



GCSE EXAMINERS' REPORTS

HOSPITALITY AND CATERING

Unit 2 Catering, Food and the Customer

JANUARY 2015

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Annual Statistical Report

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HOSPITALITY AND CATERING

General Certificate of Secondary Education

January 2015

UNIT 2

Principal Examiner: Jayne Hill

Note: Most centres opted for the written paper but it was also available electronically. Please advise those candidates who word process their answers to show clearly which question/part of question they are answering.

- Q.1 There was a good response to this question and most candidates earned 2 or 3 marks. Some candidates did not know that a cheese sauce is made using the 'roux' method.
- Q.2 Few candidates gained 3 marks for this question. Many candidates thought that matchsticks of vegetables are called 'croutons' and that a smooth, sieved mixture was a coulis.
- Q.3 Most candidates gained at least 2 marks for this question. The question to which candidates incorrectly answered was 'flapjacks'. All sorts of methods of cooking were given including 'oven' which is not a method of cooking.
- Q.4 The question on the roles of the two chefs was, in the main, poorly answered. It was clear that many candidates did not know or understand these roles. The most popular answer for Sous Chef was 'he makes sauces'.
- Q.5 (a) Most candidates were able to identify one soup quality. Many candidates, incorrectly, listed different soup flavours available. An answer such as 'good colour/texture' needed qualifying.
- (b) Many candidates misread or misunderstood the focus of the question giving answers such as serve the soup in nice bowls, leave the soup to cool.
- (c) Most candidates gained marks from this question with the most popular answer being that using a processor is quicker than slicing vegetables with a knife/by hand. Some candidates lost the question focus and wrote about electrical safety rather than the benefits of using a food processor.
- Q.6 (a) Most candidates were able to state the importance of the use by date. Some candidates, however, simply rewrote the question stating 'the eggs must be used by that date'.
- (b) The most popular answer given was hens/chicken eggs. Many candidates gave answers such as free range/hard boiled/poached. Very few candidates identified dried or liquid/pasteurised egg.
- (c) Most candidates stated that eggs should be stored in a cool temperature. 'Making sure the eggs are not cracked' was a popular response which was not an agreed response.

- (d) Many candidates were unable to clearly identify functions of eggs in cooking. Popular answers given were 'poached/boiled/fried/scrambled'.
- (e) Most candidates marks tended to sit in the low or mid band range due to a lack of explanation. All candidates were able to state some egg dishes that could appear on the menu. Fewer candidates were able to explain why eggs are useful in cooking which then permits the chef to create an interesting menu.
- Q.7 (a) Candidates seemed unable to express their answers clearly. Many gave answers such as 'to make money' 'is what a business earns'. The answer had to make reference to both making costs and selling costs of the product.
- (b) Very few candidates were able to identify the generally accepted figure of 60%.
- (c) Most candidates gained a mark for this question.
- (d) Candidates' answers lacked specific knowledge and understanding of how profits can be monitored. There was a lot of repetition of vague statements e.g. 'I.T. can be used to monitor the profits', how?
- (e) Most candidates were able to identify monitoring stock prices and finding cheaper suppliers would help the business profits. Many candidates believe that simply raising/reducing prices or deals such as BOGOF will increase the profits which tend to be not the case. There are meal deals that can help improve profits but these were not always discussed. Candidates tended to lose the focus of the question and wrote about doing surveys, put more dishes on the menu, redecorate the premises without explaining how this would improve profits.
- Q.8 (a) Most candidates were able to identify at least one correct nutrient. However, many candidates stated ingredients rather than nutrients.
- (b) Most candidates stated that healthy eating menu planning should consider reducing fat and sugar. However, candidates did not explain how this could be implemented. Many candidates stated the menu must be balanced without explaining what this means in practise. A significant number of candidates discussed menus for children which does not relate to the question. Candidates did not illustrate their knowledge and understanding of the subject.
- (c) Candidates tended to give answers from the customer view point rather than the business view point – which was the focus of the question. This prevented the candidates from accessing the higher band marks. There was a great emphasis on the RRR aspect of packaging; which again limited the marks awarded simply because there were many other points that could have been discussed.
- Q.9 This question was answered quite well by the majority of candidates illustrating that this part of the specification is being taught well in school.
- (a) Most candidates were able to identify two food poisoning bacteria.
- (b) Most candidates gained full marks for this question.

- (c) Most candidates correctly identified that the employee must not work if food poisoning is suspected. However, a number of candidates lost focus of the question and gave clear explanations of the how and why food poisoning occurs rather than the procedure to follow once food poisoning is suspected.
- (d) The candidates' answers tended to be generalised rather than specific.
- (e) Overall, this question was fairly well answered. Most candidates were able to identify the critical temperatures and the need to prevent cross contamination. Some candidates stated that meat should be washed which the FSA makes clear should not happen under any circumstance. When writing about meat please encourage candidates to make clear whether it is raw or cooked meat they are discussing.

General Comments:

Marks awarded covered the whole of the mark range: grades G to A*.

Candidates would be advised to read all questions thoroughly because many mistakes were made as a result of candidates misreading questions and choosing the wrong focus for their answers.

The quality of written communication (QWC) was assessed in those questions that asked candidates to discuss, explain and evaluate. Candidates should be encouraged to give a **fact or point, explain** what they mean by the point and give an **example**, if possible, when answering this type of question. Clarity of writing is vital to access the higher band marks. Many candidates wrote brief lists that could only earn them the lower band marks.

It was pleasing to see some candidates accessing the paper on line. Many candidates made good use of the extension writing boxes. Candidates must have access to the familiarisation test(s) and practise papers before they take the online examination.



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