



GCSE EXAMINERS' REPORTS

HOSPITALITY AND CATERING

SUMMER 2015

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.

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HOSPITALITY AND CATERING
General Certificate of Secondary Education
Summer 2015

UNIT 1 – CATERING SKILLS RELATED TO FOOD PREPARATION AND SERVICE

Principal Moderator: Julia Norman

Administration

Once again increased numbers of centres submitted coursework for moderation well after the deadline date. **This date does not change; it is always 5th May.** Teachers should aim to complete their Controlled Assessments and their marking by the end of the Spring Term next year in order to meet the submission deadline. Thank you to those many centres who always organise their candidates and fulfil the WJEC requirements in this respect.

The HC declaration sheets must be signed by all candidates and teachers involved in Controlled Assessments, centres should ensure that they make provision for this JCQ requirement. In addition, the forms should include the centre name, centre number and candidate number; a number of forms did not have this information thus making it difficult to relate the forms to candidates' individual folders.

The recommended time for Task 1 is 15 hours and for Task 2 it is 30 hours. In some cases, according to candidates' Time Logs, the time had not been fully used and, as a consequence candidates did not always access the full mark range available to them. When completing their Time Logs, candidates should provide their own brief account of the activities they have carried out in each session.

HC forms are the vehicle through which teachers should provide explanatory comments justifying why and where they have awarded marks to candidates. The detail supplied by some centres was excellent as individual comments explaining the marks were clearly evident and immediately confirmed the marks awarded. Simply copying and pasting the generic statements from the assessment criteria or just leaving them blank does not provide that important information.

It is vital that teachers are fully conversant with the detailed assessment criteria set out on Pages 34-40 in the Specification so that they can award accurate marks according to the 'best fit'. In many cases the marks awarded were totally inappropriate and consequently candidates' work had received the incorrect grade.

Please double check the addition of marks before entering them onto the secure system at WJEC as there were clerical errors evident in the marks from some centres.

The prescribed page allowances are no more than 4 pages [8 sides] of A4 for Task 1 and 10 pages [20 sides] of A4 for Task 2. Candidates are still including superfluous material which bulks out the folders making postage for both the centre and WJEC very costly. Font size should be constant at between point 10/11 and candidates should print their work on both sides of each page wherever possible, filling each page in the most economical way.

Appendices are an excellent way of documenting evidence which needs to be referred to during the planning and evaluation sections of each task, they are not included in the page count.

It was pleasing to see that some centres had responded well to suggestions made in the moderator's reports last year; their actions had a positive effect on the marks many candidates achieved this year. It was, however, disappointing once again to note that some centres disregarded advice and repeated the same errors again this year resulting in candidates being marked down due to omissions in their Controlled Assessment Tasks.

Controlled Assessment Tasks

Including a title page [not part of the prescribed page limit] is an excellent way of presenting each task as it makes it quite clear what the focus of the task is as well as concentrating candidates' minds on the subject they are investigating. Presentation also reflects each candidate's approach to his or her work and it was clear that many candidates took great pride in what they had worked so hard to produce, providing excellent folders of logically presented work. On the other hand, quite a number of candidates appeared to have little or no pride in their work as it had been submitted in an untidy, disjointed fashion. It would be helpful, for candidates, teachers and moderators if work could at least follow a logical order with some page numbers in evidence.

TASK 1 – 'Afternoon Tea' was slightly favoured this year, followed closely by 'Dairy Products'; 'Fruit and Vegetables' was also in evidence.

Planning the task

In order that candidates can make informed choices for this task, it is important for them to conduct a range of research using different techniques. The use of both text books and the internet is important, but candidates must avoid simply copying and pasting large chunks of text into their work; this cannot gain marks as it is unoriginal. If they wish to include such information, then the appendix is the place for it. Once all the research is complete, candidates should then write their own summary making reference to this information. Other sources of research may include external visits, recipe trialling and analysis of ready-made products to name just a few. Candidates should use a bibliography to acknowledge the sources of their information.

For the afternoon tea task, candidates had, understandably, tended to select the more traditional recipes producing a range of cakes and pastries. Those who carried out wider research techniques had used their findings to introduce some more interesting dishes which had been presented on appropriate china, setting the scene for a traditional afternoon tea. Evidence of home-made bread which had been made into beautiful sandwiches was pleasing to see and demonstrated a high skill whereas the use of a sliced loaf could only be awarded a low skill mark. Candidates should be reminded that the task states 'baked' products; chocolate mousse and a simple cheesecake do not fit that category. Equally, candidates should have established in their research that portions should be small and easy to eat; some of the items produced would have caused considerable embarrassment when trying to eat them in this scenario as they would have been more suited to serve to a giant.

When choosing recipes, candidates must remember that the main ingredient should reflect the topic; this applies particularly to the dairy products and fruit and vegetables tasks. There are so many recipes available now which are really suitable for the tasks and highlight the use of these products very well. To access the high band of marks requires a range of medium and high level skills used to produce a final outcome with an excellent finish. When candidates are justifying their choice of dishes they should be demonstrating that they have acquired knowledge and understanding about the set task. Therefore they should include clear information about how the dishes they have chosen suit the task in relation to the subject, the cost, the nutritional value and what they want to achieve in their final outcome.

Orders of work, when completed well, are a pleasure to read as they also show a clear understanding of the planning and organisation necessary to fulfil the practical assessment. Too frequently, candidates are simply writing out each method from the recipe or cutting and pasting the same information on to a time plan. This does not show that the candidate has thought about sequencing or dovetailing their work to make it a logical process. Many candidates are omitting important safety and hygiene points for both the food they are producing and themselves; this information needs to be included in the special points column next to the relevant stage of production.

Shopping lists were generally improved this year and reflected total amounts of ingredients required for the whole assessment rather than for each dish.

Carrying out the task

Varying amounts of time provided by centres for the practical assessment were evident. It is anticipated that most candidates should be able to produce four acceptable dishes in approximately 2-2½ hours. Having this block of time allows candidates to demonstrate good organisational and dovetailing skills which enable access to the higher band of marks. If it is not possible to timetable this arrangement as a 'one off' then it is expected that candidates will produce their four dishes in two separate sessions so that they can at least show some of these skills.

On several occasions this year candidates have stated what they plan to make in their planning session and then produced something entirely different during the practical assessment, with no explanation or discussion as to why this has occurred. It is appreciated that at times it may be necessary to change recipes but candidates need to include an explanation as to why this is the case.

High marks must not be awarded in the practical section unless the finished outcome has a sophisticated finish. Appearance should be faultless and the flavours, textures and colours should be of a high quality.

The proportion of marks awarded for the practical assessment in some centres perhaps needs to be reviewed. Of the 20 marks available, half of these should be awarded equally for the production of the food and the presentation, serving and portion control of each dish. The remaining half should be divided up into mise-en-place, health & safety, personal and kitchen hygiene, organisation and use of equipment.

Photographs must form part of each candidates' presented work as this evidences their final outcome. There have been some delightful examples of finished work and candidates are to be congratulated on their achievements.

Evaluation

Many evaluations continue to lack depth of information. Candidates can gain the higher marks by relating back to the set task thus showing how their dishes were suitable. For example, candidates who chose the afternoon tea task should evaluate the overall suitability of the whole of the afternoon tea in relation to its colours, textures, flavours and how each item 'works' within the presentation. In addition, by analysing their nutritional findings and discussing cost and selling price with reference to the whole afternoon tea rather than individual dishes produces a much more realistic scenario. When evaluating the other two tasks similar principles can be applied. Descriptive comments about the finished dishes in relation to customer acceptability should extend to the use of more meaningful adjectives rather than 'nice' or 'yummy'.

TASK 2 – The International Cuisine task was the most popular this year, followed by the Healthy School Meals task. The Special Diet task was the least popular.

Investigating and Planning the task

The 25 marks applied to this section of the assessment can be easily lost by candidates who do not carry out a detailed investigation into their choice of task. In many cases this year, candidates have not analysed their task or shown an understanding of the importance of research – what is it, why am I doing it, how will it help me, where do I look, who can I ask? All these questions need explaining to some candidates who have clearly struggled with this section; they need guidance about the range of techniques and which best suit individual candidates. Centres who have given their candidates feedback about their research have submitted logical, coherent and neatly presented work. Other candidates appear to have floundered through lack of understanding.

As in Task 1, candidates will not be awarded marks for simply copying and pasting large chunks of text into their work. Initial research should be wide, for example, candidates should start their international cuisine task or special diet task by researching a range of cuisines or special diets before focusing on a chosen area as this enables much more discussion. Equally a wide investigation of the types of school or college meals would provide a wealth of information from which to make informed choices. This task is an investigative one and as such should show evidence of investigations through a range of techniques such as external visits, open-ended questionnaires, menu analysis and recipe trialling. The use of an appendix is a valuable asset.

When choosing their menus, candidates need to show a clear understanding of their task. In many cases they simply selected dishes which bore no relevance to the task, often stating that they had made the dishes before so they were easy or had even practised them 'lots of times' before their assessment. In other centres, teachers appeared to have been very prescriptive about what dishes were prepared as many of the candidates produced the same menus. As a consequence, this either limits the higher level candidates or narrows the mark ranges available to the lower graded candidates. Candidates should not limit their recipe trialling to repeat practising of the same dishes but should be more adventurous in their search for recipes and skills. Please explain to candidates that the use of meat or fish in a dish will only be classified as 'high skill' if they do something with it such as deboning, skinning, mincing, shaping; cooking a bolognese sauce or a chicken breast or a piece of fish is not a high level skill.

The justification of a menu should be far more than a list of skills, it should relate to the set task to show candidates' understanding; there should be reasoning about why the particular menu has been chosen and discussion about the nutritional value of the meal, the perceived cost and how it will be served. Candidates who included these aspects in their folders were correctly awarded marks from A4.

Timeplans for this task should reflect a much clearer understanding of the need for dovetailing tasks. Candidates are preparing a meal and as such it should be served in the correct order and at the appropriate time and temperature. The plan should be in three parts: mise-en place, preparation and completion as well as including relevant and detailed special points. There were some excellent orders of work which were colour coded and could be followed accurately by anyone who read them. Others, however, were minimal in all aspects and would not be of any benefit to the author, let alone anyone else who wanted to use it.

Carrying out the task

The task states that a two course meal should be prepared; in order to access the higher bands of marks the two courses should include skilfully prepared accompaniments in the form of sauces, interesting vegetables, biscuits, breads and a range of other options. Candidates should aim to make their own pasta, pastries, breads and sauces rather than relying on ready prepared products as these cannot be awarded marks from B3 and B4. This is still happening and centres should be thoroughly conversant with the assessment criteria in the Specification and apply them accurately.

Candidates should make it clear in their timeplans if the cooker they are using has two ovens, as on a number of occasions they required different temperatures for different items. In a Controlled Assessment they would not be able to use someone else's oven and if they only have one oven then temperature control needs to be considered. Candidates should be completing their assessment in one session as it is a meal and therefore using two sessions is unrealistic.

Table setting and presentation of a meal is an important part of this task and in many cases was sadly lacking. Candidates would benefit from a taught lesson about how to set the table correctly and how to present their meals as there were many instances this year when candidates just served a plate of food with a knife and fork by it or in some cases, no cutlery at all. On a positive note, there were some candidates who had taken such pride in their work it was an absolute delight to see.

Evaluation

Evaluations have varied this year; some centres have mastered the art while others are still stumbling over this section. As with the research section, there are more marks and therefore more detail is expected. The important issue is that candidates evaluate the entire task from beginning to end.

Frequently candidates evaluated individual dishes rather than the meal as a whole. They need to provide more detailed analysis of flavour, texture, colour and appearance relating to customer acceptability and the suitability of serving the meal in the hotel; comments need to be analytical rather than subjective.

When reflecting on the complete task, candidates could consider whether a more appropriate choice of menu might have been made which demonstrate the candidates' skill levels to better advantage.

Candidates can only access the higher mark bands by making knowledgeable statements about both the nutritive value and the cost of dishes; their ability to link nutritional analyses and costs of their meals to the initial research they carried out confirms clear knowledge, skills and understanding of the topic and thus enables access to the higher mark bands – C3 and C4. Some centres managed this very well.

Every year candidates include computer print outs of cost and nutritional information but too often they are not commented upon. The use of computer programs are very popular but limit the information provided. For the nutrition aspect many candidates refer only to the 'traffic light' system – this does not show any depth of knowledge or understanding.

The cost, selling price and profit margins not only need to be worked out using the accepted formula [which often appears to be misunderstood by a number of candidates], but should also be analysed and commented upon in relation to their suitability for serving in a hotel or school canteen for example. Again the use of a computer program does not stretch candidates or empower them to find out the real costs of their ingredients.

There are excellent support materials and resources available on the WJEC website and there will be further face-to-face CPD sessions in the Autumn Term; centres are encouraged to take advantage of these wherever possible.

There will be no changes to the tasks for candidates September 2015 to June 2017 but to ensure that centres remain up to date with all aspects of the Specification, teachers should refer to the WJEC website on a regular basis.

HOSPITALITY AND CATERING

General Certificate of Secondary Education

Summer 2015

UNIT 2 – CATERING, FOOD AND THE CUSTOMER

Principal Examiner: Jayne Hill

Note: Most centres opted for the written paper but it was also available electronically.

Overall, questions 1 – 3 were answered fairly well with most candidates managing to gain at least 2 of the 3 marks available.

Questions 4, 5 and 6 illustrated a lack of knowledge of basic facts.

Questions 7, 8 and 9 tended to be less well answered. This seemed due to responses lacking any detail or explanations within the answers and candidates misunderstanding the question and/or weak exam technique. Many candidates simply re-wrote or used the terminology of the wording of the questions within the exam paper as their answers.

- Q.1 Most candidates gained 2 or 3 marks. A significant number of candidates thought, incorrectly, that hot foods CAN be placed into a fridge.
- Q.2 This question was fairly well answered with a majority of candidates able to identify, correctly, important food temperatures.
- Q.3 Most candidates were able to identify at least two of the knives used by chefs.
- Q.4 (a) Many candidates were unable to identify the correct method used for making flapjacks.
- (b) Many candidates were able to state one suitable fibre rich food. However, many candidates gave incorrect answers such as 'wholewheat oats', 'wholewheat flour,' 'butter', 'sugar', 'yeast', 'margarine', 'eggs' or just 'high fibre'.
- (c) Most candidates were able to show a very basic understanding of the health issues caused by excessive sugar in the diet. Many candidates stated that 'diabetes' was a health concern but they should be taught it is 'type 2' diabetes that is the main health issue. Few candidates used the correct phrase of 'tooth decay' favouring instead 'rotting teeth'. Marks could not be awarded when the candidates had made little attempt to explain the cause and effects of sugar in the diet.
- Q.5 (a) Most candidates were able to correctly identify one nutrient found in milk which tended to be calcium and/or fat. However, a significant number of candidates stated incorrectly 'dairy' and 'fibre'.
- (b) Most candidates correctly identified at least one milk source. The most popular were either 'cow' or 'goat'.

- (c) Most candidates were awarded 3 marks for their responses because they simply wrote lists of dishes that incorporate cheese. Few candidates were able to explain 'why' different cheeses are used in cooking making little reference to either the flavour, texture or appearance of different cheeses. Many candidates did not name any specific cheese. Many candidates stated, incorrectly, that cheese is used to thicken a roux sauce.

Q.6 It seemed, by the answers given, that many candidates 'guessed' the answers to either parts (a), (b) or (c).

- (a) Some candidates gave the correct answer. Many candidates gave variations of the question e.g. 'Hotel table', 'table of the hotel'. A significant number of candidates simply stated 'don't know'.
- (b) Many candidates were awarded 1 mark.
- (c) Many candidates gave 'wheat' or 'gluten' as their answers. The question asked 'which ingredient' – wheat and gluten are not ingredients.
- (d) Most candidates gained marks for this question. It appeared, from the responses given, that many candidates did not understand what 'seasonal' foods are.
- (e) Most candidates were awarded mid-range marks. To access the higher band marks candidates must explain their answers. A list of statements is quite limiting. Many candidates 'regurgitated' some of the questions from this exam paper e.g. use seasonal foods, include cheese, think about RRR, have a safe kitchen for the EHO, follow the food laws.

Q.7 The majority of candidates gained marks for each part of this question. To access the higher marks candidates must explain, more fully, the statements made to illustrate both their knowledge and understanding of the subject.

- (a) Most candidates were able to access two marks. However, some candidates did not seem to understand the question giving answers such as 'staring', 'shouting', 'not having arms crossed' and 'using your eyes'.
- (b) There was an element of confusion with some answers given. The question asked candidates to explain 'one' communication method. An example is that some candidates started explaining 'verbal' communication but their answers then morphed into 'email' or 'ICT' leading to confusion.
- (c) Most candidates were awarded mid to low marks due to illustrating a lack of specific record keeping examples and uses. Many answers were based around storing records in books or on computers which made them easy to access or lose.

An example of a response expected would be based on the methods of record keeping a catering business could use such as 'spreadsheets' and how this method is useful to the business 'to keep a track of income and expenditure allowing the business to know exactly what profits are being made'.

Q.8 Most candidates responses 'lost' marks because they did not give answers that related clearly to the 'take away' van. Many answers given related to restaurants/catering kitchens.

- (a) Many candidates gained some marks but a significant number of candidates' answers were either vague, such as 'keep the van clean' (the outside of the van could be very clean but the surfaces inside may not be) or were specific to catering kitchens. Few candidates stated that the reasons to keep raw and cooked foods separate/use different coloured boards/wash hands is to prevent cross contamination.
- (b) Most candidates were able to state clearly the accepted name of this piece of equipment. However, a significant number gave descriptions rather than the name e.g. 'the metal rod you poke in meat' 'a meat poker' and 'food jabber'. The word 'Thermometer' on its own, was not deemed acceptable; the words 'food' or 'meat' clarified the type of thermometer being used.
- (c) A number of candidates answered this section well. Their answers were set out in a logical way, were well explained and related to the take away van's choice of packaging. However, many candidates' answers tended to be generalised and repetitive e.g. cardboard packaging can keep food hot and be recycled, chip papers don't keep foods hot and can be recycled, foil containers keep food hot and can be recycled. A number of candidates' descriptions of packaging were weak referring simply to glass or metal containers. Candidates would benefit from practising short essay style questions to learn how to set out their thoughts.
- (d) Many candidates did not focus on the specific way the take away owner could RRR. Candidates depended on generic statements about RRR rather than giving specific responses to the question.
Please note – waste foods/scraps cannot be given to 'animals' unless the supplier has a specific licence nor can 'waste foods' be composted. Peelings can be composted and food waste/scraps can be 'in-line' composted or placed in an anaerobic digester.

Q.9 Overall, this question was not answered very well considering the topics underpin the workings of all food handlers. Many candidates' quality of written communication was weak.

- (a) Some candidates were able to name one of the food laws. However, many gave HACCP which is not a law itself; it is part of the Food Safety Act. Very few candidates were able to correctly state the year of the law.
- (b) Most candidates accessed some marks. To access the 5-6 band marks candidates needed to show clearly that they understood how to prevent accidents in a busy kitchen. Many candidates listed correct statements but did not attempt to explain why the points given would prevent accidents. Some candidates focused on preventing food poisoning rather than preventing accidents.

- (c) Most candidates accessed mid to low band marks for their responses. This question requires candidates to show specific knowledge supported by clear explanations of 'why'.

Many candidates tended to simply focus on how the EHO can close the business rather than how the EHO can help and advise catering businesses to comply with the Food Safety Act. Many candidates wrote only one or two lines of text and consequently gained few marks.

The candidates who answered this question well, tended to set out their answers into three sections/paragraphs – explaining about the hygiene of i) the kitchen, ii) the staff and iii) food safety and they illustrated good quality of writing.

Fridge, freezer and/or core temperatures were not clearly identified by a significant number of candidates and in many instances the temperatures stated were muddled or incorrect. Please note that the core temperature of cooked food should reach 75⁰C. Please encourage candidates to use the 'c' abbreviation for centigrade/celcius to illustrate temperature accuracy.

Many candidates stated that the EHO looked for 'pesticides and animals' in the kitchen rather than 'pests/rats/mice/cockroaches/flies/cats/dogs'. Explanations were not given as to 'why' these are considered to be health hazards.

Many candidates wrote a great deal that the EHO must inspect the customer complaints book and force the owner to act on these complaints. This is not part of the EHO remit.

Candidates were able to state that hands, surfaces, floors and equipment should be clean but did not explain why nor use the phrase 'to prevent cross contamination' in their answers. A significant number of candidates stated that surfaces should be 'disinfected' when they really should have said 'sanitised'. Candidates should be encouraged to use appropriate and correct terminology at all times in class; this would make all the terminology become second nature and would aid them in the written exam.

Very few candidates made reference to different food poisoning pathogens.

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 errors 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 all questions that asked candidates to 'explain', 'discuss' and 'evaluate'. Many candidates answered these questions by making statements which, in the main, are correct but can only be awarded lower marks due to a lack of explanation. To access the higher marks the candidates must explain the statements made and give examples, if appropriate. Exam technique sessions would really help support the candidates' learning and their approach to completing the exam paper to a higher level.

Some centres may wish to consider introducing the Entry Pathway qualification "Preparing for work" for candidates who wish to study Hospitality and Catering and would benefit from gaining certification without having to sit a written examination.

WJEC also have a Level 1/2 Hospitality and Catering qualification which may appeal to some cohorts.

The last examination for this component will be June 2017.

HOSPITALITY AND CATERING
General Certificate of Secondary Education
Summer 2015

UNIT 3 – HOSPITALITY SKILLS RELATED TO EVENTS AND FUNCTIONS

Principal Moderator: Jacqui Housley

Administration

Generally administration was in order again this year; we are very grateful to centres that were able to submit their work before the deadline date. However, several centres were late sending coursework which as mentioned in previous reports, is unacceptable practice as this delays the moderation process, and we too have deadlines to meet. 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. Those that still use heavy files are adding bulk whilst placing in a single plastic wallet requires removing the work from this. The cover sheet from the candidates' work is removed by the moderator and thus it would be easier if it were not stapled to the work. A paperclip would be adequate.

Clear annotation by many centres aided the moderation process thank you. The system used to input marks on the computer is easier. HC4a sheets are no longer compulsory but do aid the moderation process. 10 samples are required initially and the moderator can ask for further work. This should be sent on the same day of request to avoid any further delay in the moderation process. Please ensure that both subject teacher and candidate sign the cover sheet.

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 not on a memory stick) and this is acceptable if requested via the Subject Officer, as is submitting one copy of generic photographs for the cohort if this helps with reducing the cost to the centre.

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.
- Completed the on line CPD training.
- 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 and do not just serve food provided by external parties. 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 and 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 not giving 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. 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. In a number of cases class notes were used for this topic without a detailed account of why a particular member of the team had been chosen for the role. The final choice can be made after dishes for the event have been trialed, as often the strengths of the individual can relate to a particular job role for the day of the event. Plans of action 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 analysed their results, with the use of graphs as well to inform next stage decisions. Again this year in a few centres excessive use was made of Internet information instead of looking at a range of resource material. This was not always analysed and therefore a pointless exercise. 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 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 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 many 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.

Evaluation

This can be credited where ongoing 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 whole of the event not just the carrying out stage. 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. Keep up the good work.

There will be no change to the briefs for candidates completing the Controlled Assessment Task from September 2014 to June 2018.

HOSPITALITY AND CATERING

General Certificate of Secondary Education

Summer 2015

UNIT 4 – HOSPITALITY AND THE CUSTOMER

Principal Examiner: Barbara Clark

My thanks go to the very small and hardworking team of examiners for their outstanding work in marking this paper.

Marks awarded covered the whole of the mark range from A* to G. The quality of written English was disappointing for the most part, many candidates still choosing to write in the format they may use when communicating by text or social media. Quality of spelling was unique in many instances.

- Q.1 The majority of candidates gained two or three marks, some were unsure of the role of the concierge.
- Q.2 As expected, this question was answered well with the majority of candidates gaining 3 marks. There was some small confusion between a one star hotel and a bed and breakfast establishment.
- Q.3 A disappointingly large number of candidates could not distinguish between a commercial and non-commercial establishment. Those who knew gained four marks. Candidates also lost marks by not reading the question and just naming companies such as McDonalds and Burger King rather than the **type** of establishment e.g. fast food restaurant.
- Q.4 This question was poorly done. The majority of candidates gained one mark showing a lack of knowledge, for instance talking about a specific number of hours to be worked i.e. confusing **permanent** with **full time**.
- Q.5 (a) Answers here showed a good knowledge and understanding of why customers might telephone a hotel reception both as an existing resident and as a prospective one.
- (b) Again this was answered fairly well, although a number of candidates never gave a thought to mentioning the establishments or their own name. In short their answers were not sufficiently specific.
- Q.6 (i) This question was not especially well answered. Candidates generally gave the impression that either they had not read the question or had no idea as to what a holiday park actually is. As a result many failed to mention anything about the grounds or facilities to be seen on arrival, but wrote at some length about the quality of their 'hotel room'.
- (ii) The majority of candidates gained two marks here with a good understanding of the meaning of customer care. However, those that did not gain full marks did so because they were too general in their answers.

- Q.7 Many candidates scored 5 marks for this question, showing a good understanding of the three R's. Marks were lost where candidates failed to offer any **discussion**, for example explaining why it would help if hotels installed showers instead of baths for their guests. It would also appear that many candidates are taught that waste food can go to the homeless or as feed to local farms. This is not the case.
- Q.8 (a) A disappointing number of candidates failed to get full marks here, and future candidates need to be encouraged to cover as many areas of a topic as possible. Rather than naming three religions; if they had given 'religious reasons' as one type of diet and then offered allergies, or specific nutritional needs as per the dietary guidelines, they would have done a lot better.
- (b) Despite the word 'other' being in bold, many candidates went on here to discuss how the chef could cater for the special diets mentioned in 8(a). However, many candidates also showed a good understanding of what is entailed in menu planning. Unfortunately some candidates lost sight of the question being related to Care Homes for the **elderly**, and so consideration was offered to the needs of children and pregnant women.
- (c) The majority of candidates showed a good **general** understanding of how to prevent food poisoning in the preparation and cooking of meals, less so in the serving, and there were some excellent answers given. However, candidates must be encouraged to look further than the basic hygiene of staff. Candidates also need to be trained to give detail. Cooking meat 'thoroughly' or to the 'correct temperature' was not sufficient to gain full marks. The question asks for **discussion** and so candidates need to **explain** what they mean. Giving precise temperatures i.e. 75^oC as the core temperature of meat, specific colour of chopping boards to be used for different foods, explanation of why foods may be considered high risk would all help to increase marks awarded. Where candidates did give temperatures, there was confusion as to temperatures of refrigerators, freezers, core temperature, hot holding and reheating. Many did correctly cite the danger zone temperatures but with no explanation as to when, how or why it should be avoided.
- Q.9 It was hoped that as candidates had all organised their own events as part of their coursework, and many would be attending if not actually involved in the organising of their school prom, they would find this question fairly straightforward.
- (a) The majority of candidates offered three good factors to be considered when selecting a suitable venue.
- (b) As with (a) this was answered well.
- (c) Here many candidates showed their knowledge of working out the selling price of a product or service, especially if a profit was expected, but again lost sight of what the question was actually asking for and concentrated on the costs of food and overheads. Hire of venue, DJ and cost of decorations or awards were all, in many cases, overlooked.
- (d) Here, the question was looking for the **benefits to the customer** of good teamwork. Many candidates saw the words 'good teamwork' and wrote at some length on how that may be achieved. However, invariably little space was given to the affect that might have on the success of the evening. Marks were therefore lost.

- (e) Many proms around the country must be very formal affairs as a large number of candidates referred to smart, attentive staff helping create a good atmosphere. Those that gained three or four marks wrote about music, lighting, decorations, welcoming entrance and similar aspects.
- (f) Most candidates failed to get more than 5 marks here. As before, time was lost in talking about food preparation and cooking, despite the wording of the question. In fact some questions centred totally on safety and risk reduction in the kitchen. Answers were generally not broad enough, concentrating on one or two areas only. Fire was especially popular. Trips and slips were covered in the majority of responses. They were often identified but control measures were not discussed, as demanded by the question and so marks were again lost. Very good answers showed a thorough understanding of risks involved and mentioned such risks as the venue being too hot and so requiring good ventilation to avoid fainting; the danger and control of alcohol consumption as well as risks to disabled guests, falling objects and similar dangers.

General Comments

While it is accepted that less able candidates may attain one or two valuable marks by simply listing whatever they know about a certain topic as in the three Rs, all candidates must be encouraged to offer an explanation for any statement they make. If they get into the habit of explaining their answers verbally, it will follow through into their written work.

Candidates should also be encouraged and given the opportunity to practice reading examination questions and discussing what is required in each answer. Reading the questions thoroughly is never time wasted in an examination and reduces the likelihood of misunderstanding what is required in their answer.

The last examination for this component will be June 2018.



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