

GCSE



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

Summer Series 2022



Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the Summer 2022 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 microsite on our website at www.ccea.org.uk.

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GCSE Hospitality

Chief Examiner's Report

Subject Overview

GCSE hospitality aims to encourage students to develop their core knowledge about the hospitality industry and the skills required for working in the industry. The specification supports students 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; and
- Unit 3: Food and Beverage Preparation and Service.

Units 1 and 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%. Students 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

- Q1** (a) This is the second time since the specification was revised that this type of questioning was applied. The majority of students were able to achieve full marks by circling the correct response of True or False.
- (b) 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 recorded examples of various practices e.g., washing hands frequently or recording all injuries instead of identifying specific pieces of legislation e.g., Health and Safety at Work Act, 1974.
- (c) This question was answered well by most candidates who demonstrated a detailed understanding of the term COSHH.
- Q2** (a) This question was answered well by most candidates, and it is evident that candidates can recognise the sectors each outlet belongs to. 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.
- (b) Again, this part of the question was answered well by most candidates who were able to record a detailed description of how hospitality is provided in the education industry.
- Q3** (a) Many candidates responded very positively to this question and demonstrated a sound understanding of areas a hotel inspector would check when assessing a hotel.
- (b) Most candidates demonstrated a sound understanding of the good links front office has with the accommodation department. Candidates provided detailed explanations for each point allowing many candidates to achieve full marks. An example of a full mark answer is the front office department informing the accommodation department when bedrooms have been vacated to allow room attendants to service bedroom for new guests. A reason for the point must be recorded to allow full marks to be awarded.

- Q4** (a) This question was answered well by most candidates. It is evident that candidates were able to identify foods that should be avoided if school children are lactose intolerant.
- (b) Again, this part of the question was answered well by most candidates who were able to record a detailed explanation of the term anaphylaxis. A mark was awarded if the response stated allergic reaction and a further mark was awarded if a further explanation or an example was provided.
- (c) This question however was not answered well by most candidates. Many candidates failed to identify the nutrient found in any of the menu items listed in the question and did not state that nutrient's use. Some recorded an item directly from the menu and then recorded the use. This prevented any marks from being awarded e.g., chicken pasta bake for energy and warmth instead of carbohydrates for energy and warmth.
- Q5** (a) 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. To achieve full marks it was imperative that candidates focused on the advantages of advertising in a local newspaper and not just advertising in general.
- (b) Most candidates demonstrated difficulty in answering this question as they struggled to understand the term 'waiting staff' and the duties of waiting staff.
- (c) A small minority of candidates responded positively to this question and demonstrated a sound explanation of how a head chef can demonstrate different skills allowing full marks to be achieved. However, many candidates did not provide a detailed reason why the skill was important for a head chef thus preventing full marks being achieved. Another factor for candidates not achieving full marks was repetition of reasons for each skill and so demonstrating limited knowledge and understanding of the topic.
- Q6** This question type has been used as extended writing in previous series and the overall responses from candidates were disappointing. It was clear that some candidates did understand the question and were able to record detailed responses for the advantages and disadvantages of off-the-job training for employees and a small number of candidates did achieve a mark in Level 3. However, it was extremely discouraging that many candidates failed to relate their answers solely to the employee and recorded responses for the employer and other members of staff. Therefore, marks could not be awarded, and candidates were unable to achieve a high mark in Level 2.

Assessment Unit 2 Hospitality and the Consumer

- Q1** (a) This question was straightforward and was answered well by most candidates. Some candidates failed to identify the difference between a product and a service, which prevented marks being awarded.
- (b) Candidates did respond with some success to this question; however, most candidates were unable to achieve full marks as they did not provide a full explanation of the services provided by a hotel to support a guest with a hearing difficulty.
- (c) Again, this part of the question was answered poorly by candidates who struggled to provide a full explanation of how the guest's religious needs could be met, resulting in full marks not being achieved. Common responses included providing a designated area which is worthy of one mark instead of providing a designated area to allow guests to practise their religion, which would be awarded full marks.

Q2 Candidates did respond positively to this question and were able to identify the various stages in the process when dealing with a minor complaint.

This question was answered well by most candidates who demonstrated a clear understanding of the different ways to promote positive image through appearance and hygiene.

However, this part of the question was not answered well by most candidates, and few achieved full marks. The answers required were directly taken from the Unit 2 specification for this AO1 question.

This question was answered well by some candidates, but many failed to achieve full marks. It is imperative that candidates record a full description to allow full marks to be awarded. For example, where only areas of weakness are identified only one mark will be awarded whereas if areas of weakness which can be set as targets for future staff training programmes are identified, this will be awarded full marks as a full description is recorded.

Q3 (a) Many of the candidates responded positively to this question and demonstrated a sound understanding of the advantages and disadvantages of a restaurant providing a buffet service, allowing full marks to be awarded. Again, a minority of candidates failed to focus on the advantages and disadvantages for the restaurant and focused on the guests, thus preventing marks being awarded.

(b) It was pleasing that this part of the question was answered well by most candidates who are very familiar with ways the staff can provide good customer care for a family in a restaurant.

Q4 (a) This question was answered well by most candidates. It was clear that candidates had a clear knowledge of ways a receptionist can demonstrate effective communication and were able to record a full explanation to achieve maximum marks.

(b) Most candidates did answer this question well, however few candidates failed to explain the impact a rude employee may have on the business resulting in full marks not being achieved e.g., damage the reputation of the business instead of damage the reputation of the business and this may prevent new customers from trying the outlet.

Q5 (a) This question was answered poorly by most candidates who failed to understand the term 'early bird menu' in relation to marketing promotions. It is imperative that all topics on the specification are covered in the delivery of this course.

(b) It was disappointing that this question was answered poorly by the majority of candidates as 'upselling' was asked in a previous series as part of an extended writing question.

(c) Again, this part of the question was answered poorly by candidates who struggled to identify the difference between promotions and methods of advertising.

(d) Similarly, this part was answered poorly by candidates who struggled to identify reasons for TV advertising being used by restaurant chains. Resources are provided by CCEA in the support materials to assist in the delivery of this topic.

Q6 Few candidates answered this question well and the responses recorded would indicate that most candidates misunderstood the command word analyse. Candidates did not understand the question about marketing in its entirety. The mark scheme has detailed points recorded to inform future delivery of this topic.

Principal Moderator's Report

Assessment Unit 3 Food and Beverage Preparation and Service

Overview

All centres had submitted evidence in line with the exceptional assessment adaptations in place for 2021-2022. Several centres were submitting work for the first time.

Many candidates had used the templates provided on the Hospitality website. The moderating team appreciated having the cover sheet placed at the front of each 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 support marks.

Annotation was helpful and a few teachers used the recommended abbreviations (NAG, SAG, LAG) to indicate the level of assistance given to candidates.

Marking was generally in the correct mark band.

The usefulness of the photographs provided varied. Good quality small individual photographs of each candidate undertaking the practical and one photograph of the food ready for service is more helpful than large A4 photographs used by all candidates.

Some of the work was descriptive and well in excess of the recommended word limit set out in Section 6.5 of the specification

Centres are required to send the lowest complete work for moderation. This work was not always added to the requested sample.

Portfolio - 2 out of 3 tasks were required for submission this year

The majority of candidates had undertaken portfolio tasks one and two. A minority had submitted tasks one and three.

Most centres had submitted the two tasks for moderation in one folder with the cover sheet at the beginning of each task, as requested. A separate folder for each task is not necessary.

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.

Assessing 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 evidence fits into, before awarding marks.

The assessment of practical skills 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. In a few centres, there appeared to be little evidence of differentiation of outcome across the candidates.

Evaluations

Some candidates produced lengthy evaluations well over the recommended word count of four hundred 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 three the work should reflect on how well the research, decisions and practical outcomes meet the focus of the particular scenario. A number of 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.

Portfolio Task 1

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; and
- to investigate the use of small electrical labour-saving equipment.

A01 Task Analysis

To access Mark Band 3, candidates need to show awareness of these two aspects and link the research and justification of their decision to both aspects. Marking was considered lenient when candidates listed general information that could have related to any situation. Some research had been copied from equipment manuals or internet information but was not related to the setting up of a new high street café. A minority of candidates had used three manuals and this became three sources rather than different types of sources.

Those candidates who had conducted an interview with someone in the industry, to ascertain items of equipment that would be useful in a café, had applied the information well to the task.

Work from candidates in centres that ensured the sources were linked to the hospitality industry, was able to access the top Mark Band.

Candidates who used general sources had more difficulty justifying their decisions in an industry context. In such cases marking was considered lenient.

It is not necessary to justify the value of the sources used for research. Where this occurred, the work was well above the recommended word count.

A02 Practical skills

It was good to see interesting starters produced to a good standard. The majority of photographs were helpful.

Only brief comments are required beside each photograph. Some candidates included very lengthy comments that were not necessary and did not contribute to the awarding of marks.

A03 Evaluation

Those candidates who kept the focus of their evaluation to the scenario of setting up a new high street café produced evaluations in Mark Band 3. They reflected on how their research, and chosen dish, showed the value of the item of electrical equipment in setting up a new high street cafe.

When only the practical work with no reference to the scenario is evaluated, this limits the mark band candidates are able to achieve.

Portfolio Task 2

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.

A01 Task analysis

The majority of candidates had looked at menus to research chicken dishes on offer. However, this did not always result in producing a more modern twist to the menu by choosing unusual ingredients or adapting a recipe. Some candidates produced very lengthy evidence much of which was irrelevant to the task. It is important that candidates select and apply information concisely to the scenario to achieve Mark Band 3.

A02 Practical Skills

Some interesting dishes were produced. The standard of presentation shown in the photographs was generally good. Centres should note that the task requires only the chicken dish to be cooked and served. Accompaniments are not required as the candidates have only one and half hours to prepare, cook and serve the food. Additional accompaniments also increase the cost of the practical work.

A03 Evaluation

Marking was generally within the correct mark band. Candidates should be encouraged to briefly evaluate all aspects of their work and not just the practical work.

Portfolio Task 3

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

This task was undertaken by a very small number of centres.

The emphasis in this task is to allow candidates to demonstrate their ability to plan and sequence tasks in a time frame.

A01 Task analysis

There were some very interesting choices that met the requirements of the scenario. The equipment and resources lists were generally accurate. Candidates had correctly named equipment and quantities shown were realistic.

Time plans were set out in timed blocks and there was evidence of understanding how to sequence tasks. Reminders were included by better candidates.

An area of weakness in this task was working out the selling price for each dish. Some candidates did not attempt this, while others had incorrect calculations. This is an area that should be taught throughout the course, if candidates are to have opportunity to complete the task accurately and be awarded marks in the top mark band.

Marking of the planning section was generally in the appropriate band and reflected the quality of evidence produced.

A02 Practical Skills

The quality of outcomes shown by the photographic evidence, and the comments on candidate observation sheets were helpful to justify marks awarded. Some very interesting dishes were produced.

A03 Evaluation

Most candidates had concisely evaluated all aspects of the task.

Plan an event or function

All centres had undertaken an event or function to meet the requirements of the exceptional adaptations for 2021-2022. Teachers are thanked for their efforts in ensuring candidates had the best possible opportunity to undertake the practical element required for this task.

The template for presenting the evidence was used by all candidates.

Some centres did not give candidates a brief with a context to work within. This makes it more difficult for them during the first part of the task analysis when they produce their thought shower and discuss ideas. However, there were also some novel themes that enabled candidates to come up with very original ideas.

Candidates should be made aware of the word limit especially when writing up the decisions for the task analysis and evaluations.

A01

Task Analysis

In a few centres the thought shower evidence was identical and appeared to have been given to the candidates to develop their ideas. This is not recommended. Candidates are required to have a group discussion and record their ideas in diagrammatic format. They should then independently write up and explain the decisions arrived at.

It is helpful for moderation when candidates state their role(s) at the end of the task analysis.

Planning Activities

Job role(s)

This was a weak area this year. Each candidate should have one main role. Depending on the number within the group it may be that they have a secondary role. It is unrealistic for a candidate to be for example, a restaurant manager and a kitchen porter. Some stated three roles but gave little detail about any of them. They should be familiar with the various job roles having studied career opportunities in Unit 2 and the food preparation and food service roles listed in Unit 3.

Resources/ingredients/equipment

It is useful to the moderating team when candidates state the dishes, they are responsible for on their ingredients and equipment list. Few candidates included resources required for all their roles.

Time plan

The quality of time plans ranged from detailed and accurate to poor. It was obvious from some, that the candidate did not have enough to do on the day and there was little evidence of planning before the event for such things as the design and production of invitations, menus and comment cards.

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 the head chef regarding menu choices.

Overall, a range of ability was evident across centres and marking accurately reflected this.

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

A02

Practical Activities

The work indicated that candidates enjoyed catering for the function and rose to the challenges presented. There was evidence of good teamwork with some pupils having to step into the role of an absent team member or having to join a different group as a result of having been absent.

The moderating team appreciated the detailed comments provided on the observation sheets to justify the marks awarded. These were usually accompanied by relevant photographic evidence for individual candidates.

However, there was also lenient marking in some centres, when all candidates were awarded full marks 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 work of the team. There is a suggested word count that a number of candidates exceeded because their 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 all sections of the task, while a few concentrated only on the practical work.

Conclusion

The moderating team appreciate the professionalism and hard work by teachers that enabled candidates to undertake a function in difficult and uncertain circumstances.

Contact details

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