



EXAMINERS' REPORTS

**LEVEL 1 / LEVEL 2 IN HOSPITALITY AND
CATERING (LEGACY)**

SUMMER 2023

Grade boundary information for this subject is available on the WJEC public website at:
<https://www.wjecservices.co.uk/MarkToUMS/default.aspx?!=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 / 2 Award

Summer 2023

HOSPITALITY AND CATERING IN ACTION

General Comments

The purpose of this report is to provide an overview of the feedback received for this series and address various aspects related to assessment evidence requirements, marking accuracy, and administration. The WJEC board selected the briefs for Western Avenue Deli and Coffee Shop, Waste Not, Want Not, and Flip Flops, which were widely chosen by many centres. These briefs are available on the WJEC's secure website. While a few centres developed their own Unit 2 brief, it is important to note that the "Accepted Changes to the Model Assignment" section should align with the provided sample briefs, including clear customer outlines. Some centres deviated from this requirement, which made it challenging for candidates to achieve higher grades in the assessment. Therefore, centres are encouraged to clearly indicate which brief was used by their candidates, as this aids in the moderation process.

There were a number of centres mistakenly used the newly introduced "Windows of the World" brief, wrongly assuming it had similar assessment criteria as the legacy specification. However, it is important to highlight that these two qualifications have distinct assessment criteria for each task. The legacy specification follows a band-based system, whereas the new qualification follows a mark-based system. Moderating these centres has been challenging and all moderation was undertaken by senior team leaders and the principal to ensure fairness for the learners of these centres.

It is worth noting: Under the new qualification, a new brief will be released annually in September, providing a specific set scenario for that academic year. The shelf-life of each brief will span that academic year, from September to the following May. Centres must ensure that they are using the correct brief. These can not be adapted in any way.

By embracing the new qualification, its updated assessment criteria, and mark-based system, centres can provide their learners with a contemporary and comprehensive learning experience. This shift in approach reflects the commitment of the WJEC to continually enhance and refine the assessment process, ensuring its ongoing suitability and effectiveness in assessing learners' knowledge and skills that are linked to real-life scenarios which can be used as a steppingstone to further education and employment within the hospitality and catering sector.

As we move forward, it is essential for centres to familiarise themselves with the new qualification and its associated brief, ensuring that they align their teaching and assessment practices accordingly. Various CPD training options are available, including face-to-face sessions and online evening events, catering to the diverse needs of teachers. The WJEC secure site offers comprehensive CPD packs, PowerPoints, knowledge organisers, resources, and exemplar materials to support the implementation of the new qualification in your centre. These resources aim to provide valuable guidance and assist with the effective structuring of the qualification.

In the second year of using the IAMIS upload system, the process went smoothly and showed significant improvement compared to the previous year. The WJEC will continue using this system for NEA work submission in the foreseeable future. We ask that each centre attempts to complete the following:

- Saving each candidate's work as one PDF file, merging all files and naming them with candidates' information.
- Ensuring each file includes the necessary paperwork documents specified in the specification, such as observation sheets, timesheets, mark record sheets, photographs of candidates' dishes, and NEA.
- Adding annotations digitally to the original document using the "review" and "mark-up" functions or adding annotations before scanning the work.
- Recognising that some centres may face challenges with scanning facilities, accessing scanning apps on mobile devices can help scan and compile pages into one PDF file.
- The WJEC provides a help desk for centres to assist with this process.

A special thanks to the centres that uploaded their coursework before the deadline. Your timely submissions greatly facilitated the moderation process. We understand that unforeseen issues such as absences and delays can arise, particularly considering the past few years. However, it is essential that centres anticipate and address any potential delays by contacting the WJEC before the deadline date to discuss possible solutions. This year, a few centres submitted their coursework well beyond the deadline, causing delays in the moderation process. Please note that the deadline for coursework to reach the moderator remains the **5th of May**, and this date will not be altered.

The evidence submitted as a whole was well-organised and presented. However, it was observed that some candidates were awarded Assessment Criteria (AC) grades without any supporting evidence. In some cases, centres assigned grades higher than what the candidates had actually achieved in the ACs. It is important for centres to remember that the highest grade a candidate can attain is based on their performance in the Assessment Criteria of the Unit, and it is not an average of the ACs. This information is clearly stated in the WJEC 1/2 Vocational Award in Hospitality and Catering specification on page 14.

As stated in the specification, to be awarded a Level 1 Pass grade, a learner must meet all the minimum requirements of all assessment criteria for the unit, as specified in the Level 1 Pass performance band. Similarly, to be awarded a Level 2 Pass, Merit, or Distinction grade, a learner must meet all the respective level's minimum requirements, as outlined in the performance bands.

It is crucial to include annotations on the work or the marksheet as they play a significant role in justifying the awarded grades to the moderator. While it may require additional time and effort, this practice is essential in providing a clear rationale for the assigned grades.

The specification clearly states that Unit 2 is assessed through a summative controlled assessment, which should be conducted after the completion of teaching and learning. Ideally, the work should be completed in a concentrated timeframe. During the assessment, learners have the opportunity to review and revise their evidence within the time constraints of 9 hours. The first 5-6 hours should focus on addressing Learning Outcomes 1 and 2, while the remaining 3-4 hours should be dedicated to Learning Outcome 3. This information is also relevant for the new H&C qualifications.

Assessors and centres are strictly prohibited from providing input or guidance to learners during the controlled assessment period. This includes refraining from offering formative feedback on the produced evidence. The intention is to ensure that learners independently demonstrate their knowledge and skills without external assistance.

It is explicitly stated in the specification that candidates must not use the internet during the controlled assessment, except for researching recipes. This requirement is in place to ensure the authenticity of the evidence produced for the summative assessment. Supervision should be implemented to uphold this rule and maintain the integrity of the assessment process.

Comments on individual questions/sections

In regard to **Learning Outcome 1**, Assessment Criterion 1.1, candidates were generally successful in describing the functions of various macronutrients and micronutrients in the human body. It is worth noting that candidates should ensure their responses are written in their own words, rather than using the same phrases or content provided by their centres. It is crucial for candidates to demonstrate their understanding and independently develop their response for AC1.1.

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

The most capable candidates covered all the nutrients specified in the assessment content. To achieve higher grades in this Assessment Criterion, candidates should aim to discuss a comprehensive range of nutrients necessary for maintaining a healthy body. Protein, fat, carbohydrate, vitamins, minerals, water, and dietary fibre are all vital components of a well-balanced diet, and addressing these nutrients will contribute to achieving higher band grades in AC1.1 (as stated in the National Standards for Performance, NSP).

AC1.2 Compare nutritional needs of specific groups.

Regarding Assessment Criterion 1.2, candidates were required to compare the nutritional needs of specific groups mentioned in the Learner Assignment Brief (LAB). It was observed that many candidates listed a wide range of nutritional requirements for various age groups and special dietary needs. However, it is important to note that this approach is incorrect and creates additional work for the candidates.

Candidates are only expected to compare the nutritional needs of the two clients mentioned in the LAB. For instance, in the Western Avenues brief, the clients are students and elderly, while in the Waste Not Want Not brief, the clients are children and adults. To achieve a Level 2 Merit grade, candidates must make a clear comparison between these two specific groups, providing reasoning for the similarities and differences. To attain a Level 2 Distinction grade, candidates should demonstrate a good understanding of a range of nutrient needs, while also providing in-depth explanations for the similarities and differences between the two groups. Without making these comparisons, the maximum grade that can be awarded is a Level 1 Pass.

AC1.3 Explain characteristics of unsatisfactory nutritional intake.

The responses for Assessment Criterion 1.2 often lacked specificity and failed to link the generic discussions on unsatisfactory nutritional intake back to the specified groups mentioned in the Learner Assignment Brief (LAB). It is important to note that candidates who do not establish a clear connection between their responses and the specified groups can only achieve a Level 1 Pass grade.

To reach a Level 2 Pass or higher, candidates must clearly demonstrate that their evidence is directly linked to the specified groups mentioned in the LAB. This requires refining and structuring the evidence to cover the analysis and findings outlined in the Learner Assignment Brief. Candidates should focus on providing targeted and relevant information that pertains specifically to the nutritional needs of the identified groups.

By ensuring a strong alignment between their responses and the specified groups, candidates can showcase their understanding and earn higher grades in this assessment criterion. It is crucial for candidates to carefully analyse the Learner Assignment Brief and present their findings in a way that directly addresses the requirements of the assessment.

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

The majority of candidates demonstrated effective coverage of this aspect of the criteria by addressing the main content specified in the curriculum (steaming, baking, grilling, stir-frying, roasting, poaching, and boiling). However, there were a limited number of candidates who failed to grasp the primary focus of the assessment criterion, which is the impact of these cooking methods on the nutritional value of the food.

LO2

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

Candidates are expected to provide an explanation of the factors that need to be considered when proposing dishes for the customers mentioned in the Learners Assignment Brief (LAB), as outlined in the Specification content. It is important to encourage candidates to establish a clear link between the establishment and the specific customer mentioned in the LAB.

Candidates should aim to cover most, if not all, of the content specified in the curriculum when addressing this assessment criterion. This includes considering factors such as the time of year, the skills of the staff, available equipment, time constraints, financial considerations, the client base, and the type of provision.

By addressing these factors comprehensively and linking them to the establishment and customer described in the LAB, candidates can demonstrate a thorough understanding of the considerations involved in proposing suitable dishes. Encouraging candidates to cover the relevant content from the specification will enable them to provide well-rounded and informed responses in this assessment criterion.

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

The majority of candidates demonstrate proficiency in completing this assessment criterion, effectively utilising their prior knowledge, and applying it appropriately. It is important to remind candidates that although this assessment criterion can only achieve a maximum Level 2 Pass, it still requires attention and should be addressed within the time constraints of the 9-hour Controlled Assessment task. It is advisable for candidates to allocate no more than 30 minutes to this particular assessment criterion, allowing them to manage their time effectively and allocate sufficient focus to other aspects of the task.

AC2.3 Explain how menu dishes meet customer needs.

To enhance the depth and scope of their assessment, candidates are encouraged to engage in discussions regarding the costs, nutrients, and organoleptic properties of their chosen dishes. This approach enables them to demonstrate a comprehensive understanding of the customer needs outlined in the Learner Assignment Brief (LAB) and how their menu selection aligns with those needs and the establishment mentioned in the brief. By providing constructive reasoning and justification for their menu choices, candidates can effectively showcase the suitability of their proposed dishes in meeting the requirements of both the customers and the establishment.

AC2.4 Plan production of dishes for a menu.

To achieve grades above a Level 1 Pass, candidates must ensure that the production of their dishes is well-coordinated and covers various essential aspects. These include providing an equipment list, specifying quantities of commodities, addressing contingencies (such as storage, hygiene, health and safety, and special considerations), and establishing a logical timing plan. Candidates should aim to create a detailed dovetailed plan that demonstrates thorough coverage of contingencies, with timing organised in a logical format that aligns with the practical session's duration. The plan should encompass mise en place at the beginning and conclude with serving and cleaning stages. It's important to note that using recipe sheets as a plan will not be accepted or awarded. Candidates must independently design the production process for their dishes. The plan should be completed prior to addressing Learning Outcome 3. A basic plan that lacks reference to dovetailing or contingencies will only achieve a Level 1 Pass grade.

A significant number of candidates demonstrated a commendable level of proficiency in completing Learning Outcome 3 (LO3). They showcased clear evidence of being instructed in a diverse range of advanced techniques for preparing, cooking, and presenting suitable dishes. It is essential that candidates include clear photographs of the final dishes, accompanied by a completed observation record that has been appropriately commented on and signed by the centre. However, please be mindful of the 2018 data protection act, which necessitates that the candidate's face should not be visible in any of the photographs submitted for moderation.

AC3.1 Use techniques in the preparation of commodities.

A wide range of techniques was employed by many candidates during the completion of Learning Outcome 3 (LO3). However, it is worth noting that some centres failed to include photographic evidence as part of their submissions. Moving forward, it is crucial to emphasise that all samples must be accompanied by proper photographic documentation. This requirement is essential for the observation and moderation process associated with this learning outcome. Failure to provide photographic image for the new qualification may cause issues with the all the centres work being called for and a request for a covering letter from the Head teacher explaining the anomaly.

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.

Candidates demonstrated a diverse range of cooking commodities and showcased their highly skilled cuisine through various techniques. There was notable evidence of candidates filleting fish, deboning poultry, and creating a wide selection of expertly prepared accompaniments. However, it should be noted that some candidates achieved distinction grades despite using shop-bought components, which may be perceived as unfair to other candidates who showcased their skills in deboning and filleting.

AC3.4 Complete dishes using presentation techniques.

Candidates demonstrated skilled presentation techniques, utilising a variety of plates and sauces to enhance and emphasise their dishes. The majority of dishes were presented to a high standard, reflecting the time and care invested in the final presentation, including the accompaniments. It is important for candidates to have dedicated practice time during the course to refine their dish presentation skills, focusing on aspects such as the use of different colours, plates, and portion control. They should also be reminded of simple yet effective presentation techniques, such as precise placement and cleaning the sides of the plates for a polished appearance. This is especially pivotal with the new “presentation” assessment criterion in the new qualification.

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

- It is crucial for candidates to develop their own responses and avoid using repetitive phrases or content provided by their centres. Independent understanding and originality of responses are key in demonstrating knowledge and achieving higher grades.
- Candidates should carefully analyse the Learner Assignment Brief and address the specific requirements of each assessment criterion. This includes making clear comparisons, providing targeted and relevant information, and ensuring a strong alignment between their responses and the specified groups or customers mentioned in the LAB.
- Candidates should allocate their time effectively during the Controlled Assessment task, considering the time constraints of each assessment criterion. It is advisable to prioritise each criterion accordingly to ensure sufficient attention and focus are given to all aspects of the task.
- For assessment criteria that require photographic evidence, it is essential for centres to provide proper documentation. Photographic records should be accompanied by completed observation records that are appropriately commented on and signed by the centre. Compliance with data protection regulations, such as the 2018 data protection act, should be strictly adhered to.
- Candidates should actively practice and refine their skills in dish presentation, considering factors such as the use of different colours, plates, portion control, and precise placement. Simple and effective presentation techniques, including cleaning the sides of the plates, should be emphasised to achieve a polished and professional appearance.

These observations are intended to provide guidance and highlight areas where candidates and centres can focus on improving their approach to achieve better outcomes in the assessment.

The WJEC acknowledges your support for the Hospitality and Catering qualification and would like to inform you about the availability of a new H&C qualification that includes performance points. To learn more about this qualification and access the course outline, please visit the provided link below. We invite you to continue your journey with us and take advantage of the resources and guidance available for the new qualification. If you have any inquiries or require additional assistance, please don't hesitate to contact us.

https://www.wjec.co.uk/qualifications/level-1-2-vocational-award-in-hospitality-and-catering/#tab_keydocuments

LEVEL 1 AND 2 AWARD/CERTIFICATE IN HOSPITALITY AND CATERING

Level 1/2 Certificate

Summer 2023

HOSPITALITY AND CATERING INDUSTRY

General Comments

Overall, the 2023 Summer Hospitality and Catering in Action paper was well-received by many candidates. Across all levels of the paper, there were some excellent attempts, showcasing the candidates' understanding and knowledge of the Learning Outcomes. However, there was one significant question where candidates generally struggled to respond effectively.

It was pleasing to observe that a majority of candidates grasped the concept of "PEE; Point, Evidence, and Explaining" in their answers, and this was evident across all abilities.

The question format allowed ample accessibility for all candidates to achieve grades, and most questions received positive responses. Specifically, many candidates performed well in answering questions related to the restaurant and the various job roles within this provision.

Overall, the paper provided a fair and well-structured assessment for candidates, enabling them to demonstrate their knowledge and skills effectively.

Comments on individual questions/sections

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

True or false questions are always well received by candidates, with most demonstrating their knowledge and understanding for this Learners Outcome.

Q.2 (a)&(b) Name three different job roles found in the following areas of a restaurant: Front of house and back of house.

In the examination, many candidates scored 2 or more marks for each of the questions concerning job roles both in the front and back of the house. Notably, candidates showed greater proficiency in answering questions about back of house job roles compared to front of house job roles. The majority of responses provided details about the kitchen brigade and listed the chef hierarchy when addressing back of house questions. For front of house questions, candidates typically mentioned wait staff and the manager in their answers.

Q.3 (a)&(b) State two main activities that happen in the following areas of a restaurant: Front of house and back of house.

The question asking for the two main activities in the areas of Front of House and Back of House received excellent responses from candidates. Many were able to draw upon the knowledge acquired during the course and even applied real-life experiences to answer it accurately. The majority of candidates who took the exam paper obtained half to full marks for this question, showcasing a strong understanding of the subject matter.

(c) Explain how the restaurant's front of house can meet the needs of the following customers:

The question asking candidates to explain how the restaurant's Front of House can meet the needs of different customers received favourable responses from many. The majority of candidates performed better in answering the question related to a large family with friends celebrating a child's birthday. They suggested that a larger table should be provided, ensuring the party is seated away from other guests. Additionally, candidates mentioned that the restaurant could decorate, offer a cake, and sing happy birthday to accommodate the celebration.

Regarding the elderly couple on a romantic date night, most candidates suggested creating a more romantic setting. However, a few candidates also covered important aspects such as ease of access for the elderly couple and addressing special dietary needs and allergens.

Overall, the responses demonstrated a good understanding of meeting customers' needs in the Front of House, with some candidates offering more comprehensive and creative suggestions for specific customer situations.

Q.4 (a) Describe how Lisa would deal with the complaint.

Question 4 (a) asked candidates to describe how Lisa would deal with a complaint, and this response was very well answered. Many candidates demonstrated a solid understanding of the receptionist's job role in handling customer complaints effectively. They emphasised that Lisa should listen attentively to the problem and make efforts to resolve the issue for the customer. Additionally, many candidates correctly highlighted that Lisa should apologise sincerely and, if necessary, refer the complaint to management for further action.

Moreover, most candidates suggested offering some form of compensation, such as a discount, a free meal, or the option to change rooms, as part of the resolution process. These responses align closely with the main points covered in the mark scheme for this question, demonstrating the candidates' grasp of the appropriate steps to handle customer complaints professionally and satisfactorily. The response from this question highlights that all candidates understand the importance of customer service and the job role of receptionist.

(b) Describe the other responsibilities a receptionist would undertake.

For the question that asked candidates to describe the other responsibilities a receptionist would undertake, the responses were varied. While many candidates could list the responsibilities well, approximately half of them only provided brief listings rather than fully describing the job responsibilities of a receptionist. A few candidates demonstrated a clear understanding of the command word "describe" and provided comprehensive explanations of the receptionist's additional duties.

This highlights the importance of candidates practicing past papers and becoming familiar with the different command words used in exam questions. Understanding the specific requirements of each command word is essential in providing accurate and thorough responses, leading to better performance in the exam.

(c) Name two qualifications a receptionist may need to work in a hotel.

For this question, it is important to provide the full qualifications, such as "BTEC Level 3 Diploma in Hospitality Management" and "NVQ Level 2 in Customer Service," as the question and mark scheme specify. Simply naming the subject without including the complete qualification would not be sufficient to award a mark.

(d) Describe the benefits of a permanent contract.

In Question 4(d), candidates were required to "describe" the benefits of a permanent contract. While many candidates provided lists of benefits, allowing them to access 2 marks for correct responses, the mark scheme sought more comprehensive descriptions.

The desired answers included the following explanations:

A permanent contract would provide Lisa with the security of knowing she has a pension for when she retires. She would enjoy paid holiday leave, providing her with time off for rest and relaxation. Having a permanent contract would give Lisa job security, offering her peace of mind for future planning. Additionally, if Lisa were to become ill, a permanent contract would ensure that she still receives payment during her sickness.

In summary, candidates were expected to provide detailed descriptions of the benefits, and listing the benefits without describing did not meet the requirements of the question and the mark scheme.

Q.5 (a) Complete the Personal Risk assessment for customers.

The candidates appeared to grasp the question on completing the Personal Risk Assessment for customers well. Many of them highlighted potential hazards such as wet floors, loose carpets, and the risk of lighting or decor falling and causing harm. This led to many candidates earning at least 3 marks for their responses. It was evident that there was a notable improvement from the previous examination, where candidates didn't fare as well with "personal safety" questions. However, this year, candidates demonstrated a clear understanding of the risk assessment and the specific target audience it was designed for. Furthermore, many candidates this year addressed the safety of guests and the potential risks related to fires within the provision. This indicates a well-rounded and thorough understanding of safety considerations in the given scenario. Overall, the responses showed significant improvement and competence in addressing the key aspects of the Personal Risk Assessment for customers.

(b) Describe the responsibilities of the employer in relation to RIDDOR in the workplace.

In Question 5(b), candidates were asked to describe the responsibilities of the employer in relation to RIDDOR (Reporting of Injuries, Diseases, and Dangerous Occurrences Regulations) in the workplace. The expected response from candidates should have included the following key points: Reporting to RIDDOR is a legal requirement and a criminal offense if not adhered to. The employer may face fines or penalties for failure to report incidents as required. Reporting incidents to RIDDOR helps the employer cover themselves with insurance. It aids in preventing similar accidents from happening again, promoting a safer working environment. The employer has a responsibility to ensure the safety and well-being of employees and others in the workplace. Reporting incidents to RIDDOR encourages employers to provide the correct training and safety measures to their staff.

Unfortunately, the responses to this question were not satisfactory, and many candidates seemed to confuse RIDDOR with the role of an Environmental Health Officer (EHO). It's important to note that this was the first time RIDDOR was covered in the exam paper for the Learning Outcome and assessment criteria.

Q.5 (c) Explain the effect these comments could have on the success of the Old Woodard hotel.

The question asking candidates to "Explain the effect these comments could have on the success of the Old Woodard hotel" received positive responses from all candidates. Many of them earned half to full marks for this question. In their answers, all candidates were able to identify that the comments would have a negative impact on the hotel's reputation. This negative reputation could potentially lead to losing customers, resulting in a financial loss for the hotel. As a consequence, this financial strain might impact job security for the hotel's employees.

Overall, the candidates demonstrated a clear understanding of the potential consequences of negative comments on the success and well-being of the Old Woodard hotel. Their responses showcased their knowledge of the importance of maintaining a positive reputation in the hospitality industry.

Q.6 (a) Recommend three types of residential hospitality provisions suitable to meet the needs of the visitors to the festival.

The question asking candidates to recommend three types of residential hospitality provisions suitable to meet the needs of the visitors to the festival was well-answered by most. Many candidates were able to provide three solid and appropriate suggestions. However, some candidates still showed some confusion regarding the terminology of residential provisions, often mixing them up with non-residential provisions like cafes and restaurants. Despite this, it's evident that candidates' responses have improved over time, reflecting the impact of teaching them the distinctions between the different terminologies used in the qualification. This progress is highlighted in the correct responses given by candidates.

- (b) Compare and justify the most suitable commercial residential hospitality to meet the needs of the visitors using your answers from the question above.**

The response to the question asking candidates to compare and justify the most suitable commercial residential hospitality for meeting the needs of festival visitors has shown a yearly improvement. Candidates are now demonstrating a better grasp of justifying their suggestions effectively. To further enhance their responses, it would be beneficial to instruct candidates to first outline 3 or 4 key points about each provision before delving into more detail. This approach would help avoid repetitive answers where candidates simply state that a certain provision is cheap and budget-friendly without focusing on the specific offerings for customers.

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

Many candidates provided excellent and well-structured answers that reflected their study materials. In previous examinations, the EHO question was sometimes poorly answered. However, this year, candidates demonstrated a clear understanding of 3 or more responsibilities of the EHO, providing reasoning and evidence to support their points. This showcases the candidates' comprehension of more developed and knowledgeable responses, highlighting their grasp of the subject matter.

- (b) State two visible and two non-visible symptoms that David would have from the food poisoning.**

Many candidates successfully gained 2 or more marks for the question asking them to "State two visible and two non-visible symptoms that David would have from the food poisoning." They demonstrated a clear understanding of the distinction between visible and non-visible symptoms and were able to state the signs and symptoms that David might be experiencing due to food poisoning. Overall, candidates' responses indicated a strong comprehension of the topic and their ability to differentiate between various symptoms in this context.

- Q.7 (c) Identify two types of food poisoning bacteria and where each type is usually found.**

The majority of candidates correctly identified salmonella as one type of food poisoning and accurately named what foods it is found in. Additionally, some candidates displayed a comprehensive understanding of major food poisoning bacteria and causes. They confidently mentioned two types of food poisoning in their answers, showcasing a clear grasp of the subject matter.

Q.8 (a) Name two dishes that the café could place on the menu that would be suitable for a customer with a dairy allergy.

The majority of candidates answered this question well, providing suitable dishes that the café could place on the menu for a customer with a dairy allergy. However, some responses focused on drinks rather than "dishes" as specified in the question. As a result, marks were not awarded for those particular responses. Overall, candidates demonstrated a good understanding of the dietary needs of customers with dairy allergies, and their suggestions for suitable dishes highlighted their knowledge of accommodating such dietary restrictions in a café setting.

(b) Identify two other allergies the café needs to consider.

Many candidates correctly identified nuts as an allergy the café needs to consider. However, some confusion arose between allergens and intolerances, with some mentioning gluten as an allergy, which is actually an intolerance.

Q9. (a) Describe the rules that food businesses need to follow under the regulations.

The last question in the exam paper, which asked candidates to describe the rules that food businesses need to follow under the food safety regulations, received positive responses overall. Many candidates discussed the general food safety regulations, encompassing aspects such as the purchase of foods, delivery, storage, and safe handling to ensure food remains safe for consumption. On the whole, candidates scored at least 4 or more marks for their responses, demonstrating a good understanding of food safety regulations applicable to food businesses.

Summary of key points

Guidance for Candidates:

Candidates must familiarise themselves with the term "provision" and grasp the differences between accommodation (residential) and catering (non-residential) provisions available.

It is essential for candidates to discern the differences between food safety and personal safety.

Encouragement should be given to candidates to elaborate on their answers. Utilising the PEE (Point, Evidence, and Explain) method will aid them in expanding their responses effectively.

Avoid using lists or bullet points as they may hinder access to higher marks.

Understanding command words used in exam questions is crucial. This will help candidates comprehend the question's requirements and provide appropriate responses.

The understanding of command words is crucial for candidates, as they provide clear indications of the expectations of the question as a whole. It is essential to incorporate these command words into teaching to familiarise candidates with the relevant terminology. Each command word corresponds to a Learning Outcome where low levels command word indicate easier questions with a lower tariff marks, while higher command word indicate more challenging questions and higher tariff. By comprehending these command words, candidates can better approach and respond to the questions effectively, tailoring their answers according to the specific requirements outlined by the command words.

Candidates should attain a clear understanding of the terminology frequently used in the H&C exam paper. These terms can be found in the specification and on the WJEC secure website, which will facilitate their comprehension of the questions asked.



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