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# **EXAMINERS' REPORTS**

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

**SUMMER 2022**

Grade boundary information for this subject is available on the WJEC public website at:  
<https://www.wjecservices.co.uk/MarkToUMS/default.aspx?l=en>

### **Online Results Analysis**

WJEC provides information to examination centres via the WJEC secure website. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.

### **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 Award**

**Summer 2022**

### **UNIT 1 THE HOSPITALITY AND CATERING INDUSTRY**

#### **General Comments**

The Summer 2022 exam paper was reviewed from the data as a more accessible paper when compared with previous years and on par with accessibility access as 2021 examination paper.

A total of 35,414 candidates were entered this year, this has increased significantly since 2019 which is pleasing to see evident. There was a slight decrease in under 15's entered for the 2022 Summer paper.

#### **Comments on individual questions/sections**

- Q.1 (a)** Identify which hospitality and catering establishments are commercial, and which are non-commercial.

Most candidates responded well to this question; the option choices for the question had been viewed by some as more challenging in this paper; however, from the data the mean mark was 2.6 for this question, which highlights that a majority of candidates could access most of this question successfully. It was observed that the boxes provided in the exam paper could of hinder candidates in this question; therefore, the grade boundary for this question will be adjusted considering the data.

Candidates are always taught that if a provision is non profitable that it is classed as non-commercial, however they should also be taught if food/drink and or accommodation is a secondary factor to the provision then it is also classed as non-commercial. For example, a school's primary function is to educate, therefore food and drink is secondary service making this a non-commercial provision; regardless of whether it is private or state-run.

- (b)** Name each piece of equipment.

Many candidates were able to identify the correct equipment, gaining at least half marks; with data highlighting that the mean mark was the same as 1. (a) at 2.6. The mean mark for both (a) and (b) demonstrated that candidates could access these first questions more successfully that previous examination years.

The mark scheme offered the opportunity for a variety of answers for each piece of equipment, especially for the more difficult equipment such as the urn; for this piece of equipment, we allowed; a hot water canister/tank - water boiler/thermal/insulation/heater, water machine - water dispenser, and beverage machine. This adjustment allowed for candidates who correctly identified the use of the urn for hot water and drinks. Several candidates identify the coffee machine as a barista machine, which was pleasing to see that they clearly understood the correct terminology.

**Q.2. (a)** Identify three **correct job roles** that Sean would undertake as a Head Chef.

A large portion candidates responded well to this question, with many receiving full marks; this was reflected in data analysis where the facility factor was high for this question. The evidence from candidates demonstrated that they clearly understood the job roles of a head chef.

**(b)** Name **two** qualifications the new Sous Chef may need to apply for the job.

Candidates didn't do as well for this question, with a mean mark of 0.6 out of 2; correct answers evident were H&C level 1-2 qualification, along with health and safety certificate for the qualifications for Sous chef. A number of candidates confused qualifications with job roles or didn't name the qualification. E.g. Hospitality and catering, Level 1-2.

**(c)** Name **two** personal attributes that the new Sous Chef should have for the job position.

Overall, this question was completed very successfully, demonstrating that candidates clearly understood the key terminology. The response to this question has improved tenfold from previous years highlighting that candidates have grasped the impetus of these keywords. With a mean mark of 1.5 out of 2.

**(d)** Name **two** benefits the Sous Chef will be entitled to under the contract.

The level of response to this question from candidates has shown improvement from previous examinations with most gaining over half marks. Most candidates understood the benefits of a contract. Responses including holiday, maternity and paternity entitlement, and staff discount.

**Q.3 (a)** Explain any additional services the LV 5 Star Hotel and Restaurant would offer their customers.

It was pleasing to see the varied responses from candidates to this question. Many candidates showed detailed understanding of the additional services the LV hotel could offer its customers. Candidates discussed that the hotel should provide; room service, breakfast in bed, spa treatment for the couples to relax, and setting up a romantic scene like roses and chocolates in the bedrooms for the couples. Candidates demonstrated that they had thought carefully about the additional services a couple would want on a romantic getaway. With many candidates gaining over half marks for this question.

**Q.3 (b)** Explain how technology and media can make this offer successful.

Candidates demonstrated a real grasp of the context to the question; not only focusing on the social media part of the question but other medias such as newspapers and TV advertisement. Many discussed social media and variety of platforms to promote the offer and a large proportion of candidates discussed influences used to promote the offer. Candidates discussed using reviews on TripAdvisor to promote the offer. Other answers included using printed media such as new papers and magazines. TV media had been discussed along with billboards being utilised to promote. Again, many received over half marks on this particular question.

The detail of responses from many candidates was really pleasing to see evident and this demonstrated that candidates had learnt a great deal over the course of the qualification from their teachers.

**(c)** Identify which of the following statements is True or False  
True or false exam questioning has always been successful with engagement from candidates, with many receiving more than 3 marks for this section.

**(d)** Name and describe **two** different areas of Health and Safety training for the new staff.

Many candidates could describe the correct Health and Safety training; however, only a few candidates could name the training correctly. The main H&S training named by candidates were COSHH and RIDDOR. Most attempted to answer this question with a large proportion receiving 2 or more marks for this question.

**(e)** Describe why it is important that the employer has to offer Health and Safety training to all their staff.

This question was responded well by most candidates. Most could identify that H&S training prevents accidents from occurring and that staff would know what to do in an emergency. Most responded with "good: description showing knowledge and understanding of why it's important for employers to offer H&S training.

**Q.4 (a)** Explain how the hotel can meet the needs of the exam board and the presenters for the training.

A vast number of candidates responded well to this question, they had taken care when reading the runner and question when responding to the question. Many had commented on making sure there was ample space for the number of attendees and offering free WIFI and technique guidance for the presenters. Some candidates misinterpreted this question and believed that the hotel was training the teachers in the catering kitchen of the hotel, this is because they only read the question and not the runner. Candidates must be encouraged to read all parts of the question, as the runner will always give more detail which leads to the question. Without reading the runner to the question candidates often misconstrued the impetus of the question.

- Q.4 (b)** Explain how the Mulberry Hotel could meet the needs of the teachers that will attend the day.

Once again, this question was overall responded in some detail from candidates, with many answers including offering refreshment and food. With some many discussing offering a range of dishes to meet special dietary needs of the attendees. More in-depth answers included having a quiet area for the conference, free WIFI, discounted overnight stay for teachers and offering stationary supplies.

Candidates should be encouraged to attempt all the questions in the paper; 4(b) question was only attempted by 88% of learners.

- Q.5 (a)** Complete the 'Personal Safety Risk' Document to identify **four** risks to customer's personal safety and suggest **four** control measures for the risk identified in the Hotel.

Candidates could identify risks and control measures for the hotel.

Candidates need to be taught that a risk assessment should be related to the personal safety of the person named in the question; it should be noted that this is not concerning food safety which is covered in the HACCP documentation. The mean mark for this question was lower than expected due to many responding with food related risks, which was incorrect.

- Q.6 (a)** Describe the **visible** and **non-visible** symptoms that she would have.

Candidates' knowledge and understanding of the visible and non-visible signs of an allergic reaction were in-depth with most gaining full marks for this question.

- (b)** Describe the Food Labelling regulations the bakery should have followed regarding Food Safety legislation.

Most learners described what the bakery should do in terms of preparing the foods rather than describing the Food Labelling Regulations. Answers expected were regarding legal requirements for food packaging; bold font, all ingredients listed, name, address of manufacture, weight, and reference to quantities of ingredients. Some candidates demonstrated in-depth knowledge by discussing issues concerning Natasha's Law and the legal requirements for labelling. However, this question was less successful than others with a mean mark of 1.3 out of 4. Many of these correct responses were in relation to the font being in bold for allergens.

- Q.7 (a)** Describe the Job **role** of the Environmental Health Officer (EHO).

All candidates that responded to this question received 1 or more marks for their response. The last part of the question (b) was worth more marks, yet many candidates had added more detail response for question (a) than (b). Candidates should be reminded to read all questions first. Many had responded with all their knowledge and understanding for the first part question 7, which was only worth two marks.

- Q.7 (b)** Describe the **responsibilities** of the EHO when visiting the bakery.

As mentioned in the guidance above, candidates need to be encouraged to read all the questions first before responding. Section (a) was responded to in far more detail than (b) which was worth more marks. Most candidates achieved the marking band of a 'good' for their response for this section and received 3 out of 6 marks.

- (c)** Identify **two** types of food poisoning bacteria and where each type is usually found.

Another year where candidates demonstrated an in-depth knowledge of food poisonings. Many named a range of food poisoning bacteria and could identify correctly where each one is usually found. This year mould and yeast was present in some answers, which is an incorrect answer.

- (d)** Describe the conditions required for food poisoning bacteria to multiply

This question was responded to in great depth, many candidates understood the prime conditions required for food poisoning bacteria to multiply. Where candidates did not know the answer, they still attempted the question; with a response relating to the 'danger zone and warm temperatures, which was correct. Most candidates gain at least 1 grade for this question.

- Q.8 (a) (b)** Suggest **three** Residential provisions My Little Explorer's could offer. Review **one** of your suggested Residential provisions and justify why it is the most suitable to meet the needs of the visitors to My Little Explorer.

Each year in the principal examiners report there is always a comment that candidates need to understand the key terminology in the qualification.

**Provision, residential and non-residential** are prime key terminology that candidates must grasp for this qualification and the new H&C specification. If a candidate doesn't comprehend the terminology, they will not be able to access the grades for the 'recommend, suggest and justify' questions, which are normally high tariff grade questions.

Over half of the candidates that responded to question 7 (a) gained full marks. For question (b) where candidates understood key terminology, the responses were in-depth and clear. With many responses demonstrating clear justification for the suitability of their choice to meet the customer's needs. Most responses referred to the scenario, which were well structured, communicated in a logical structure, with candidates using appropriate tone and style. However, to access the highest-grade boundary candidates should have linked their choice to the scenario; giving clear justifications of their choice and how it best suits the client's needs. Candidates who didn't understand the key terminology did not attempt the question; 11% of candidates failing to respond.

## **Summary of key points**

- Candidates need to learn and understand the keyword **provision**. They need to know the difference between residential and non-residential provisions.
- Candidates should know the differences between food safety and personal safety.
- Candidates should be encouraged to expand on their answers. The use of PEE (Point, Evidence, and Explain) helps prepare candidates to expand on their answers.
- Listing or bullet pointing does not allow access to the high band of marks.

## **Command**

- Candidates should learn and understand command words used in exam questioning; this will enable candidates to comprehend what the question entails and what response is needed within an answer.

## **Terminology**

- Candidates should have a clear understanding of the terminology frequently used in the H&C exam paper; this will inevitably assist them in understanding what is being asked in the question. These can be found in the specification and on the WJEC secure website.



## HOSPITALITY AND CATERING

### Level 1 / Level 2 Award

Summer 2022

## 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.

The WJEC board briefs Western Avenue Deli and Coffee Shop, Waste Not, Want Not, and Flip Flops were chosen by many centres. These briefs are accessible through the WJEC's secure website. A few centres had written their own Unit 2 brief. However, I must emphasise that the 'Accepted Changes to the Model Assignment' section must mirror the sample briefs available; with two clear customers. A few centres had created their own and had not included an outline of the customers in the scenario; this made it extremely difficult for candidates to access the higher-grade boundaries in the assessment. Centres are encouraged to make clear what brief has been used by their candidates as this aids the moderating progression.

This year was the introduction of the new upload system on IAMIS the secure WJEC system, it was understandable that a new system would bring teething problems, however, overall, the process went well. The WJEC will be using this system to submit NEA work for the foreseeable future. Moving forward we would like this system to become more streamlined for the use and the moderation process. The suggested areas to develop for next year's cohort.

- Save each candidate's work as one pdf; there should be one file only for each candidate (*This can be achieved by merging all files and naming them with candidates' information*)
- Each file should contain the relative paperwork documents stated in the specification (*Observation sheet, Timesheets, Mark Record sheets, photograph of candidates' dishes and NEA*)
- Annotation can be added to the original document digitally (using the 'review' and add 'mark-up') or added to work before it is scanned in.
- Understandable some centres struggle with facilities to scan; a scanning app can be accessed on mobile devices; this will allow pages to be scanned and collated into one pdf file.
- The WJEC has a help desk for centres to guide centres with this process.

Thank you to the centres who uploaded their coursework before the deadline date this was appreciated and helped the moderation process. It is understandable after the few years that we have had there may have been some unexpected issues with absences and delays. However, it must be stressed if a centre has foreseen delays, they should contact the WJEC before the deadline date to discuss solutions. This year we had a few centres that were late in submitting well passed the deadline date; this delayed the moderation process. Please be reminded that the deadline date for the coursework to arrive with the moderator is the 5th of May; this date will not change.

Overall, the evidence submitted was well presented and organised. However, some candidates were awarded Assessment Criteria (AC) when there was no evidence of them. Centres had awarded grades above what the candidate had achieved in the Assessment Criteria (ACs). 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 ACs. It is clearly stated in the WJEC 1/2 Vocational Award in Hospitality and Catering specification on page 14; To be awarded a Level 1 Pass grade for a unit, a learner must meet all the minimum requirements of all assessment criteria for the unit, as set out in the Level 1 Pass performance band. To be awarded a Level 2 Pass grade for a unit, a learner must additionally meet all the Level 2 pass minimum requirements, as set out in the Level 2 Pass performance band and this is the same for Level 2 Merit and distinction.

Annotation of the work or the marksheet should be evident; It is appreciated that this can be time-consuming however, this is key in justifying to the moderator where and why grades have been awarded.

The specification is clear that Unit 2 is assessed through a summative controlled assessment when teaching and learning have been completed; the work should be completed in a block if possible. 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.

As stipulation in the specification, candidates must NOT use the internet other than the research for recipes; it is very clear that supervision is in place to ensure the authenticity of evidence produced for summative assessment.

## **Comments on individual questions/sections**

### **LO1**

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

Many candidates performed well on this task, with most addressing the functions of the several Macro and micronutrients. To prevent work from looking similar, candidates should make certain that their notes are written in their own words and not those of the centres. It's critical that candidates demonstrate their learning and develop AC1.1 on their own. The more able candidates covered all the nutrients from the content of this assessment. For candidates to gain the higher banded grades in this AC they should cover a good range of nutrients required for the human body; Protein, fat, carbohydrate, vitamins, minerals, water, and dietary fibre are all important components of a healthy diet (NSP).

#### **AC1.2** Compare nutritional needs of specific groups

**AC1.2** requires candidates to compare the nutritional needs of specific groups located in the Learner Assignment Brief (LAB). Many candidates listed a range of nutritional requirements for all age groups and special dietary needs; this is incorrect and makes additional work for the candidates. The only comparisons candidates need to make are of the two clients mentioned in the LAB. For example, Western avenues brief is students and elderly, Waste Not Want Not brief is children and adults. To award a Level 2 Merit: Comparison between TWO specific groups must be made giving clear reasoning to similarities and differences.

For Level 2 Distinction a good range of nutrient needs should be evident with an in-depth reason for similarities and differences. With no comparisons being made the maximum grade awarded is a level 1 Pass.

**AC1.3** Explain characteristics of unsatisfactory nutritional intake.

Many responses for this assessment criteria were very generic responses to unsatisfactory nutritional intake; candidates who do not link these back to the specified groups in the Lab can only access Level 1 Pass grade. 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.

Most candidates covered this part of the criteria effectively; with all covering the main content from the Specification content (steaming, baking, grilling, stir-fry, roasting, poaching, and boiling). There were only a limited number of candidates this year who didn't grasp the main impetus of the AC, which was the impact on nutritional value. There was still some evidence of a description of the actual cooking method, rather than the emphasis on the impact it had on the nutritional value of the food.

## **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. Candidates should be encouraged to link the establishment and customer mentioned in the LAB, covering most of the content in the specification. (Time of year, skills of staff, equipment available, time available, finance, client base and type of provision.)

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

Many candidates complete this assessment criteria well, with many clearly activating their prior knowledge of this area of learning and applying it. However, candidates must be reminded that this AC only achieves a maximum Level 2 Pass and 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.

The best way for candidates to have more depth and scope in this assessment they should discuss the costs, nutrients, and organoleptic properties of their chosen dishes, which allowed them to demonstrate a clear understanding of the customer needs from the LAB. This allows candidates scope to give constructive reasoning on how their menu is suitable to meet the needs of their customers and the establishment mentioned in the brief.

#### **AC2.4 Plan production of dishes for a menu.**

The production of the dishes must be dovetailed and should cover; the equipment list, commodities quantities, contingencies (which can be including storage, hygiene, health and safety and special points) and timing for candidates to access grades above a Level 1 Pass. For candidates to achieve above Level 1 Pass they must include a detailed dovetailed plan which may benefit from small amendments with good coverage of contingency. Timing should be in a logical format and finish at the end of the practical session rather than a time for the completion of each task.

Plans should cover mise en place at the start of the plan and end with serving and cleaning away. 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 Learning Outcome 3. A basic plan, with little reference to dovetailing or contingency, will only be awarded a Level 1 Pass.

### **LO3**

Numerous candidates had completed LO3 at a high standard. There was clear evidence that candidates were taught a variety of high-level techniques for preparing, cooking, and serving a variety of appropriate dishes. Clear photographs of the final dishes, as well as a completed observation record that has been commented on and signed by the centre, are required for LO3. Please note, that due to the 2018 data protection act, the candidate's face should not be evident in any of the photographs sent for moderation.

#### **AC3.1 Use techniques in the preparation of commodities**

Many candidates used a variety of techniques. Photographic evidence was not included in some centres; for future reference, it is important to emphasise that all samples must provide photographic documentation. This is required as part of the observation and moderation process for this learning outcome.

#### **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 is achieved.

#### **AC3.3 Use techniques in the cooking of commodities**

There were a variety of cooking commodities used, along with a wonderful selection of highly skilled cuisine. Evidence of candidates who filleted their fish deboned poultry and produced a range of high-skilled accompaniments.

#### **AC3.4 Complete dishes using presentation techniques**

There was evidence of some skilled presentation techniques being used, with a range of different plates and sauces to emphasise and enhance the dishes created. 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. Candidates should have time during the course to practise the presentation of dishes, the use of different colours, plates, and portion control. And be reminded of simple and effective presentation such as placement and cleaning the sides of the plates,

### **AC3.5 Use food safety practices**

Evidence of this AC was in the form of the centre's observation records, and all candidates had achieved a high-grade level concerning food safety practices.

### **Summary of key points**

- AC1.2 and 1.3 candidates must compare the nutritional needs of the clients mentioned/stated in the brief
- The internet is NOT permitted; the only time candidates should use the internet is for researching recipes
- No photographs of the candidates should be included
- WJEC 1/2 Vocational Award in Hospitality and Catering specification on page 14; To be awarded a Level 1 Pass grade for a unit, a learner must meet all the minimum requirements of all assessment criteria for the unit, as set out in the Level 1 Pass performance band. To be awarded a Level 2 Pass grade for a unit, a learner must additionally meet all the Level 2 pass minimum requirements, as set out in the Level 2 Pass performance band and this is the same for Level 2 Merit and distinction.



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