

GCSE



**Chief Examiner's and
Principal Moderator's Report
Hospitality**

Summer Series 2019



Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the Summer 2019 series.

CCEA hopes that the Chief Examiner's and/or Principal Moderator's report(s) will be viewed as a helpful and constructive medium to further support teachers and the learning process.

This booklet forms part of the suite of support materials for the specification. Further materials are available from the specification's section on our website at www.ccea.org.uk.

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GCSE HOSPITALITY

Chief Examiner's Report

Overview

GCSE Hospitality aims to encourage candidates to develop their core knowledge about the hospitality industry and the skills required for working in the industry. The specification supports candidates to actively engage in the subject areas and to develop their ability to become effective and independent learners.

The specification is divided into three units of assessment, which are:

- Unit 1: The Hospitality Industry
- Unit 2: Hospitality and the Customer
- Unit 3: Food and Beverage Preparation and Service.

Unit 1 and Unit 2 are assessed separately as a written external examination that lasts 1 hour. Both units have equal weighting of 25%.

Unit 3 is a controlled assessment unit with a weighting of 50%. Candidates must produce a portfolio of three tasks, worth 30% and the remaining 20% is achieved in the contribution of their planning and carrying out an event or function.

Assessment Unit 1 The Hospitality Industry

Unit Overview

Unit 1 encourages candidates to develop an understanding and acquire knowledge about the diversity of the hospitality industry. Candidates will explore the place of the hospitality industry in the economy, investigating careers, as well as specific job roles and responsibilities. Candidates will also develop their understanding of diet and health requirements in the hospitality industry, explore health and safety legislation and first aid within the hospitality sectors.

- Q1**
- (a)** This type of questioning was new to the paper, however the style of question was used in the specimen materials in 2018 and the majority of candidates were able to achieve full marks by circling the correct response of True or False.
- (b)** This part of the question was not answered well by the majority of candidates. It was clear that candidates did know the two sectors, however candidates must record the full wording to be awarded the mark. For example, many candidates recorded 'catering' instead of 'catering services'. For this response the word 'services' is essential for the answer to be awarded a mark.
- (c)** This question was answered well by the majority of candidates and it is evident that candidates can recognise the different industries linked to the hospitality sector.
- Q2** It was disappointing that this question was answered poorly by the majority of candidates as this type of question has been asked in previous series. Candidates seemed to get mixed up in the responsibilities of each job role.

- Q3 (a)** Most candidates demonstrated difficulty in answering this question as candidates struggled to explain a benefit for the outlet and customer. Some candidates were able to identify a key benefit but failed to explain this benefit which resulted in fewer marks being awarded e.g. customers do not need to ask a member of staff if a dish contains a possible allergen instead of recording, customers do not need to ask a member of staff if a dish contains a possible allergen, thus avoiding embarrassment. This type of full response would have received full marks.
- (b)** Again, this part of the question was answered poorly by most candidates. Responses recorded would suggest that candidates failed to read the question fully and their responses focused on the procedure of each stage instead of the importance of each stage. It is important that candidates are encouraged to take time reading the question to ensure it is fully understood and this will help candidates achieve full marks.
- Q4** Many of the candidates responded very positively to this question and demonstrated a sound understanding of how a first aider would treat a guest who was choking. The majority of candidates provided detailed descriptions for each point allowing many candidates to achieve full marks. It is important to note that the steps did not have to be in a specific order to achieve full marks.
- Q5 (a)** This question was answered well by the majority of candidates who demonstrated a good knowledge of the Eat Well Guide and were able to give examples belonging to each food group.
- (b)** This question was not answered well by the majority of candidates and most failed to achieved full marks as many responses were vague. A factor that may have contributed to the poor response is the command word 'outline' is new to the examination paper and may have caused confusion for some candidates.
- Q6** It was clear that some candidates did have an understanding of the importance of interpersonal skills for a General Manager, however the responses indicated that the majority of candidates had either misread the question as responses recorded discussed both skills and qualities or candidates did not understand the term interpersonal. This resulted in many candidates achieving a mark in Level 2 with very few achieving a mark in Level 3.

Assessment Unit 2 Hospitality and the Customer

Overview

Unit 2 encourages candidates to investigate the different types of customers and how the hospitality industry can meet their needs through the provision of products and services. Candidates will learn about the importance of effective communication, customer care standards and procedures and explore how these standards and procedures are monitored. Candidates will also study the importance of marketing and promotions in the hospitality industry.

- Q1**
- (a) This question was straight forward and was answered well by the majority of candidates.
 - (b) Candidates did respond with some success to this question; however, a small minority of candidates did struggle to explain how the service could meet the needs of a non- English speaking guest e.g. provide menus in different languages instead of provide menus in different languages so guests may choose their food easily. The lack of explanation prevented some candidates from achieving full marks.
 - (c) The question was answered well by all candidates allowing full marks to be awarded.
 - (d) This part of the question was answered generally well although some candidates did have difficulty in achieving full marks as an explanation for each advantaged and disadvantaged was limited.
- Q2**
- (a) Candidates did respond positively to this question and recorded good examples of a positive attitude for a room attendant.
 - (b) Most candidates did answer this question well, however few candidates failed to explain the keyword resulting in full marks not being achieved e.g. a logo looks professional and smart instead of a logo looks professional and smart and guests feel that they have chosen a good quality establishment.
 - (c) This part of the question was answered well by most candidates allowing full marks to be achieved as a detailed description of the term loyalty card was recorded. It was clear that teachers had used the specimen materials in preparing candidates as this type of question was included.
- Q3**
- (a) The question content was new to the specification and it was pleasing that most candidates did well and were able to be awarded full marks.
 - (b) Again, this content was new to the specification and some candidates did respond positively to being able to record an example of a promotional activity. However, most candidates failed to describe the promotional activity recorded thus preventing full marks being awarded e.g. special menus to customers instead of special menus to customers before a certain time such as reduced price for coffee or a scone.
- Q4**
- (a) This question was answered well by most candidates. It was clear that candidates had a clear knowledge of ways a hotel could encourage business people to stay and were able to describe each way in detail to achieve full marks.
 - (b) Again, this content was new to the specification and many candidates did provide a detailed description of a sponsorship deal and achieved full marks.

- Q5 (a)** Many of the candidates responded very positively to this question and demonstrated a sound understanding of ways general managers of large hotels could communicate effectively with staff during a meeting. The majority of candidates provided detailed explanations for each point allowing many candidates to achieve full marks.
- (b)** However, this part of the question was not answered well by the majority of candidates and most failed to achieved full marks as many responses explained the importance of each way instead of describing the way in further detail. It is imperative that candidates carefully read the question and have a clear understanding of the meaning of the command words to ensure full marks can be awarded.
- Q6** Few candidates answered this question well and the responses recorded would indicate that most candidates misunderstood the term upselling for promotions. In addition to this, many candidates recorded answers of how all hotel departments could upsell and the question focused on how waiting staff only could upsell products. This resulted in many candidates achieving a mark in Level 1 with very few achieving a mark in Level 3. Again, it is imperative that candidates take time to read all parts of the question in particular the stem sentence.

Principal Moderator's Report

Assessment Unit 3 Food and Beverage Preparation and Service

Overview

This was the first entry of the revised controlled assessments for the unit. The new portfolio of evidence requiring 3 tasks was handled well by the majority of candidates. Centres had benefitted from the guidance provided by CCEA at the support events.

For the event/function evidence all centres submitted work from candidates that reflected accurately the revised allocation of marks for each assessment objective.

A few centres did not use the templates provided by CCEA and this resulted in candidates producing unnecessary work or some evidence being omitted. The template for each task is available to download from the website.

The moderating team appreciated having the cover sheet placed at the front of the candidate's work showing the marks awarded. The comments on the practical observation sheets for the portfolio and function practical skills varied from detailed, clearly justifying the marks awarded, to general or brief, providing little evidence to back up marks.

Annotation was helpful and some teachers used the recommended abbreviations (SAG, NAG, LAG) to indicate the level of assistance given to candidates. Marking reflected this and was mainly in the correct mark band.

Generally, very interesting, high quality dishes were produced. The moderating team did find some photographic evidence unhelpful, as photographs were not close up to show the quality of outcome or were unclear.

A few centres had produced work well in excess of the recommended word count. For each portfolio task candidates should be encouraged to focus on the scenario and link the evidence to it. The more lengthy work tended to be general with little recognition of the requirements of the scenario.

Assessment Unit 3.1 – Portfolio – three short tasks

Most centres had submitted the three tasks for moderation in one folder with the cover sheet at the beginning of each task, as requested. It is also helpful to the moderating team to have the rank order shown.

CCEA sets the three tasks and it is important that candidates are given the exact wording, as published, so that all candidates are addressing the same scenario.

A01 Task Analysis

Task 1: You are setting up a new high street café and you want to investigate the use of small electrical labour saving equipment to produce starters for the menu.

The emphasis in this task is:

- a new high street café
- investigate the use of small electrical labour saving equipment

To access Mark Band 3, candidates needed to show awareness of these and link the research and justification of their decision to both aspects. In some centres marking was lenient as the points listed were general and could have related to any situation.

The support materials recommend that candidates should use three different sources when carrying out research. A number of centres had ensured that the sources were linked to the hospitality industry while others used general sources, so candidates had more difficulty justifying their decisions in an industry context.

Task 2: The restaurant in your local shopping centre is updating its menu. You are responsible for creating the menu.

The emphasis in this task is:

- updating the menu

The majority of candidates did recognise this and produced chicken dishes with a modern twist by choosing more unusual ingredients or adapting a recipe to meet current dietary recommendations.

The work of most candidates showed evidence of relevant research, including menus from restaurants in shopping centres, to find and justify a suitable dish. A few candidates included general information on one or more of the following - nutrients and their use in the body, allergen information and legislation, availability of ingredients. The unnecessary detail resulted in this section being well over the word count.

Candidates should be encouraged to select and apply information to the task.

Task 3: The chef in a local diner wants to introduce a light bites menu. The choice includes savoury and sweet items.

The emphasis in the task is on the candidate's ability to plan and sequence tasks in a time frame.

There were some very interesting choices that met the requirements of the scenario. It was noted by the moderation team that in some centres candidates repeated a skill which had already been assessed in task one or two e.g. preparing and using pastry, or using a sauce. Candidates must be made aware that they have to demonstrate different skills over the three tasks when selecting dishes. A few candidates used pastry for their savoury and sweet light bites. Repeated skills means the candidate cannot access Mark Band 3 for practical skills in both tasks.

In Task 3 marking of the planning section was generally in the appropriate band and reflected the quality of evidence produced. An area of weakness in this task was working out the selling price for each dish. Some centres did not use the template provided by CCEA and this created difficulties for candidates, as they did not have the formula. Inaccurate or incomplete calculations meant candidates could not access top of the mark band.

A02 Practical Skills

The level of detail in the comments made by teachers varied when justifying the marks awarded. Teachers should refer to the bullet points in the Assessment Criteria to decide the band that the work demonstrated fits into before awarding marks.

Over the three tasks, this assessment object was leniently marked by some centres. A candidate's ability to carry out all skills perfectly and work in a highly organised manner must be faultless to be awarded marks at the top of Mark Band 3 for skills and methods. The practical outcomes must be served to a very high standard, look and taste appetizing to achieve top Mark Band 3.

Portfolio Task 1: Some very interesting starters were produced to a good standard.

Portfolio Task 2: A wide range of interesting chicken dishes was produced. The high standard of presentation for many of them would have met standards in a hospitality business.

The task requires only the production of a chicken dish garnished for service. However, some candidates presented a complete main course including sides. This is not necessary and puts time pressure on candidates, as the practical must be undertaken in one hour and thirty minutes. It also increases the cost.

Portfolio Task 3: The quality of outcomes shown by photographic evidence appeared good.

A03 Evaluation

Some candidates produced lengthy evaluations well over the recommended word count of 400 words. Those candidates who kept the focus of their work to the scenario produced better evaluations linked specifically to what they were required to do. To achieve Mark Band 3 the work should reflect on how well the research, decisions and practical outcomes meet the focus of the particular scenario. Some candidates evaluated only the practical work carried out and did not reflect on how their research had helped them justify their decision.

In order to keep to the word limit candidates should be encouraged to avoid unnecessary description of what they do and focus on how well the outcome meets the brief, difficulties experienced and changes that could be made if doing a similar task.

Assessment Unit 3.2 - Plan an event or function

The majority of centres had implemented the revisions made in the revised specification and overall the work submitted was assessed accurately. The template for presenting the evidence is available on the CCEA Hospitality website. Those candidates who used it were familiar with the evidence required to meet the assessment objectives.

There was an improvement in the wording of the brief given to candidates that allowed them to be more focused when discussing what they had to consider and develop their ideas. A few centres did not include the brief and this made moderation more difficult.

Candidates should be made aware of the word limit especially when writing up the decisions for the Task Analysis and Evaluations.

A01 Task Analysis

Candidates in a few centres had written lengthy descriptive points in the Task Analysis. They should be encouraged to give only the final decisions with a brief explanation why these were arrived at. Those candidates who were given a specific brief were able to be more concise while those given the broad wording from the specification wrote lengthy general points exceeding the recommended word count.

Most candidates stated their job role(s) at the end of the Task Analysis and included a copy of the agreed menu. This greatly assisted the moderation process.

Planning

Planning Activities

1. Job role(s)

This was the section of the controlled assessment task where the allocation of marks had been revised. The majority of candidates were able to state their job role(s) with the correct title as used in the industry. The better candidates applied their knowledge of the requirements of the role to what they had to do on the day. Depending on the number in the group, the roles candidates have should be realistic so that everyone has a fair chance to demonstrate skills on the day of the function.

An area of weakness continues to be the information candidates give in relation to a second role. Many state the roles they have but only develop the information for the primary one. They do not include resources or showing planning for the second role.

2. Resources, Ingredients and Equipment

The Moderating Team would find it helpful if those candidates with a food preparation role stated the dishes they were responsible for before listing the ingredients. This section varied from detailed and accurate to poor.

Time Plan

Depending on the roles a candidate has it may be necessary to show planning prior to the day of the function e.g. designing and producing invitations, delivering and collecting them, collating information and liaising with head chef regarding choices.

All food production must take place on the day within a 3 hour time frame.

The time plans varied from well sequenced, concise, showing detailed evidence of team liaison and specialist terminology to lacking detail. Marking accurately reflected the quality of work produced.

A02 Practical Skills

The work indicated that candidates enjoyed catering for the function and rose to the challenges presented. There was evidence of good teamwork.

The majority of teachers were professional and accurate when assessing this section. The Moderating Team appreciated the detailed comments provided on the observation sheets to justify the marks awarded. This was usually accompanied by relevant photographic evidence for individual candidates. However, there was some indication of lenient marking when all candidates were awarded marks at the top of Mark Band 3 for skills and methods, safety and hygiene and practical outcomes. The observation comments lacked detail to justify the marks and the photographs showed the guests rather than individual candidates demonstrating their skills.

A03 Evaluation

Most candidates were able to evaluate their personal contribution with minimum repetition of points when evaluating the overall work of the team. There is a suggested word count that a number of candidates exceeded because the work was a description of what had been done. Candidates should be encouraged to reflect on what was successful and why; what was not successful and why with suggestions for improvements. The majority had evaluated to all sections of the task, while a few concentrated only on the practical work. There were some very honest comments.

Conclusion

The Moderating Team appreciated the professionalism and hard work of teachers in implementing the changes made during the revision of the specification. There was clear evidence that candidates had been well prepared to cope with the requirements of the controlled assessment tasks.

Contact details

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