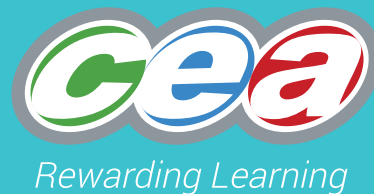


GCSE



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

Summer Series 2023



Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the Summer 2023 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 and Principal Moderator'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
- 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%. 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

Overview

Unit 1 encourages students to develop an understanding and acquire knowledge about the diversity of the hospitality industry. Students will explore the place of the hospitality industry in the economy, investigating careers, as well as specific job roles and responsibilities. Students 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 students were able to achieve full marks by recording a tick in the box beside the correct response.
 - (b)** Candidates answered this question well, and it is evident that candidates can recognise the different industries linked to the hospitality sector.
 - (c)** Likewise, this part of the question was answered well by many candidates who were able to record two outlets from the commercial sector.
 - (d)** Again, this part of the question was answered well by most candidates who were able to record a detailed description of the term catering services sector.
- Q2**
- (a)** Some candidates demonstrated difficulty in answering this question as many responses focused on the guest benefiting from using the star rating system and not the hotel as was asked. It is imperative to ensure candidates read the question carefully to ensure full marks can be awarded.
 - (b)** Again, it was evident that some candidates failed to carefully read the question and responses focused on benefits of on-the-job training for the employee and not the benefits of on-the-job training for the hotel.

- Q3 (a)** Many of the candidates responded very positively to this question and achieved full marks.
- (b)** However, this part of the question was not answered well by most candidates despite the Learning Outcome being identified in the Advanced Information given out to schools. Many candidates failed to identify the action needed to be taken and the response was too vague. For example, candidates recorded the term 'plaster' for the action instead of 'cover cut with plaster' with cover being the action for the minor injury. If the first response was considered vague and the candidate provided a reason for the action, a mark was awarded.
- Q4 (a)** This question was answered well by most candidates. It is evident that candidates were able to write down three responsibilities employers have to protect employees.
- (b)** Again, this part of the question was answered well by most candidates who were able to explain the purpose of HACCP.
- (c)** This question was answered poorly by most candidates who were unable to explain why the RIDDOR procedure must be carried out by employers. Some candidates achieved 1 mark but were unable to achieve full marks as explanations were limited. For example, candidates recorded 'to identify reasons for cause of the accident' instead of 'to identify reasons for cause of the accident so that recommended action can be put in place'.
- (d)** It was disappointing that this question was answered poorly by the majority of candidates as the Learning Outcome was identified in the Advanced Information.
- Q5 (a)** This part of the question was not answered well by some candidates. It was clear that candidates did not know the 5 groups of nutrients that are identified in the specification.
- (b)** A small minority of candidates responded positively to this question and demonstrated a sound explanation of how a chef in a hospital can improve meals for patients with heart disease allowing full marks to be achieved. However, many candidates did not provide a detailed explanation of the improvement thus preventing full marks being awarded. For example, some candidates recorded 'reduce the amount of saturated fat in dishes' instead of 'reduce the amount of saturated fat in dishes as this can lower blood pressure'.
- Q6** This type of question has been used as an extended writing piece in previous series and the overall responses from candidates were disappointing despite the Learning Outcome being identified in the Advanced Information. It was evident that some candidates did have a clear understanding of the importance of a Hotel Duty Manager having good interpersonal skills. However, responses indicated that many of the candidates either misread the question as responses recorded discussed both interpersonal 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 Consumer

Overview

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

- Q1**
- (a) This question was answered well by most candidates who were able to record ways a hotel bedroom could be adapted to meet the needs of a wheelchair user.
 - (b) The majority of candidates did respond positively to this question with many achieving full marks. Candidates were able to identify the needs of a tourist and record an explanation to support that need.
 - (c) The question was answered well by all candidates allowing full marks to be awarded. It is evident that candidates are familiar with this type of question.
- Q2**
- (a) Most of the candidates responded very positively to this question and achieved full marks demonstrating a sound knowledge of complimentary services available to guests in a 4-star hotel.
 - (b) This part of the question was answered well by most candidates. However, some candidates only identified the action and failed to describe the action thus, not being able to achieve full marks. For example, 'the room attendant will inform reception' instead of 'the room attendant will inform reception in case a guest enquires about the item'.
 - (c) Some candidates did struggle to answer this question well. It was clear that candidates did know the advantages to a work place of providing a self-service canteen, but explanations were limited, resulting in only some marks being awarded.
- Q3**
- (a) Many of the candidates responded very positively to this question and demonstrated a sound understanding of ways a manager could ensure high standards within the leisure facilities. Detailed explanations for each point were recorded, allowing many candidates to achieve full marks.
 - (b) This question was answered well by most candidates who demonstrated a clear understanding of the different ways a chain of fast food outlets could present a corporate image.
 - (c) However, this part of the question was not answered well as many candidates failed to achieve full marks as responses to the question were not explained fully. For example, 'respond quickly to the review' instead of 'respond quickly to the review to prevent further negative comments on the issue'.
- Q4**
- (a) This question was answered well by most candidates. It was clearly evident that candidates had a clear knowledge of the different methods of communication that could be used by a manager.
 - (b) Candidates responded very positively to this question with many achieving full marks as ways of positive body language were identified and explained in detail.

- Q5 (a)** This question was straightforward, and the majority of candidates did respond well and achieved full marks.
- (b)** However, this part of the question was not answered as well by candidates as some candidates misread the question and responses were not focused on advertising methods. It is imperative that candidates carefully read the question and have a clear understanding of the terms used in this specification.
- Q6** The overall responses from candidates for this question was disappointing despite the Learning Outcome being identified in the Advanced Information. It was evident that some candidates did have a good understanding of the importance of customer care provision. However, it was extremely discouraging that many candidates failed to explain each point or the responses recorded by candidates were repetitive. This resulted in many candidates achieving a mark in Level 2 with few achieving a mark in Level 3.

Principal Moderator's Report

Assessment Unit 3

Food and Beverage Preparation and Service

Internal Assessment Overview

There was a return to the controlled assessment requirements as set out in the specification.

Several new centres submitted work.

All candidates used the templates provided on the Hospitality website.

The cover sheet was not always placed at the front of each candidate's work showing the marks awarded.

The comments on the practical observation sheets for the portfolio tasks and the function practical skills varied from detailed, clearly justifying the marks awarded, to general or brief, providing little evidence to confirm marks. In a few instances, the comments were identical for several candidates in the centre. Brief comments, handwritten throughout the practical session to justify individual marks are more useful than similar lengthy word-processed documents.

The annotation was generally helpful. Some teachers used the recommended abbreviations (SAG, NAG, LAG) to indicate the level of assistance given to candidates. This is considered to be good practice. It explains why the work has been marked in a particular band when the quality of evidence appears to be better than the marks awarded.

Overall marking was in the correct mark band.

The usefulness of the photographs varied. Good quality, small, colour photographs of individual candidates' practical work are required.

While some work was descriptive, the majority of candidates showed an awareness of the word count stated in section 6.5 of the specification.

GPT 3.1 Produce a Portfolio of Three Tasks

The submission of three portfolio tasks returned to normal for summer 2023 and all centres complied with this requirement.

The three tasks for moderation should be submitted in one folder with the cover sheet at the beginning of each task. This means the work is in rank order based on the total marks. A separate folder for each task is not necessary.

Portfolio Tasks 1 and 2

Task Analysis

The majority of candidates used hospitality-based sources. They selected and applied the information to the scenario producing concise, relevant evidence within the recommended word count. However, where candidates did not select and apply what they had researched to the scenario, this resulted in lenient marking.

It is not necessary to include screenshots of the sources. This particularly applied to Task 1 when providing evidence of the item of equipment selected.

Candidates should independently research recipes if they are to access Mark Band 3.

In a few centres, all candidates used the same recipe for the task. This was more evident in Task 1 when the same item of small equipment was selected by all candidates. In this case, candidates cannot access Mark Band 3 as they have not worked independently.

Practical Skills

Skills and Methods

Some interesting dishes were produced that included high-level skills. When marking the practical skills the candidate must work confidently, to achieve top marks. The majority of teachers indicated this through the comments on the observation sheet to justify the marks awarded. The same skill should not be repeated across tasks as the candidate has already been assessed in that skill. For example, repeating shortcrust pastry for different dishes in Tasks 2 and 3.

Safety and Hygiene

The photographic evidence for this section indicated that high standards were not observed by all candidates. In some centres, full marks were awarded but photographs showed hair not tied back/wearing nail polish/not wearing protective clothing/untidy work area.

Practical Outcomes

Good colour photographs of each candidate undertaking practical work is essential to justify the marks awarded. This year several centres included black and white photographs only, which made it difficult to see the quality of the finished dish.

Evaluation

Overall, the majority of candidates evaluated all aspects of the task and related the points to the scenario. Some referred only to the practical outcomes. However, the marks awarded generally reflected the quality of the evidence.

Portfolio Task 3

The return to submission of all three portfolio tasks this year meant that the number of Task 3 entries were up considerably than in the previous two years.

Planning Activities and Time Plan

The majority of candidates had selected suitable items for the Light Bite Menu. In a small number of centres, the items chosen were more suitable for a main course menu.

The ingredients and equipment lists were marked in the mark band that best reflected their accuracy.

The majority of candidates had detailed time plans set out in intervals of ten or fifteen minutes. There was overall, good evidence of specialist terminology.

The biggest improvement this year was how well candidates were able to accurately work out the cost of ingredients for each dish and then apply the formula to calculate the selling price.

Practical Skills and Evaluation

The comments made relating to Task 1 and 2 also apply to Task 3.

GPT 3.2 **Contribute to Planning and Carrying Out an Event** **or** **Function**

Candidates must be given a scenario so they have a context to work within. This means they have a focus for the group discussion when they produce their thought shower. Some centres had novel themes that enabled candidates to come up with very original ideas.

The majority of candidates were aware of the word limit when writing up the decisions taken following the initial discussions.

A01 **Task Analysis**

Candidates are required to have a group discussion and record their ideas as a thought shower. Each candidate should then independently write up and explain the decisions arrived at. In a few centres, the thought shower evidence was identical and appeared to have been given to the candidates to develop their ideas. This means candidates cannot achieve marks in mark band 3.

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

Planning Activities

Job Role(s)

The candidates must be taught about careers in hospitality as set out in Unit 1 and also food preparation roles and food service roles listed in Unit 3. In a minority of centres, it was evident that there was a lack of knowledge about job roles and what each one involves.

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 3 roles but gave little detail or demonstrated what was required for any of them.

Resources/Ingredients/Equipment

Candidates must state the dishes, they are responsible for preparing and cooking on their ingredients and equipment list. Few candidates included the resources required for all their roles.

Time Plan

There were some detailed accurate time plans detailing evidence of team liaison. These were produced by candidates who had a clear understanding of what the role involved.

It was obvious that some candidates did not have enough to do on the day.

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

Overall, a range of abilities was evident across centres and marking accurately reflected this. The time plan for all food production must be for the day within a three-hour time frame.

A02 Practical Activities

All candidates indicated they had enjoyed the function. There was evidence of good teamwork on the day.

The detailed comments on most observation sheets helped to justify the marks awarded. However, the photographic evidence provided by some centres was the same for a number of candidates so was of little value to confirm the mark for individual candidates.

A03 Evaluation

Most candidates evaluated their contribution with minimum repetition of points when evaluating the team's work.

Some candidates exceeded the recommended word count because the work was a description of what had been done rather than an evaluation. 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.

Contact details

The following information provides contact details for key staff members:

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