

What does Revision Look like for Hospitality and Catering

WJEC Level 1/2 Technical Award • Unit 1 revision and Support for Unit 2

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Mrs A Moulder – Food Teacher

Know the qualification

Revision is easier when you know what you are working towards.

Unit 1 • External assessment

Year 10 focus

Written examination: 1 hour 20 minutes

Revise knowledge AND how to apply it to hospitality and catering scenarios. Answer questions related to the topic.

Worth 40% of their overall grade.

Unit 2 • Internal assessment

Year 11 focus

Controlled Assessment with practical examination.

The practical and controlled assessment contribute to the final qualification.

Worth 60% of their overall grade.

Final grade

The final result combines the external examination and controlled/internal assessment.

Your Unit 2 revision map

Task 1

- a) Analyse brief, decide on a dish per customer (2 in total) explain why the dish meets the nutritional need of the customer.**
- b) Impact of cooking methods and what nutrients are lost.**

Task 2

- a) Factors that affect your choices**
- b) Time plan of your two dishes dovetailed**

Task 3

Practical exam showing high preparation skills, cooking skills, hygiene and safety as well as presentation of the final dishes.

Task 4

Evaluation of your dishes, performance in the practical exam and your performance in your written work as well.

Your Unit 1 revision map

Use WJEC Hospitality and Catering check of knowledge checklist to decide what to revise first in order of understanding for each student.

1.1 Hospitality & catering provision

Industry structure • service systems • ratings • staffing • jobs • contracts • success of a provision • customer service

1.2 How providers operate

Front/back of house • workflow • stock • equipment • customer needs/rights • dietary, leisure and corporate requirements

1.3 Health & safety

Safety/security • legislation • risks and controls • employee/customer/supplier safety • HACCP and food-handler responsibilities

1.4 Food safety

Food-related ill-health • microbes • chemicals • allergens/intolerances • prevention • legislation • EHO role and inspections

Topic 1.1 Hospitality & catering provision

- Know the structure of the industry: commercial/non-commercial and residential/non-residential provision.
- Revise food service systems and how customers order and receive food.
- Know standards and ratings: AA stars, AA rosettes and Michelin stars.
- Learn front- and back-of-house roles, the kitchen brigade, housekeeping and suitable personal attributes.
- Revise training routes, contract types, working hours, pay, remuneration, holiday/sick entitlement and pensions.
- Be able to explain factors affecting success: costs, profit, economy, environment, trends, political factors, media and competition.
- Apply customer service and customer needs to a given scenario.

Topic 1.2 How providers operate

- Front of house: jobs, workflow, materials and dress code.
- Back of house: jobs, kitchen workflow, equipment and materials.
- Stock control: what stock is, FOH/BOH differences and how stock is managed.
- Food safety: how providers make sure food is safe to consume.
- Customer needs and customer rights.
- Dietary requirements: special diets, 14 allergens and the two main intolerances.
- Leisure requirements: e.g. spas, pools, gyms and children's facilities.
- Corporate requirements: what business customers may need that leisure customers do not.

Topic 1.3 Health & safety

Legislation & systems

Know what the key acronyms stand for and what they mean:

- HASAWA
- RIDDOR
- COSHH
- MHOR
- PPER

Also revise the Food Safety Act 1990, Food Hygiene Regulations and HACCP.

Apply it to a scenario

For any hospitality setting, be ready to:

- identify a hazard or risk
- explain who could be harmed
- give a realistic control measure
- consider FOH employees, BOH employees, customers and suppliers
- explain food-handler responsibilities

High-value habit: do not just name the law — connect it to what staff should actually do.

Topic 1.4 Food safety

- Causes of food-related ill-health: understand the different ways food can make people ill.
- Food-poisoning bacteria: know the names and symptoms of at least three.
- Chemical contamination: how chemicals can contact food and how this is prevented.
- Allergies: know the common allergens; your checklist expects secure knowledge of at least five.
- Intolerances: know the two main intolerances and which foods must be avoided.
- Know aspartame and MSG.
- Prevention: explain practical controls that reduce food-related ill-health.
- Know the main food-safety legislation and the role/responsibilities of the EHO, including inspection outcomes and food-hygiene ratings.

Start with a RAG check

Do not revise everything equally.

RED

I cannot explain this accurately yet.
→ Learn it, then test yourself.

AMBER

I recognise it, but I need prompts.
→ Retrieve it without notes.

GREEN

I can explain it and apply it.
→ Keep it fresh with exam questions.

Use the checklist properly

RAG each line honestly. Begin with RED topics. Re-test them a few days later and change the colour only when you can explain the content without looking.

Checklist of knowledge Year 11 Unit 1

Name: _____ Class: _____

Topic 1.1: Hospitality & catering provision	RED	AMBER	GREEN
The structure of the H&C industry – commercial and non-commercial, residential and non-residential provisions, examples of these and knowledge about many different types and varieties of provision			
Types of food service system – all the different ways in which customer order and receive their food and recognize the symbols			
Standards and ratings – AA star ratings (1-5), AA rosettes (1-5) and Michelin Stars (1-3). Describe supply and demand of staff – how in hospitality many jobs are seasonal and they are required (demand) when it's really busy. Supply of staff are those wanting jobs.			
Job roles – front and back of house jobs available in hospitality provisions			
Kitchen brigade – all back of house jobs available in the kitchen. The structure from top to bottom and the names of all the different chefs			
Front of house – the areas in a restaurant or hotel where customers go. There are 5 main areas in a restaurant which are usually considered F&B			
Housekeeping – this includes the role of the room attendant and also the maintenance team. Make sure you know what they do.			
Personal attributes – these are what a person is actually like, not the skills they have learned, but how they are as a person. Also known as the 'qualities' of a person. Identify the kinds of attributes suitable for different jobs (eg. Waiter, chef, room attendant, kitchen porter etc).			
Training to enter the industry – the courses and qualifications which can lead into becoming a chef or hotel worker. You need to know what qualifications are needed to get jobs in the sector.			
Employment rights and contracts – the 4 key contract types and at least 2 advantages and disadvantages of each. Why and how different contracts suit different people's circumstances.			
Working hours and rates of pay – shift patterns, hours related to different contract types and the National Minimum and Living Wage set by the government.			
Remuneration – the difference between hourly rate and wages/salary, plus other benefits which might count towards your wages.			
Holiday/sick entitlement – which contracts mean you are entitled to holiday and sick pay?			
Pensions – which contracts mean you are entitled to join a work pension scheme			
Success of a provision:			
• Costs – what do you need to buy/ pay for if you are setting up a hospitality or catering business? Rent? Wages etc.			
• Profit – how is profit calculated? What costs does a provision have to pay just to be open?			
• Economy – describe what the UK and global economy is and how it impacts hospitality			
• Environmental – how can hospitality provisions be environmentally friendly? The 3R's something popular, such as a trending type of food, like Japanese which is all over social media and very popular at the moment. Lots of technology is trending too like ring doorbells, SMART phones and TVs, order pads in restaurants etc.			
• Political factors – the political climate; do people feel safe in their jobs; is there living crisis going on which makes people less likely to spend?			
• Media – what are people less likely to spend on? Being taxed more? Do people have a lot of media?			

How to turn knowledge into marks

Knowing a fact is only the first stage.

1 • Point

Give the precise fact requested.

Example:

Name the contract, job role, hazard, allergen, rating or piece of legislation.

2 • Evidence

Use the scenario.

Refer directly to the type of provision, customer, employee, food or situation in the question. Avoid generic answers.

3 • Explain

Point → because → why.

Make the link explicit: explain WHY the issue matters to the provider, employee or customer.

Use your practical experience to help you answers those questions as well!

Make flashcards that actually work

Weak flashcard

FRONT:
What is HACCP?

BACK:
A copied paragraph from the textbook.

Problem: this encourages recognition, not secure recall.

Better flashcard

FRONT:
What does HACCP stand for?
What is its purpose?
Give one hospitality example.

BACK:
Short, precise answers you can self-check.

Then apply it to a scenario.

The revision guide

Use it alongside your checklist —

WJEC Level 1/2 Technical Award Hospitality and Catering revision guide

A useful source for revisiting course content at home. Use the contents/index to find the exact checklist topic you have marked RED or AMBER.

Best use: read a short section → close the book → retrieve it from memory → answer a question or create your own scenario.

You can also then buy the Exam Practice workbook which works alongside the revision guide to support students.



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Final revision check: WJEC Level 1/2 Technical Award for Hospitality and Catering

CAN I RECALL IT?

Can I define the term?
Can I name examples?
Can I remember the legislation / role / process without notes?

CAN I EXPLAIN IT?

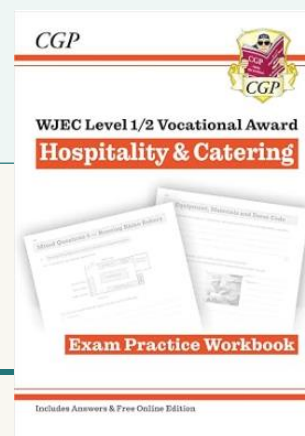
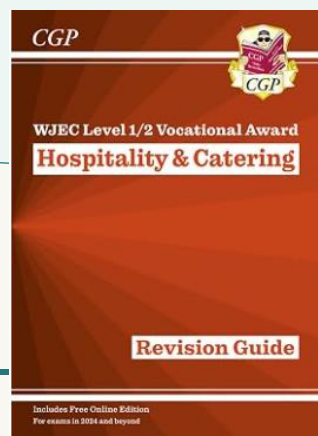
Can I explain why it matters?
Can I give advantages/disadvantages?
Can I explain a risk and a suitable control?

CAN I APPLY IT?

Can I use the knowledge in a hotel, restaurant or catering scenario?
Can I tailor the answer to the customer or provision?

Resources

- Your Unit 1 knowledge checklist — this should drive what you revise. Completed in revision after school.
- Class notes, knowledge organisers and teacher resources.
- The WJEC Hospitality & Catering revision guide — use it to target RED and AMBER areas.
- Past questions / teacher-set exam questions and mark schemes. Also can buy an Exam Question booklet.
- Your mock or assessment papers — every lost mark is a revision target.
- Flashcards, blurting and self-quizzing — active recall is more useful than simply rereading.
- Your teacher: ask for help when a checklist statement remains RED after revision.
- Revision Calendar- handed out after the Unit 2 completion.



Key Points

Revision after school:

Week A Thursday (Option A group)
Mrs Sigrist Smith and Mrs Moulder

Week B Tuesday (Option B group)

Mrs Sigrist Smith

Contact:

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Unit 2:

Please be reminded that students will also need to prepare for **Unit 2**. This will be supported through revision sessions after school in the lead-up to the key assessment points.

As we get closer to the practical examinations, a letter will be sent home with further information and guidance on how you can support your child with their preparation.