



GCSE EXAMINERS' REPORTS

**GCSE (LEGACY)
HOSPITALITY AND CATERING**

SUMMER 2018

Grade boundary information for this subject is available on the WJEC public website at:
<https://www.wjecservices.co.uk/MarkToUMS/default.aspx?!=en>

Online Results Analysis

WJEC provides information to examination centres via the WJEC secure website. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.

Annual Statistical Report

The annual Statistical Report (issued in the second half of the Autumn Term) gives overall outcomes of all examinations administered by WJEC.

Unit	Page
Unit 3	1
Unit 4	4

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UNIT 3 – EVENT BASED TASK

Administration

Generally administration was in order again this year; we are very grateful to centres who were able to submit their coursework before the deadline date. However, some centres were late sending coursework which as mentioned in previous reports, is unacceptable practice as this delays the moderation process. Dates and instructions for submitting coursework for moderation may be found online www.wjec.co.uk.

Most centres have followed previous advice in securing the work with a treasury tag and not sending in bulky folders, thank you.

Clear annotation by some centres aided the moderation process. However some centres were inconsistent in the annotation within the cohort provided. Moderators are able to use the annotation to support the marks awarded, therefore the more detail you can include the more it aids the moderation process. HC3 forms are no longer compulsory but do aid the moderation process. 10 samples are required initially and the moderator can ask for further work. These should be sent on the same day of request to avoid any further delay in the moderation process, some centres delayed the moderation process by not responding to requests straight away.

There are still some errors made in the totalling of marks. It is advisable to get these double checked before inputting onto the system. A number of centres presented the work for moderation, electronically (disc and memory stick) and this was acceptable. Photographic evidence of the event taking place with customers is essential when moderating. Some centres are not including photographic evidence to back up the marks, this makes moderation of the actual event difficult.

A number of new centres submitted work for the first time; this was pleasing to see, especially in light of current changes to GCSE.

When using information from the WJEC website please ensure it is current and up to date as several centres used the old pro forma from the original GCSE which restricted candidates from gaining the higher mark bands.

Hospitality skills related to events and functions.

It is pleasing to note that the standard of work achieved by the candidates this year has improved again. This could be due to delivery staff having:

- Addressed comments made in previous reports.
- Referred to the WJEC website and looked at exemplar material.
- Provided their candidates with clear guidelines to follow thus allowing them the opportunity to access and achieve the top band of marks awarded for each section.

- Encouraged candidates to use a range of techniques to present their work, which in some instances ensured all criteria was clearly addressed.

It is also pleasing to note that centres have used events that they have had to undertake as part of the centres' annual programme. These have included charity cake bakes, parties for different client groups, lunches for staff and also for visitors to the centre. Both the hospitality and catering aspect of the course have been included with the candidates working in teams to select, prepare and serve foods. It is important that candidates participate in both the preparation and serving of the food. The moderation process is made easier if work is identified according to the four main sections; Investigating the task Planning the task Carrying out the task Evaluating the task.

Investigating the task

The majority of candidates investigated the task well, however all work should link to the event and not just be stand-alone notes from lessons. It is pleasing to see the majority of candidates have investigated a range of possible events prior to selecting the actual event. Some centres are still being too prescriptive in the choice of the event and are penalising their candidates in there not being adequate opportunity for many to "explore themes/events". Candidates have included possible venues and justified reasons for choosing the selected venue, discussing why it is appropriate. It was pleasing to see photographic evidence of a range of areas where the events could take place; both inside and outside of the centre. Job roles and team work were in most cases linked to the actual event and reasons given for choices made. It is important that candidates record their participation and that of the other members of the team and identify the job roles required both in the kitchen and front of house for the event to be carried out successfully. The final choice of roles can be made after dishes for the event have been trialled, as often the strengths of the individual can relate to a particular job role for the day of the event.

Plans of action, when included, have shown an understanding of the time scale involved and the work to be completed. When deciding on menu choices or target groups many good practice centres have designed questionnaires and some analysed their results, with the use of graphs as well to inform next stage decisions. Consideration in most centres was given to special diets and nutritional needs, although in some cases these were not linked to the target audience or the questionnaire. Candidates also analysed a range of menus and types of service. It is important that any menus are analysed fully and suitability to the event is recognised. Candidates can also look at customer care and portion control in this section and link it to what they will do on the day of the event.

Planning the task

Many candidates included a HACCP chart in this section; however they were not always linked to the dishes made for the event. It is important that candidates cover all areas of food safety to ensure the guests and foods they provide are safe. This can include food poisoning and general food safety including personal hygiene of chefs. Risk assessments should cover the setting up of the room for the event and not just be related to the kitchen. A fire safety plan should also be included, not just briefly mentioned in the risk assessment, this shows a clear understanding of what is expected to ensure the safety of the guests during the event of a fire. Candidates are able to work together for the rest of the planning section, however they must annotate the work to show how it was completed as a team. Team work is an important aspect throughout the event and credit can be given for this when the groups are choosing their dishes, designing their menu as well as deciding their theme, table layouts, ways of collecting feedback, and final presentation. Best practice is evident where candidates can explore all aspects of their event and set up trialling and testing for each component, prior to final decisions being made. Plans for the day were, again, often weak

and lacked detail; candidates should include both a group plan and individual plan for the day. Recipe trials with evaluating each one for its suitability for the target group, cost, skills of the group, are a popular vehicle to access marks in this section and a worthwhile exercise. Costing for the event should include a detailed analysis of ingredients bought and cost with profit margin as expected in industry, not just a till receipt.

Carrying out the task

Photographic evidence of working practices, finished results and service, candidates' comments and teacher annotation help support the mark awarded in this section. In some cases this is generous where the evidence suggests that the candidate has not prepared a selection of dishes to include medium to high level skills or has not played an active part in the service of food. Many photographs indicated a sound understanding of food hygiene, group activity as well as individual completion of work and a high standard of finished results, and showed well executed front of house skills. It must be remembered that candidates can be awarded marks for food production as well as food service, and they should experience both throughout this assessment, but may focus on one aspect on the day of the actual "event". In many centres dishes chosen have included high level skills and a high standard has been achieved in the practical work. It is important that photographic evidence is submitted for this section to aid moderation. This was pleasing to see and the candidates again appeared to enjoy the experience and gain a lot from it.

Evaluation

This can be credited where on-going throughout the work not just as a summary at the end. Evaluations were generally well written, especially where candidates had been given detailed guidance to follow. Be careful when providing sub headings for the candidates to complete. Although this addresses the information required for the lower achievers to follow it can restrict the more able candidate in using free response. It is important that the candidates refer to the research and planning stages and not just the carrying out of the event. In order to achieve the higher marks the candidate should include a self-assessment and a group assessment and suggestions for improvement for both. The planning stage, time management, standard of personal presentation, safe and hygienic practices, skills gained, costing, customer satisfaction and the success of the whole event should all be analysed, to access the highest mark bands. Good practice demonstrates constructive use of customer satisfaction cards, letters, and press cuttings in order to inform judgements made in this section.

I would also like to thank the dedicated subject teachers for their hard work in preparing the candidates for this element of the course and their continued enthusiasm and valued support of the subject during its final year of delivery.

The Level 1/2 Hospitality and Catering course attracts performance points and could be one option moving forward for future cohorts.

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UNIT 4: HOSPITALITY AND THE CUSTOMER

Marks awarded covered the whole of the mark range from A* to G. The quality of written English was slightly improved on last year although quality of spelling remained variable for the most part.

- Q.1** The majority of candidates gained two or three marks, seeming to understand the different establishments but less sure about the BHA.
- Q.2** Again the majority of candidates were awarded two or three marks. Some confusion seemed apparent with regards to whether a porter or room service would meet the needs of hungry late arrival.
- Q.3** A disappointingly large number of candidates decided that 'service' related to style of dinner service only. They did not appear to understand the true meaning of service as it relates to the hospitality industry or to the organising of conferences, and so lost vital early marks.
- Q.4** (a) This question was quite well answered, especially on a basic level. Many candidates had obviously been taught LAST (Listen, Apologise, Solve, Thank), but failed to relate their answer to the given problem. Many candidates again spent much time talking of discounts and complimentary gestures that might be given to the customer but could not be awarded a mark when there was no mention of seeking managerial agreement.
- (b) Despite many calls for sacking of slow staff and making guests check out earlier, a large number of candidates gave succinct and appropriate answers gaining 3 or 4 marks.
- Q.5** This as expected was generally well answered. Most candidates covered key cards and motion sensed lights. Energy efficient appliances and the use of solar panels was also well represented. However, a number of candidates wrote at length about the value of using towels more than once and worryingly the introduction of more candles being introduced for lighting. I would have hoped that by now Reduce, Reuse and Recycle were fundamental to general living, not just Hospitality.
- Q.6** (a) Candidates obviously understood which dietary needs these symbols related to, but were often confused as to whether they meant free from nuts and wheat or do not eat if allergic to nuts and wheat.
- (b) Candidates showed good knowledge of symptoms shown by someone suffering an allergic reaction on the whole gaining the full 3 marks.

- (c) Answers here were a little disappointing. Candidates were able to offer appropriate suggestions for front of house; symbols on menus, separate menus, knowledgeable staff being the most common. However when discussing measures to be taken in the kitchen, a large number of candidates discussed basic kitchen and personal hygiene. Few answers discussed separate storage /preparation areas.
- Q.7** (a) This question was answered well. The majority of candidates scored 4-6 marks here, showing a good understanding of how a hotel could attract more customers. A wide range of ideas were offered, including advertising, smartening up the appearance both inside and out, special offers and events and investing in new leisure facilities.
- (b) This was again answered well, with many candidates scoring full marks for this question, showing a good knowledge of how to measure customer satisfaction.
- Q.8** (a) This question was generally well answered by the majority of candidates, having been well taught the benefits of a new establishment to the local community.
- (b) Candidates were able to offer a suitable food service for the event offered. A few were obviously unsure of the difference between type of service and type of menu. There was an interesting array of dishes offered as suitable for a wedding. However, as long as answers were at all suitable they were awarded the mark. Candidates failed to score marks where they merely listed foods e.g. 'meat' as opposed to a dish as in roast beef.
- (c) Many candidates scored 4 or 5 marks here discussing many of the relevant qualities required by an events manager. Those that scored poorly had either got confused between qualities needed and the role of an events manager, or had little idea as to what an events manager was.
- (d) Many of the answers here were very superficial, again suggesting that candidates had little idea of what an events manager's role entails, especially on the day of an event. As a result candidates failed to score well.
- (e) As expected, candidates answered this question well. Many gaining 4 or 5 marks. A good range of communication methods were offered and how they may be used in the planning of a large event.
- Q.9** (a) A disappointing number of candidates failed to score any marks here. They obviously had no concept of what a contract caterer is. I can only conclude that this is an area that has not been taught in many centres. A large number of answers gave a good, but inappropriate explanation of the difference between having a contract and being a casual worker.
- (b) The responses here were variable. Many candidates again wrote at great length about possible special diets and allergies and how they could be dealt with. No mention whatsoever was given to budget, time, equipment, skills, seasonal foods, type of service etc. Even if they had listed all of these things they may have still scored slightly better than the one mark earned from only discussing special diets. Although obviously very important, it is only one aspect of menu planning. Those who had revised well offered a good range of points to be considered when menu planning and many also related their answer well to the constraints experienced by a contract caterer e.g. safe transport of food to the venue.

- (c) This question was answered well. Candidates showed a good understanding of the possible risks to safety of such an event. Risks from noise, fire, wiring and trip hazards were covered well. As were sufficient space for the number of guests, good ventilation and the need to warn of flashing lights.

General Comments

It was pleasing to see that candidates generally showed a good broad knowledge of the specification. They also endeavoured to expand more fully on their answers and so managed to pick up the odd extra point where in the past they would have offered lists e.g. when talking about types of communication.



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