

LEVEL 1/2 VOCATIONAL AWARD IN HOSPITALITY AND CATERING (TECHNICAL AWARD)

LEARNER GUIDE

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Introduction to the qualification

Who is the qualification for?

WJEC Level 1/2 Vocational Awards (Technical Awards) provide learners with opportunities to study vocational subjects alongside GCSEs and other general and vocational qualifications as part of a broad programme of study.

They are primarily designed for learners aged 14-16 and offer an experience that focuses on applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

The Vocational Award in Hospitality and Catering has been designed to support learners in schools who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment.

What does the qualification cover?

This qualification is made up of 2 units

Unit 1: The Hospitality and Catering industry

You will:

- Learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry.
- Learn about health and safety, and food safety in hospitality and catering, as well as food related causes of ill health.

Unit 2: Hospitality and Catering in action

You will:

- Learn about the importance of nutrition and how cooking methods can impact on nutritional value.
- Learn how to plan nutritious menus as well as factors which affect menu planning. You will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review your work effectively

What opportunities for progression are there?

After completing the WJEC Vocational Award in Hospitality and Catering you may be interested in progressing to other qualifications relevant to working in the sector, such as: WJEC Level 3 Applied Certificate/Diploma in Food Science and Nutrition Level 2/Level 3 Diplomas in Hospitality and Catering Level 2/Level 3 Diplomas in Professional Cooking Level 3 Diploma in Hospitality and Tourism Management.

Qualification Structure

WJEC Level 1/2 Vocational Award in Hospitality and Catering (Technical Award) consists of 2 units:

	Unit title	Type of Assessment	Weighting
Unit 1	The hospitality and catering industry	External	40%
Unit 2	Hospitality and catering in action	Internal	60%

Both units are compulsory.

Summary of Assessment

Unit 1 enables learners to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.

You will be assessed through an exam, which is worth 40% of your qualification.

The exam will:

- consist of a 1 hour, 20-minute paper
- assess content from each topic in the unit
- include 80 marks
- include a balance of short and extended answer questions, based on stimulus material and applied contexts
- only use the command verbs listed on pages 5-8 of this guide.
- be graded Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction*, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*.

Unit 2 enables learners to develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively.

For Unit 2 you will complete an assignment where you will plan and prepare a menu in response to a brief. The assignment brief will be changed each year and will be provided to you as part of your Candidate Assessment Pack.

This will be worth 60% of your qualification and will take 12 hours.

Command Words

Command words are the words and phrases we use in our assessments that tell you how you should answer the question. These words are linked to the Assessment Objectives which are the skills that learners need to demonstrate in their responses to questions in an examination or tasks in Controlled Assessments.

Example:

(a) **State** the most suitable fire extinguisher, in the case of an electrical fire, from the list shown below.

Command word

The following list is not exhaustive, but will give you a good idea of the command words we typically use for each Assessment Objective (AO):

AO1	Demonstrate knowledge and understanding from across the specification.
Command Word	Requirements of response
Collate	Collect and combine texts, information, or data
Define	State or describe the meaning, exact nature of and/or scope of a term
Describe	Provide characteristics/main features or a brief account Give an account or representation in words, provide an appropriate level and amount of information with detail
Find	In response to a mathematical problem
Give/import/list/name	Provide/name/select/recognise brief facts or examples (from a given source or from recall)
Identify	Recognise, distinguish and establish what something is
Label	To designate with a name
Match/link	To choose something has the same quality as something
Outline	Set out the main points/provide a brief description or main characteristics A general, preliminary, or rough plan or account of something that concentrates on the main features and ignores detail
Place	Puts in a particular position
State	Express clearly and briefly
Summarise	Give a shortened version of something, stating its main points without detail

AO2	Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.
Command Word	Requirements of response
Apply	Use knowledge and understanding of a theory or concept and relate it to a specified context Use, deploy (skills) appropriately and effectively Put into effect in an appropriate way
Calculate	Work out from given facts, figures or information This command word will only be used in the context of a mathematical question e.g. calculate the value of
Categorise	Arrange into a particular classification or group
Collaborate	Make a contribution to the work of a team, supporting team members as required
Complete	Add necessary items/information
Construct	Create a framework or argument
Demonstrate	Exemplify, describe with reference to examples
Design	Decide upon the look and functioning of something by making or drawing plans
Display	Present information diagrammatically
Draw	Draw a diagram/graph/line/picture
Explain/Clarify	Provide details and reasons for how and why something is the way it is. Give reasons, make (an idea or situation) clear by describing it in more detail
Illustrate>Show	Use a diagram or words to make clear how a concept or theory works in a particular context Exemplify, describe with reference to examples Refer to a case study or example
Implement/Run	Put (a decision, plan, agreement, etc.) into effect/action
Interrogate	Question formally and systematically
Investigate	Carry out research or study into a subject or problem
Modify	Make changes to give a new orientation to or to serve a new end
Monitor	Observe, check, or keep a continuous record of something
Participate	Play a role in
Place	Put in a particular position
Plan	A detailed proposal for doing or achieving something
Present	Communicate in a way that can be clearly followed and understood
Produce/Create/Make	To create/make/manufacture

Propose	Suggest a course of action based on supported reasons
Record	Obtain and store data and information
Report	To prepare a detailed account or statement about an event or a topic
Select	Make an appropriate choice from a range of options
Suggest	Put forward an idea, reason or course of action
Synthesise	Combine information, objects or ideas
Test	To apply a test as a means of diagnosis
Transform	To change something into a new form
Use	Apply the information provided to a particular theory or concept Employ, take or hold something for a purpose

AO3	AO3 Analyse and evaluate information, making reasoned judgements and presenting conclusions.
Command Word	Requirements of response
Advise	Suggest a proposal or course of action based on supported reasons
Analyse	Examine an issue in detail/how parts relate to whole, to explain and interpret Examine in detail, break into component parts, examine relationships
Argue	Present a reasoned case
Assess	Make an informed judgement Make a judgement about the quality or value of something
Compare	Identify and comment on/explain similarities and differences
Consider	Look carefully at in order to make a decision
Contrast	Identify and comment on/explain differences
Debate	To argue using opposing viewpoints
Develop	To extend, advance, or elaborate
Discuss	Examine an issue in detail in a structured way, taking into account different ideas
Distinguish	Identify and explain the differences between ideas or topics
Evaluate	Make judgements against criteria, form an idea of the amount, number, or value of something
Examine	Investigate closely, in detail
Judge	To form an opinion/decide upon critically
Justify	Show or prove something to be right or reasonable
Recommend/Improve	To suggest as appropriate

Review	To consider something with the intention making changes if necessary
Support	To maintain or advocate