests how this time can be allocated.

### **Resources**

'Resources' has limited control. The assignment makes clear the type of resources that learners must have access to. For Task 1, learners can access class notes, the Internet and ICT software. The Internet should only be accessed for details of suitable dishes for inclusion on the menu. For Task 2, learners can use class notes and ICT software, but cannot access the Internet. For Task 3, learners will need access to the plan produced for Task 2. The plan must be marked before learners commence on Task 3 and assessors must amend the plan if there are safety issues apparent. Centres can also amend the plan if the materials, commodities and equipment are not available.

### **Supervision**

'Supervision' has medium control. Learners must be supervised by an assessor whilst completing all tasks. Centres must have in place systems to ensure learners cannot access evidence they have been developing outside of supervised activities.

### **Authentication**

Supervision is in place to ensure the authenticity of evidence produced for summative assessment. Assessors are not expected to provide input or guidance to learners during the controlled assessment time. This includes providing formative feedback on the evidence being produced. Assessors can provide guidance on the requirements of the task and remind learners of the performance bands and how they can be interpreted. Assessors must intervene where there is a health and safety hazard observed.

Candidates can review and redraft evidence independently within the time controls for the assessment. Candidates cannot redraft based on feedback from an assessor. Learners must sign the declaration in this model assignment to confirm that all evidence submitted for moderation is their own work and that any sources used have been acknowledged. Assessors must sign the declaration in this model assignment to confirm that evidence submitted for moderation was completed under the controlled conditions set out in the model assignments.



## **Collaboration**

'Collaboration' refers to group work and has limited control. For this model assignment group work is forbidden

## **Task marking**

All marking of evidence must be made against the performance band statements given in each unit specification. Evidence marked must comply with the controlled requirements set out in this model assignment.

Written evidence must be annotated to show how it relates to the assessment criteria and performance band requirements.

Performance evidence for Task 3 must be made on the observation records provided in this model assignment. Observation records will include a description of candidate performance as well as a summative statement on the quality of that performance. Where performance is observed by someone other than an assessor, the 'witness' must complete a witness statement. Assessors will need to authenticate the statement either through scrutiny of supporting evidence and/or questioning of the learner and/or witness. If the statement is authenticated, it can be allowed to contribute to the evidence for assessment. Evidence of authentication will also need to be included.

Marking should only be undertaken by a designated assessor. An assessor should have appropriate expertise in the subject and level for a specified unit. The assessor is responsible for ensuring that:

- Assessment is conducted under specified controlled conditions
- They are clear of the requirements of the learning outcomes, assessment criteria and performance band statements prior to commencing controlled assessment
- Evidence presented for assessment is authentic
- Assessment decisions are accurately recorded
- Evidence is appropriately annotated
- Observation records contain sufficient detail for objective corroboration of decisions
- Judgements are only made against the performance band statements

## **ACCEPTED CHANGES TO THIS MODEL ASSIGNMENT**

### **Assignment Brief (Task setting)**

#### **Type of evidence**

For Tasks 1 and 2, any written/electronic format is acceptable as evidence. The plan should include a three part order of work with food safety and hygiene risks and control measures points noted. The plan could be annotated or accompanied by a separate rationale. Observation records will be required as evidence for Task 3, together with any photographic evidence of the learner demonstrating skills and presenting final outcomes. The observation record must be the one included with this model assignment. The context would need to be amended if it was amended in the assignment used with learners. Learners must receive a copy of the pro-forma in advance.

#### **Tasks**

No changes allowed, except for references to the specific context of the assignment brief e.g. name of hospitality and catering provider.

#### **Purpose**

There can be no change to the purpose of this assignment i.e. safely prepare, cook and present nutritional dishes for a credible and realistic purpose.

#### **Context**

The context must be realistic and credible but can be fictitious. The context must make reference to an employer. There must be different types of dishes and require at least three cooking and three preparation skills. Dishes must be able to be cooked within the four hours available for assessment. The context must make reference to two types of groups with different nutritional needs.

### **How Assessment is Managed (Task taking)**

#### **Time**

The time suggested for each task, as set out in the learner assignment brief, takes account of the contribution of the task to the overall assessment requirements. There can be no changes to the total time allocated for the complete assessment.

#### **Resources**

Learners must have access to an assessment grid. Details of essential resources are provided in the Summary table of the Learner Assignment Brief and the Task taking: resource section of this Assessor Guidance. There should be no changes to these.

#### **Collaboration**

Group work is not allowed for this unit.

#### **Supervision**

No changes are allowed.

#### **Feedback**

No changes are allowed.

# MARK RECORD SHEET

## Unit 2: Hospitality and Catering in Action

<b>Candidate Name:</b>	<b>Candidate Number:</b>
<b>Centre Name:</b>	<b>Centre Number:</b>
I confirm that the evidence submitted for assessment has been produced by me without any assistance beyond that allowed.	
<b>Signature:</b>	<b>Date:</b>

<b>Assessor Name:</b>	
I confirm that the candidate's work was conducted under the conditions laid out by the specification. I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate. Signed candidate declarations for the entire cohort will be kept on file.	
<b>The overall grade for this unit is: (<i>choose only one</i>)</b>	
<b>Level 1 Pass</b> <input type="checkbox"/>	<b>Level 2 Pass</b> <input type="checkbox"/> <b>Level 2 Merit</b> <input type="checkbox"/> <b>Level 2 Distinction</b> <input type="checkbox"/>
<b>Signature:</b>	<b>Date:</b>

<b>Lead Assessor Name:</b>	
I confirm that the evidence submitted by this learner for summative assessment has been quality assured and the grade awarded is confirmed as accurate.	
<b>Signature:</b>	<b>Date:</b>

Assessment Criteria	Performance Bands				Centre use	WJEC use only
	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	Grade Awarded	Grade Awarded
AC1.1 Describe functions of nutrients in the human body	Outlines the functions of a limited range of nutrients in the human body.	Describe functions of a range of nutrients in the human body.	Describe clearly functions of a range of nutrients in the human body.			
	Assessor comments:					
AC1.2 Compare nutritional needs of specific groups	Outlines nutritional needs of two specific groups. Comparison may be implied.	Compares nutritional needs of two specific groups giving some reasons for similarities and differences.	Compares nutritional needs of two specific groups giving clear reasons for similarity and differences.	Compares nutritional needs of two specific groups giving clear and in depth reasons for similarity and differences.		
	Assessor comments:					

Assessment Criteria	Performance Bands				Centre use	WJEC use only
	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	Grade Awarded	Grade Awarded
AC1.3 Explain characteristics of unsatisfactory nutritional intake	Outlines key characteristics of unsatisfactory nutritional intake. Evidence is mainly descriptive with limited reasoning.	Explains characteristics of unsatisfactory nutritional intake. There is evidence of reasoning and relating characteristics to specific groups.	Explains with clear reasoning characteristics of unsatisfactory intake of a range of nutrients. Explanations are related to specific groups.			
	Assessor comments:					
AC1.4 Explain how cooking methods impact on nutritional value	Outlines how cooking methods impact on nutritional value. Evidence is mainly descriptive with limited reasoning.	Explains how a range of food production methods impact on nutritional value. Reasoned statements are presented.				
	Assessor comments:					

Assessment Criteria	Performance Bands				Centre use	WJEC use only
	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	Grade Awarded	Grade Awarded
<b>AC2.1</b> Explain factors to consider when proposing dishes for menus	Outlines factors to consider when proposing dishes for menus. There may be some omissions.	Explains factors to consider when proposing dishes for menus. Explanation has some reasoning.	Explains factors to consider when proposing dishes for menus. Explanations are generally well reasoned.			
	<b>Assessor comments:</b>					
<b>AC2.2</b> Explain how dishes on a menu address environmental issues	Outlines how dishes on a menu address environmental issues. There may be some errors.	Explains how dishes on a menu address environmental issues. Explanation has some reasoning.				
	<b>Assessor comments:</b>					

Assessment Criteria	Performance Bands				Centre use	WJEC use only
	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	Grade Awarded	Grade Awarded
AC2.3 Explain how menu dishes meet customer needs	Outlines how menu dishes meet customer needs in general terms. Evidence is mainly descriptive with limited reasoning.	Explains how menu dishes meet needs of specified customers. Some evidence may be in general terms and descriptive. Explanation includes reasoned statements.	Explains how menu dishes meet needs of specified customers. Explanations are comprehensive and credible.			
	Assessor comments:					
AC2.4 Plan production of dishes for a menu	Plan outlines key actions required with some omissions and errors that require amendment. There is limited consideration of contingencies.	Plan has some detail and is mainly appropriate but may have some omissions and errors that require amendment. There is some consideration of contingencies.	Plan has detail with some minor omissions. Plan does not require changes to achieve planned outcome, but would benefit from minor amendments. There are well considered contingencies.	Plan is comprehensive and detailed, incorporating well considered contingencies for most situations.		
	Assessor comments:					

Assessment Criteria	Performance Bands				Centre use	WJEC use only
	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	Grade Awarded	Grade Awarded
AC3.1 Use techniques in preparation of commodities	A number of techniques are used. Guidance may be required. Skill demonstrated may show limited precision and require additional time to meet minimum requirements. Some consideration given to food safety.	A range of techniques are used. Limited guidance is required. Skill demonstrated may show limited precision and require additional time to meet minimum requirements. Consideration to food safety given throughout.	A range of techniques are used independently with speed and precision. Consideration to food safety given throughout.	A comprehensive range of techniques are used effectively and independently with speed and precision. Consideration to food safety given throughout.		
	Assessor comments:					
AC3.2 Assure quality of commodities to be used in food preparation	A limited range of materials are checked for quality throughout preparation and issues identified and resolved with guidance.	A range of materials are independently checked for quality and issues identified throughout preparation. Some issues resolved with guidance.	All materials are independently checked for quality and issues identified throughout preparation. Issues will be resolved independently with no guidance.			
	Assessor comments:					



Assessment Criteria	Performance Bands				Centre use	WJEC use only
	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	Grade Awarded	Grade Awarded
<b>AC3.3</b> Use techniques in cooking of commodities	A number of techniques are used. Guidance may be required. Skill demonstrated may show limited precision and require additional time to meet minimum requirements. Some consideration given to food safety.	A range of techniques are used. Limited guidance is required. Skill demonstrated may show limited precision and require additional time to meet minimum requirements. Consideration to food safety given throughout.	A range of techniques are used with limited guidance. Skills demonstrated may show limited precision or require additional time to meet minimum requirements. Consideration to food safety given throughout.	A range of techniques are used independently with speed and precision. Consideration to food safety given throughout.		
	<b>Assessor comments:</b>					
<b>AC3.4</b> Complete dishes using presentation techniques	Dishes presented using some techniques. Quality of dishes meets minimum standards for appearance, smell and taste. Some guidance may be required. Some consideration given to food safety.	Dishes presented using a range of techniques with some precision. Quality of dishes exceeds some minimum standards for appearance, smell and taste. Limited guidance required. Consideration to food safety given throughout.	Dishes presented independently using a range of techniques with precision. Quality of dishes exceeds most minimum standards for appearance, smell and taste. Consideration to food safety given throughout.	Dishes presented independently using a range of techniques with precision. Quality of dishes exceeds minimum standards for appearance, smell and taste. Consideration to food safety given throughout.		
	<b>Assessor comments:</b>					

Assessment Criteria	Performance Bands				Centre use	WJEC use only
	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	Grade Awarded	Grade Awarded
AC3.5 Use food safety practices	Uses food safety practices in preparation, cooking and completing but may require intervention.	Uses food safety practices in preparation, cooking and completing with limited intervention.	Effectively uses food safety practices in preparation, cooking and completion. No intervention required.			
	Assessor comments:					