

## **KEY MESSAGES**

Teachers should ensure that they understand paper 3 and should train candidates accordingly by ensuring that all candidates have access to all required equipment in order to complete their Paper 3 with ease.

All candidates' work should be identified clearly by their correct Surname, Name, Candidate Number as well as centre number. This will be achieved by a proper introduction of candidates during their Task 1 introduction e.g. (My Name is Raura Meningah, my student Number is 0001 and I am playing the role of a Waitress, thank you). Additionally, all centres should ensure that all candidates' forms are completed with their correct details.

All centres should ensure that they receive and use updated documents for the administration of the practical exercises, newly updated for 2022. The Practical Summary Mark Sheets, check list, and the MS1 (USB) should all be included with the work.

All centres are kindly urged to use marks schemes that are provided in the scheme of assessment booklet. There is no need to retype these forms. Centres should make copies of each assessment forms. Most assessment criteria were omitted by centres who retyped the assessment forms.

The inclusion of photographs and videos as supporting evidence should be compulsory to all centres. This is to indicate that candidates truly participate and have completed their Course Works Tasks, a challenging task to some centres this year.

Centres are kindly urged to submit all candidates' videos for Task 1 and photographs for both Task 2 and 3.

Examiners should mark all candidates' work;. Some centres submitted candidates' work that was not marked at all but candidates were awarded marks. Examiners should ensure that each component is given a marking scheme which is clearly marked, indicating how the candidate received that specific mark.

Paper 3 Course Work Tasks should be packed in candidates' portfolio file. Teachers must not staple pictures on assessment forms.

Paper 2 Practical Cookery should be packed in 1 pocket file or in another file meant for Paper 2 Practical cookery, as they are different components and they are assessed separately.

Background noise should be avoided by all means during the roleplay. Examiners should ensure that the surrounding environment is very quiet and conducive for candidates to start their role play.

Too long and too short videos should be avoided and the examiners should adhere to the time set as indicated in the instructions to teachers.

All centres should provide candidates with suitable resources needed for all three tasks.

## **GENERAL COMMENTS**

Most centres submitted work of good quality and there are positive improvements by most centres which met the assessment criteria. However, there is still more room for improvement by other centres, which did not meet the required standards for Paper 3 assessments. Many candidates need to demonstrate good communication skills. Candidates should also understand excellent professional conduct especially upon receiving the wrong dish. Candidates should be familiarised with good table setting skills and know suitable cutlery, utensils, glassware as well as crockery. Examiners should also ensure that candidates are well prepared and equipped with proper bed making skills and be provided with all required bed linens. Examiners should ensure that all candidates are wearing suitable PPE during Task 3. All candidates should complete all Paper 3 Tasks wearing their proper full school uniform well tucked-in.

## TASK 1: COMMUNICATION, CUSTOMER SERVICE AND PROFESSIONALISM

1. Examiners should begin to give proper coaching, training and preparations to candidates upon receiving Paper 3 question Papers. Examiners should explain to all candidates what is required of them. This will help candidates to overcome their fears, lack of confidence and give them proper time to train. Allow candidates choose their own partners with whom they are comfortable to role play. Examiners should allow candidates to watch familiar videos on Hospitality School official YouTube channel on this link: <https://www.hospitality-school//>.
2. Examiners should inform candidates that they have 15 minutes to complete the task of which 5 minutes are meant for preparation of candidates' plate, glass of water or wines. In one case the examiner was supposed to enlighten candidates that they will be awarded marks during their waiter or waitress roles and candidates were supposed to solve the problem of a wrong dish that they presented to the customers in an amicable manners by accepting the mistake, by reporting the mistake to the manager or establishment supervisor and by involving the customer during the problem solving stage and by allowing the customer to choose either to wait for preparation and presentation of the correct dish or by opting for a refund.

### Application of Marks

#### 1. COMMUNICATION

**Acceptable presentation/demonstration:** Professional and proper introduction should be applied by candidates. Candidates should begin with Good Morning/Good afternoon. (My Name is Raura Kamariatte, and I am the Waitress. How may I help you, Madam or Sir?)

**Good Interaction:** Waiter/Waitress should interact with the customer in a professional way by checking the customer to ask if he/she needs something else or help, such as Wi-Fi password or a glass of water.

**Listening Skills:** The candidate who is playing the role of a waiter/waitress should have good listening skills without interrupting the customer especially, when voicing his/her complaint about the wrong dish.

**Confidence:** The candidate who is playing the role of a waiter/waitress should be confident, feeling sure about his/her abilities, knowing his/her skills and strengths will allow him/her to cope with the dissatisfied customer or angry customer who has received the wrong dish. There should be no shyness.

**Friendliness:** The candidate who is playing the role of a waiter/waitress should smile regardless of the customer's rudeness.

**Respect:** The candidate who is playing the role of a waiter/waitress should address the customer in a professional way, with words "Yes Ma'am/Sir".

**Eye Contact:** The candidate who is playing the role of a waiter/waitress should maintain good eye contact by focusing and facing on the customer. They should not be shy at all.

**Problem Solving Skills:** Candidate who is playing the role of a waiter/waitress should be able to face the problem and try to find a suitable solution to how to replace the wrong dish or give a refund. He/she should also try to involve the customer in problem solving. The customers might have a good solution since the customer is the one who is negatively affected and needs an amicable solution.

#### 2. CUSTOMER SERVICE SKILLS

**Attentiveness:** The candidate who is playing the role of a waiter/waitress should pay attention to the customer especially when the customer is voicing his/her unhappiness.

**Positive Attitudes:** Candidates who are playing the role of a waiter/waitress should be very positive toward the customer and be willing to help.

**Conflict Resolution:** Candidates who are playing the role of a waiter/waitress should accept their mistakes and be able to apologise, "I am sorry, Sir/Ma'am, I misplaced your dish/I took the wrong dish that belongs to table 4. It's such a hectic today and I am the only waiter/waitress available today.

**Serving of a Customer:** Candidates who are playing the role of a waiter/waitress should serve a customer in the right manner by serving from the left and respectfully placing the dish on the table, saying, "Here is your right order/dish Ma'am/Sir. I am sorry for all the inconveniences this may cause!"

**Decision taken:** Candidates who are playing the role of a waiter/waitress should first tell the customers, "Let me consult my manager or supervisor". The waiter/waitress should not solve the issue of the wrong dish without consulting his/her supervisor. It should be channelled rightfully and the manager or supervisor will find a suitable solution for the customers. Establishment policy should be followed properly.

#### 3. PROFESSIONALISM

**Time Management:** The candidate who is playing the role of a waiter/waitress should play for at least 15 minutes. Candidates should avoid too short and too long role play.

## PERSONAL PRESENTATION/GROOMING

- **Neat/Trimmed hair:** hair should be neat and presentable
- **Clean hands and nails:** The candidate who is playing the role of a waiter/waitress should have neat hands and short nails. Examiners should be able to take a closer picture of clean hands and short nails or during introduction the examiner should take a proper and closer video by zooming into candidate's hands as evidence of clean hands and short nails. All Evidence should be sent to DNEA for moderation.
- **Clean and tidy:** All candidates should wear their proper full school uniform well tucked-in.
- **Neatly pressed clothes:** School uniform should be clean, ironed, neat and pressed. School shoes must be worn.

**Handling of a customer:** Candidates who are playing the role of a waiter/waitress should be able to handle the customer in an acceptable and professional ways, by following all correct procedures on how to handle an angry or unsatisfied customer.

**Express himself/herself on the matter:** Candidates who are playing the role of a waiter/waitress should be able politely and briefly to explain to the customer the nature of the whole incident. Most candidates did not express themselves and examiners should train candidates to be able to shed more light on the incident.

**Clear voice:** The candidate who is playing the role of a waiter/waitress should be able to speak clearly and loudly enough to be heard in the videos.

**Preparedness:** The candidate who is playing the role of a waiter/waitress should be well prepared for the role play. In cases where there are wrong and right dishes, glasses of wines, a glass of water, or a discount, gift voucher, or free take away, all should be part of the role play; all these should be prepared and available before the candidate begins the role play. Examiners must take note that candidates have 20 minutes for this task of which 5 minutes are for preparation. Then they will role play for 15 minutes totaling 20 minutes.

**Acceptable Response:** The customer should be able to accept the amicable solution and must feel happy or satisfied.

## TASK 2- MENU AND TABLE SETTING

### GENERAL COMMENTS

Examiners should ensure that candidates are quite familiar with suitable and appropriate cutlery, crockery, glassware and decorations to best complement the menu provided. Centres should ensure that they provide correct cutlery, crockery, glassware and decorations for the course work. (Please refer to ANNEX D: Hospitality I lists, Page 29 of the Hospitality 10-11 Syllabus.

Dessert is a plate service, therefore, there is no need to place a dessert plate on the table. Also there is no need to have a teapot since the table is set before guests arrive so the rule of hot beverage that it should be served hot should apply. There is no need for a gravy pot.

#### 1. PLANNING/DESIGN OF A TABLE

**Layout is well designed:** All candidates should first draw their neat table layout on an A4 piece of paper in a landscape format. Candidates were supposed to design a table layout for the given menu. Candidates were supposed to label their Table Setting Layout or provide a key to explain their cutlery, crockery and decorations. Examiners should ensure that candidates write their centre name, centre code, candidate numbers as well as their name and surname on all table setting layouts and drawings for easy and correct identification.

**Drawing is neat and tidy:** Candidates' table setting layout should be neat and tidy, with no grey marks of pencils. Unwanted marks or bad pencil drawings should be erased properly.

**Correct indication of cutlery, crockery, and decoration:** Candidates should ensure that on their table setting layout they indicate proper place setting for their cutlery, crockery as well as decoration. Their table setting layout should correlate with their real / live table setting.

**Correct format for table setting:** Candidates should ensure that their drawing mirrors their real/live table settings.

**Suitable Items/utensils for table setting:** Candidates should ensure that all cutlery, crockery as well as decoration complements the chosen menu.

#### 2. COLLECTION/ORGANISATION OF ITEMS/UTENSILS

**Collection and organization of cutlery:** Candidates are supposed to collect the correct cutlery such as 4 dinner knives, 4 dessert knives, 4 tea spoons, 4 dinner forks and 4 dessert forks,

**Collection and organization of crockery:** Candidates are supposed to collect correct crockery such as 4 dinner plates, 4 cups of tea/4 coffee mugs as well as 4 glasses of water and 4 glasses of sweet tea.

**Collection and organization of decoration items:** Candidates should collect and organize their decorations.

**Suitable Items/utensil collected:** All cutlery, crockery, glassware and decoration should be suitable for the event.

### 3. APPLICATION OF PRACTICAL SKILLS

**Clear demonstration of table setting:** This skill was performed below average by most candidates.

**Correct placement of cutlery, crockery and decorations:** This question was poorly answered by most candidates. Most candidates failed to place cutlery, crockery, glassware and decoration at their correct place setting as per the guidelines and instructions given for Task 2. Candidates were supposed to demonstrate good command of table setting skills. Examiners must train candidates to place all cutlery, crockery, glassware and decorations at their right place setting according to the guidelines and instructions given for Task 2.

**Cutlery, glassware, crockery and decorations:** Examiners should make use of attached ANNEX 1 and 2 that clearly indicate how candidates are supposed to set their tables.

### 4. QUALITY OF THE TABLE SET

**Correct items/utensils included:** This skill was well performed by most candidates. However, there are still centres whose candidates failed to present correct cutlery.

**Correlation between design and setting:** This skill was performed below average by most candidates. Most candidates failed to correlate their table setting layout with their actual/real/live table settings. However, if the layout is wrong and the actual table setting is correct examiners should award marks for skills to set the table.

**Table Setting according to number of guests:** This skill was performed above average. Most candidates set a table of 4.

**Suitable table décor:** This skill was performed above average. Most candidates set their tables well and they used suitable decoration mostly flowers or candles.

**Skills to set the table:** This skill was performed below average by most candidates. Examiners should ensure that candidates are well exposed to different skills of table settings. Examiners should demonstrate to candidates during table setting lessons how to set tables. Examiners should ensure that most cutlery, crockery and glassware are available in order to carry out a proper demonstration and identification of all tableware.

### 5. TABLE DECORATION

This skill was performed above average by most candidates. Suitable table décor such as flowers and candles depending on the theme of the table setting should be used.

**Table cloth and table overlay:** Most candidates performed this skill well. Their tables were set with proper table cloths. However, most candidates did not place a table overlay on top of the table cloth. Examiners should caution candidates to avoid printed table cloths. They should use plain table cloths according to table layout of which white table cloths are highly recommended.

**Napkin/serviette folding style:** Formal Table Setting Napkins should be properly folded in an elegant, neat and nice way. Napkins should be placed next to the forks, under the forks or inside the dinner plates.

## TASK 3

### **HEALTH, SAFETY AND CLEANING**

#### 1. PLANNING

**Planning form completed:** This skill was performed above average by most candidates. Most candidates managed to complete their planning form well.

**Types of bed linen listed:** This skill was performed above average by most candidates. Most candidates managed to list bed linen.

**PPE listed:** This skill was performed above average by most candidates. Most candidates managed to list PPE.

**Adequate types of linen and PPE listed:** This skill was performed below average by most candidates. Most candidates listed insufficient bed linen and PPE.

**Suitable types of bed linen:** This skill was performed below average by most candidates. Most candidates listed insufficient and unsuitable bed linen. Candidates are supposed to list the following bed linen such as flat sheet, mattress protector, fitted sheet, top sheet, comforter, duvet cover, standard pillow cases, standard pillow, continental pillow cases, continental pillow, towels, cushions and decorative linen.

**Suitable PPE listed:** This skill was performed below average by most candidates. Most candidates did not list suitable PPE which include protective hand gloves, safety shoes (School uniform shoes), dust mask, apron and hair cap/hairnet.

#### 2. COLLECTION OF BED LINEN/PPE

**Types of bed linen collected:** This skill was performed above average by most candidates. Most candidates collected bed linen.

**Types of PPE collected:** This skill was performed above average by most candidates. Most candidates collected PPE.

**Correct and suitable types of bed linen collected:** This skill was performed below average by most candidates. Most candidates failed to collect correct and suitable bed linen needed for task 3. Centres should ensure that all candidates are provided with all the required bed linen to complete their task 3 coursework.

**Correct and suitable PPE collected:** This skill was performed below average by most candidates. Most candidates failed to collect correct and suitable PPE needed for task 3. Centres should ensure that all candidates are provided with all suitable PPE to complete their task 3 coursework.

**Handling of bed linen:** This skill was performed above average by most candidates. Most candidates demonstrated good skills while handling bed linen.

### 3. PROCEDURES/ORDER OF WORK

**Top sheet and fitted sheet:** This skill was performed below average by most candidates. Most candidates failed to place the sheet and fitted sheet. Most candidates only use a fitted sheet and omit a top sheet.

**Duvet/comforter on top:** This question was performed above average by most candidates. Most candidates managed to place a duvet /comforter on top.

**Folding of top sheet:** This skill was performed below average by most candidates. Most candidates failed to use a top sheet. However, only a few candidates who managed to use top sheet and fold it properly.

**Folding of duvet/comforter.** This skill was performed below average by most candidates. Most candidates failed to fold their duvet/comforter.

**Fluffing the pillows:** This skill was performed above average by most candidates. Most candidates managed to fluff their pillows.

**Finishing with cushions:** This skill was performed above average by most candidates. Most candidates managed to add a cushion as their finishing touch.

### 4. QUALITY OF WORK

**Thoroughly and well-made bed:** This skill was performed above average by most candidates. Most candidates managed to thoroughly make their bed.

**Bed linen used appropriately:** This skill was performed below average by most candidates. Most candidates failed to use appropriate bed linen because some bed linen was either not available or not suitable to complete their task.

**PPE used appropriately:** This skill was performed below average by most candidates. Most candidates failed to wear appropriate PPE such as protective hand gloves, safety shoes (School uniform shoes), dust mask, apron and hair cap/hairnet which was clearly evident from the candidate's photographs.

**Folding style of the bed:** This skill was performed above average by most candidates. Most candidates managed to thoroughly fold their bed in different styles.

**Correct procedure for making a bed:** This skill was performed below average by most candidates. Most candidates failed to follow correct steps and procedures on how to properly make a bed. Examiners should ensure that candidates are familiar with correct bed making steps and procedures as shown below.

1. **Clear the bed.** Whether one is making a bed after getting up in the morning or after washing the sheets, the first thing to do is to clear the bed. Be sure to take off pillows, stuffed animals or comforter.
  - Take the duvet/blanket off, the top sheet and any pillows and set them aside (preferably not on the floor).
  - One can leave the fitted sheet (the one with the elasticated corners) on the bed.
2. **Put the fitted sheet on.** If the fitted sheet is not already on the bed, one will need to put it on. Do this by tucking the elasticated ends of the sheet around the corners of the mattress.
  - Make sure the sheet is tucked tightly around the corners of the mattress. One may need to lift the mattress slightly to achieve this.
  - Make sure the fitted sheet sits smoothly on top of the mattress, without any creases or wrinkles
3. **Put the top sheet on.** Next, take the top sheet and spread it over the bottom sheet. Remember that the side with the large hem should go at the top of the bed and the hem should be aligned with the head of the mattress.
  - If sheets are patterned, the patterned side should face down (so one can see the pattern when the top of the sheet is folded back).
  - Make sure the top sheet is spread evenly over the mattress, with the same length of sheet hanging over both sides of the bed.
4. **Make hospital corners.** The term "hospital corner" refers to a specific method of folding the end of the top sheet tightly under the mattress. It is the trickiest step in making a bed, but is also the part which will make the bed look the neatest.
  - To make a hospital corner, tuck the end of the top sheet between the mattress and box springs at the foot of the bed. Don't just stuff it in though, make sure it is smooth and wrinkle free.



- On one side, grab a piece of the top sheet approximately 16 inches (40.6 cm) away from the foot of the bed. Lift it up and fold this section of sheet over the top of the mattress, so it forms a 45-degree angle from the corner of the mattress.
- Holding the folded piece of sheet in place on top of the mattress, tuck in any sheet hanging below the mattress on that side of the bed. Do this as neatly as possible for the best results.
- Now, let the folded piece of sheet on top of the mattress drop down. If looser sheets are preferred, one can stop here. But if one prefers to tuck sheets tightly, one can tuck the hanging edge of sheet smoothly between mattress and box springs, all the way along the side of the bed.
- Repeat on the opposite side of the bed. For more detailed step-by-step instructions and pictures on how to make hospital corners, see this article.

**5. Place the duvet or comforter on top.** Once the top sheet is tucked in place, one can lay the blankets, duvet or comforter on top.

- Make sure the duvet is spread evenly over the bed, with the same amount of overhang on each side of the bed.
- The top edge of the duvet/comforter/blanket should be about 6 inches (15.2 cm) away from the edge of the top sheet at the head of the bed.

**6. Fold the top sheet and duvet down.** Take the edge of the top sheet at the head of the bed and neatly fold it back over the top edge of the duvet, blanket or comforter. Notice how one can see the pattern on the inside of the sheet?

- If one is using a blanket or thin comforter, one can fold the blanket and sheet back together, so the hem of the sheet is no longer visible. Duvets are usually a little too thick to fold.
- If one likes, one can tuck the edges of the folded blanket and sheet underneath the mattress for a very neat and tightly-made bed. This is how they do it in the military

**7. Fluff the pillows.** Grab the pillows and give them a good fluffing before placing them on the bed. To fluff a pillow, grab it on either side and squeeze the sides together before releasing.

- Smooth out the pillow cases then lay each pillow flat at the head of the bed, to fill the space between the folded over duvet and the headboard.
- If one has more than two pillows (on a queen-sized bed) stack the extra two pillows directly on top of the bottom ones.

**8. Add the finishing touches.** Now the bed is almost complete!

- To finish it off, take any decorative cushions or pillows one might have and place them in an upright position at the head of the bed, leaning against the sleeping pillows for support.
- If one has an additional blanket, quilt or throw blanket that one likes to keep on the bed for aesthetic purposes (or in case it gets cold!), fold it neatly in half and lay it evenly over the bottom half of the bed.

**Finishing touches:** This skill was performed above average by most candidates. Most candidates managed to add cushion, decorative linen and well folded towels as their finishing touches.

**5. PROBLEM SOLVING**

**Identification of all types of bed linen:** This skill was performed below average by most candidates. Most candidates failed to identify all types of bed linen.

**Identification of all PPE:** This skill was performed below average by most candidates. Most candidates failed to identify all types of PPE.

**Use of bed linen:** This skill was performed above average by most candidates. Most candidates managed to use all bed linen provided.

**Use of PPE:** This skill was performed above average by most candidates. Most candidates managed to use PPE provided or available.

**Ability to make a bed:** This skill was performed above average by most candidates. Most candidates demonstrate good command skills of bed making.

**Neatness and readiness of the bed:** This skill was performed above average by most candidates. Most candidates managed to make their bed neatly and the bed appeared ready for the guest.