



EXAMINERS' REPORTS

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

JANUARY 2022

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LEVEL 1 AND 2 AWARD/CERTIFICATE IN HOSPITALITY AND CATERING

Level 1/2 Certificate

January 2022

UNIT 1 THE HOSPITALITY AND CATERING INDUSTRY

Q.1 Identify whether each statement is True or False. Tick (P) one box per statement.

True or false questions are always well received by candidates, with most gaining 2 or more marks for this question.

Q.2 Match the correct definition to the most appropriate food service method.

Candidates demonstrated a good understanding of different food services. Many candidates gained full marks within this section; only a few mixed up table service and Gueridon.

Q.3 The Hospitality and Catering industry is made up of commercial and non-commercial establishments. Identify the type of establishments.

It was pleasing to see how many candidates understood the difference between non-commercial and commercial establishments in hospitality and catering. It is evident that this area of the specification is being covered in depth in centres.

Q.4 (a) Mobile caterers use specialist equipment when selling food. Name each piece of equipment.

This question was designed to draw upon candidates' observations of catering equipment in the real world. Most candidates responded with the correct answer for the candy floss machine and the crepe maker. Many candidates attempted to identify all the equipment by analysing the images and deducing their conclusions for the answers.

(b) Explain why mobile caterers have become popular with customers during large sporting and music events.

Most candidates could justify why mobile caterers have become popular for large sporting and music events. Many stated the customer's convenience to eat whilst enjoying the event and the fact that services are often quicker, compared with a restaurant. There were some excellent examples of structured extended answers, with candidates going into detail about the variety of food choices available, the opportunities for customers to try new food and options to meet SDN.

(c) Explain how the mobile caterers can become more environmentally friendly.

Surprisingly, half of the candidates did not answer this question well. Most candidates were confused about the word "environmentally friendly".

Some discussed how the catering staff could be more friendly rather than discussing environmental solutions. The words “environmentally friendly” should be the terminology used during the delivery of this topic to help candidates comprehend and identify the meaning.

- Q.5 (a) Rhys owns and runs a mobile catering van that prepares and makes burgers and chips. In the catering van’s kitchen Rhys has put up two health and safety posters about laws on personal safety for his employees. Describe the personal safety responsibilities of the employee to ensure safe working.**

Some candidates responded to this question by mentioning washing hands, wiping down surfaces and checking the temperatures of storage and food. These answers are related to food safety for the customer rather than the personal safety of the staff. It was clear that candidates struggled with understanding what “personal safety” entails, with limited or short responses to the overall question. Some candidates could not link the points and information covered in the Safety at Work Act.

- (b) Recommend the personal safety control measures that Rhys, the employer could put in place for his employees.**

Again, several candidates responded to this question with points about food safety instead of personal safety. Due to this misconception, this question was not answered as well as anticipated. Where candidates grasped personal safety, they struggled to convey their answers, with many responses relating to wet floor signs and supplying correct PPE. The PPE response from candidates was not developed to demonstrate additional understanding of the point. A good explanation would have discussed PPE concerning hot surfaces, appropriate goggles and gloves for cleaning chemicals and staff training to underpin knowledge.

Candidates could have discussed the employers' responsibilities to the vast number of points presented within the Safety at Work Act, COSHH and RIDDOR.

Some candidates reiterated answers given in part (a) and struggled to distinguish between the responsibilities of the employee and the measures that the employer could put in place.

- (c) Identify and explain each of the COSHH symbols.**

Most candidates received one or more marks for this question, with flammable being the most well responded answer. The danger to environment symbol was occasionally referred to as toxic symbol.

- Q.6 (a) & (b) State three non-visible and visible symptoms of the effects of food poisoning that the holidaymakers may have suffered on the cruise.**

A great response from candidates for the food poisoning question. A few demonstrated some misconceptions on visible and non-visible, giving allergies rather than food poisoning symptoms. However, overall, a good response.

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

Another excellent response from many candidates for common food poisonings question. There were the odd cases where learners just stated a food, e.g., meat/chicken/vegetables and didn't state undercooked/raw/unwashed, which resulted in a mark not being awarded for the response.

- Q.7 (a) & (b) Describe the role of the Environmental Health Officer. Describe three responsibilities of the Environmental Health Officer.**

There were some excellent structured and in-depth answers, which mirrored what they have studied. Some candidates gave a list of responsibilities in the job role section and then repeated the same answer in question (b). However, even with the repeated responses, most candidates still gained 4 or more marks for both questions. In the past examinations, the EHO question was sometimes poorly answered. This year, candidates clearly understood 3 or more responsibilities of the EHO – with many giving the point and then supporting this with reasoning and evidence. This highlighted good examples of the candidates' comprehension of more developed and knowledgeable responses.

- Q.8 (a) (i) Complete the advert for Head Receptionist. Qualifications/skills required:**

Some candidates confused qualifications and skills with personal attributes in this question; those candidates then struggled further in (iii), with some repeating the same answers.

Several correct answers were associated with skills in ICT and communication. The examiners mark scheme required responses to focus on the skills and qualifications of a head receptionist. The main requirements for a head receptionist would be competent in administration, customer service, IT, written and communication, multitasking, speaking another language, and managing and dealing with complaints calmly and professionally. It would benefit candidates to research H&C job adverts as they highlight the necessary skills and qualifications ideally suited for specified job roles. This will help them identify what a particular job entails and understand the desired requirements for the job.

- (ii) Employment contract:**

Most candidates were able to answer this question well, with many responses of "full time contract" or "permanent contract".

- (iii) Personal attributes required:**

Some candidates clearly did not understand the difference between skills/qualifications and personal attributes. The personal attributes question was better received than the qualification and skills question.

However, it was evident that candidates' terminology within this question was not as developed, with simple responses such as "be kind, polite and happy" rather than more developed answers like "leadership qualities, team player and remaining calm under pressure".

(iv) Job role will include:

This question was generally answered well by most candidates, with many going into detail of the job roles of a receptionist.

(b) Explain how No.9 could meet the needs of these customers for their stay.

The keyword in this question was concerning "business" customers. Candidates demonstrated that they understood the main impetus of the question with many responses, including the need for workstations, quiet areas, conference facilities, and spa and gyms for a business customer to unwind. It was pleasing to see that candidates knew this topic well.

Q.9 (a) & (b) Bella Bejour is looking to expand on their catering provisions around the resort to meet the families' needs. Suggest three catering provisions the Bella Bejour resort should consider.

It wasn't very reassuring to see that candidates did not grasp the meaning of catering provision this year. Many stated services rather than an establishment which then made it difficult for them to justify and give reasons for their choice.

Candidates that did understand the terminology of catering provision answered both questions well. There were some excellent analyses and justification for the reasoning of choice; this was pleasing to see.

(c) Describe why it is important for the catering provider to follow the food labelling regulations at the resort.

This question was answered well by most with many mentioning allergies or SDN for the importance of catering following the food labelling regulations. Some more developed answers included the use of bold and clear font, contact information of the manufacture and nutritional information for customers to make an informed choice.

Take-away

Candidates need to learn and understand the word provision. They need to know the difference between accommodation and catering provisions on offer.

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 words

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.



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