



# **GCSE EXAMINERS' REPORTS**

**HOSPITALITY AND CATERING**

**SUMMER 2014**

## **Grade Boundaries**

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

# HOSPITALITY and CATERING

## General Certificate of Secondary Education

SUMMER 2014

### UNIT 1 – CATERING SKILLS RELATED TO FOOD PREPARATION AND SERVICE

*Principal Moderator:* Julia Norman

#### **Administration**

Thank you to those centres that submitted their marks promptly and forwarded their candidates' work to moderators by the correct deadline of 5th May. However, it was of concern to note that an increasing number of centres failed to adhere to the deadline; this must be addressed for the future as moderators have to work to very tight schedules in order to complete the moderation process. The Instructions for the administration and conduct of the examination in Hospitality & Catering are clearly set out on the WJEC website.

Both candidates and teachers must sign the declaration sheets to confirm that the work completed is solely that of the candidate concerned. This is a formal document produced in accordance with JCQ regulations and should therefore be completed by all candidates, not just those whose work forms part of the sample. This year there were a number of cover sheets which had not been completed correctly.

Candidates should complete their own individual Time Log for each task setting out precisely how they have used the allocated time.

Many centres provided relevant and detailed comments on the controlled assessment cover sheets (HC1 & HC2). These were much appreciated and of immense assistance to moderators - such annotation provides clarity about how the marks awarded to candidates have been arrived at. However, many centres attached either blank cover sheets with only marks awarded or others which contained copied and pasted generic statements from the assessment criteria. It is expected that teachers will provide some informative annotation, specific to each candidate, to enable the moderator to understand where and why the marks have been awarded.

When assessing candidates' work, teachers need to be very clear about which assessment criteria levels 'best fit' the work being marked [Please refer to Pages 34-40 of the Specification]. There were occasions this year when the marks awarded by some teachers were not accurately in line with the assessment criteria, thus producing an inappropriate grade for the work in evidence.

There were a number of clerical errors evident in some candidates' work this year. Please ensure that marks are added up correctly on HC1 & HC2 and then accurately totalled before submitting them electronically.

Some centres are still not adhering to the prescribed page allowance. Task 1 should be no more than 4 pages [8 sides] of A4 paper and Task 2 10 pages [20 sides]. Recipe sheets, multiple copies of questionnaires and pre-printed material from research sources should not be submitted within these page allowances – if such information is deemed relevant, it should be included within an appendix and attached to the appropriate task.

Moderators write individual reports based on the work submitted by each centre. These reports are intended to offer advice and support which will enable centres to improve year on year and as such take time to compile. It is disappointing to note that some centres have not heeded the information presented to them in 2013.

### **Controlled Assessment**

Presentation is an important aspect of a successful outcome and candidates should be made aware of this crucial point. There were some beautifully presented and well-organised folders submitted for moderation and these centres are to be congratulated on the high standard of their work. There were, however, many occasions when work had been submitted where it was unclear which task had been selected until well into the assessment. Candidates' folders consisted of a selection of disorganised pages and moderators had to spend valuable time trying to interpret both the task and how the candidate's work fitted in to the relevant sections.

Each task should have a front page clearly stating which of the WJEC set tasks has been selected and the main body of the task should contain subtitled headings indicating a logical progression through each task. Not only does this make for easier marking and moderation, more importantly it assists candidates with carrying out their assessment task in a much more logical way thus making it easier for them to maximise their potential.

**Task 1** – All three tasks were submitted in almost equal proportions.

### **Planning the task**

The breadth of research in this section varied immensely and candidates who had conducted a wide range of research tasks were able to make some original choices for their practical work. For example, the use of less well known fruits/vegetables/dairy products can create some extremely interesting dishes. Personal experiences gained from visits to restaurants or cafés have also produced excellent initial thoughts for candidates to develop their own ideas. It has been a delight to observe how the wide range of food based television programmes has influenced candidates in such a positive way.

Once research has been conducted, an original review of candidates' findings needs to be documented so that they can progress to making appropriate dish choices, which should be well justified and include comments about cost, portion size and the nutritional content of their dishes (for example 'these dishes introduce a wide range of minerals and vitamins which are needed for.....'). This section has, at times, tended to lack detail about these aspects. The selection of dishes should clearly reflect the task chosen; candidates need to ensure that the main ingredients highlight the task – many candidates included dishes such as Victoria Sandwich and Chocolate Chip Cookies for the Dairy Products task, highlighting eggs, cream and chocolate as their dairy products. Eggs are not a dairy product and the use of chocolate or cream as a filling should not be considered as appropriate products to demonstrate this task. Equally, the use of fruit or vegetables merely as a decoration or garnish is not considered to be an interesting use of such commodities.

The selection of practical work needs to be carefully thought out in relation to the skills candidates wish to demonstrate. It has become apparent over time that candidates are confusing 'skills' with 'methods & processes', as they frequently state in their reasons for choice that they have chosen a dish because of its high skills and then they list the methods and processes they plan to include during the preparation of their dishes. As a consequence there has been a tendency for teachers to inappropriately award high band [A4] marks for dishes that are not high skilled.

Orders of work are necessary to enable candidates to carry out the practical section of their task effectively. Candidates should therefore include all the important points they need to know at that time. They should not need to refer to recipes as all essential details should be in their orders of work. Time plans should have a logical three-part structure reflecting the tasks planned to be carried out in the mise-en-place time, followed by sequential tasks, dovetailed as appropriate, then time for completion – final presentation, serving and completing washing up. Special points should be clearly evident throughout, reminding candidates of oven temperatures, cooking times, use of the refrigerator, as well as health, safety & hygiene points. An accurate food requisition [shopping list] should be presented, demonstrating accurate total amounts of each food commodity required for the task.

### **Carrying out the task**

Each of the three set tasks requires four dishes to be prepared and served for Task 1. If candidates present less than this then marks must be awarded proportionately. It is anticipated that for the controlled practical assessment there should be a timetabled arrangement for all four dishes to be completed in the same session as this allows candidates to demonstrate their ability to dovetail tasks effectively. It is appreciated that this may not always be possible and in such cases careful selection of skills and time management need to be evident. As a guide, it would be expected that candidates should complete four skilled dishes within a time scale of 2-2½ hours and therefore if they have no alternative but to carry out their task in two separate sessions they should produce two dishes in 1-1¼ hours. Clear photographic evidence of completed dishes is essential to evidence the marks awarded and it is also an excellent way of celebrating candidates' achievements. There were some excellent photographs included with some of the folders reflecting superb practical outcomes.

### **Evaluation**

Candidates tend to find this section the most challenging part of the controlled assessment and frequently write about 'what they did in the practical session' rather than evaluating the overall task. To maximise their mark, candidates should make reference to the suitability of their chosen dishes and include analytical comments (not just printouts) about the cost and nutritional value. Many candidates have included appropriate descriptions of their finished dishes in relation to flavour, texture and appearance, but greater analyses of these aspects would enable them to access the higher mark bands [C3&C4]. In addition, reflective comments about improvements or modifications to ensure customer acceptability also contribute to this mark range.

**Task 2** – As last year, the most popular tasks selected were based on International Cuisine and Healthy School Meals.

### **Investigating and Planning the task**

Task 2 accounts for a much greater proportion of marks and time in comparison with Task 1 and it is important for candidates to take this into consideration when embarking on this piece of work. For candidates to access the A3&A4 bands of marks they need to thoroughly explore their chosen task in depth by using a wide range of research methods. Too often, candidates rely solely on written material, predominantly from the internet, to provide them with information and while appropriate use of such information is valuable, the use of other techniques such as visits to restaurants or school canteens, outside speakers, product analysis, gathering opinions through questionnaires and interviews and a wide range of recipe trialling can all provide a breadth of information from which candidates can write an interesting and original summary of their findings which can then enable them to make appropriate choices and informed judgements about their menu selection.

Candidates' reasons for choosing their menu should clearly demonstrate their understanding of the link to the task, the nutritional content, portion control and appropriate costing. There should be a wide range of high and medium level skills used in dishes which are different from those selected in Task 1; this year there was evidence that candidates repeated some of the same dishes and skills in Task 2. Again, as in Task 1, candidates need to be clear about what constitutes a high skill; just handling meat or fish is not a high skill, candidates must show their skill by boning, mincing, filleting or shaping these items.

Orders of work should contain the same detail as in Task 1 but in addition, candidates must consider that for a two course meal the dishes must be served at the appropriate temperatures; on many occasions candidates planned their work to produce one dish at a time and so a hot main dish would be cold by the end of the assessment. Details of final presentation should also be included in the plan. The food requisition should be accurate for two portions of each dish – candidates often use large quantities unnecessarily, this not only increases the cost but also increases preparation time.

### **Carrying out the task**

Task 2 requires that a two course meal be served and it is expected that candidates will therefore set the table for two covers as would be expected in a restaurant. Individual table settings relevant to the candidates' task should also be evident.

Appropriate menu selection in the planning section will have a beneficial effect in the practical assessment. Many centres have enjoyed a generous allocation of curriculum time for their practical sessions but they have not necessarily used it to best advantage. It must be remembered that candidates need to prepare and serve a **two course meal** rather than two dishes as has been evident on many occasions. Candidates should be guided to make the best possible use of their time by choosing a range of skilfully prepared dishes to accompany their main items; these could include sweet/savoury sauces, bread rolls, interesting preparation of vegetables – the list is endless. Production of two dishes, frequently using ready-made components, in a 2-2½ hour time scale cannot possibly be awarded marks in the B3&B4 bands when compared with centres who have submitted faultlessly presented, high skilled dishes with complex accompaniments. Centres should be aware that if the appropriate criteria are not applied to practical tasks next year, marks will be adjusted accordingly if it is deemed to be necessary. The need to complete all the dishes in one session is even more important for this task because the focus is to prepare and serve a meal.

## Evaluation

Again, candidates have found the process of evaluating their task challenging. Task 2 requires an even more comprehensive analysis of the whole task and candidates must review the entire task so that they can reflect on the effectiveness of their original planning and investigation. Simply writing about the practical session itself is insufficient. Candidates should comment on how appropriate their choice of menu has been in relation to their chosen task, for example, is the menu realistic in respect of the selected ingredients for an international meal/a healthy school meal/a special diet? Equally, detailed analyses of both the nutritional content and the cost must be carried out to support their selection of ingredients particularly in respect of the school meal task since the 'customer' in this case has a very limited budget. Accurate costing and profit margins need to be calculated correctly using an accepted formula. The use of computer printouts for cost and nutrition are extremely helpful for candidates **but will not provide them with marks unless they have been appropriately analysed and commented upon.** Candidates need to demonstrate that they understand and appreciate the importance of portion control, financial constraints and the functions of nutrients when completing their tasks, in many cases there was a distinct lack of knowledge about these particular aspects.

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

**There will be no changes to the tasks for candidates September 2014 to June 2018 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 2014

#### 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. 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 frozen chicken should not be left on a work top to defrost.
- Q.2 There was a good response to this question and most candidates earned 2 or 3 marks.
- Q.3 This question was less well answered with most candidates gaining 1 or 2 marks. It was quite apparent that many candidates did not understand the different methods of cake making.
- Q.4 The question on the kitchen brigade was, in the main, well answered. Some candidates confused the head chef with a sous chef. The roles stated for the head chef were sometimes vague or repetitive.
- Q.5 (a) Most candidates correctly identified the round bladed/palette knife and gave an appropriate use. However, a significant number of candidates gave answers such as bread knife, cutting knife, fish slice, pastry knife, turner/flipper showing a lack of correct terminology knowledge.

Few candidates were able to clearly name the industrial/commercial/floor standing mixer. Many simply stated 'mixer' with some suggesting it was a processor. The examples given of the uses of this piece of equipment tended to be limited such as 'beating' 'whisking'. This is what the machine does, not how it is used.

- (b) Many candidates were able to give basic, simplistic answers with many responses failing to identify clearly, the benefit of a salad bar to the caterer. Many responses focused on the benefits to the customer. A number of candidates wrote, in detail, about hot held food and carveries so did not answer the set question.
- (c) Candidates tended to give basic or incorrect answers. The question asked about food safety relating to high risk foods and the salad bar. Many responses gave detailed information about keeping raw and cooked meats separate, fridge and freezer temperatures and using different coloured boards indicating misreading or misunderstanding the question. Most candidates were able to identify the need to keep the salad bar clean and cold at all times and how to prevent cross contamination.



- Q.6 (a) Most candidates were able state a function of caster sugar in cake making. Very few candidates were able to identify eggs in (ii) and gave answers such as flour/SR flour/yeast/baking powder.
- (b) To access the highest band marks the candidates needed a balanced answer referring to the physical properties of the cake, how it could be decorated, how to portion control the cake batch and give some reference to food hygiene. Most candidates discussed the cake decorating aspect very well, were able to give one statement about the quality of ingredients and then tended to make brief or vague references to the rise/texture of the cakes, how to portion control the mixture and the need for skilled workers working hygienically.
- (c) Most candidates gained some marks for discussing the skills and qualities needed by wait staff. However, many candidates also included in their answers the tasks/duties that the wait staff would carry out indicating a misunderstanding of the question. To access the higher level marks the candidates needed to have identified a clear range of qualities needed. Many candidates focused on the need for good people skills/good communication without explaining what these things actually mean.
- Q.7 (a) Most candidates were able to identify two examples of how to promote a new establishment. However, some candidates simply mentioned 'computers' or 'e mail' without explaining the relevance.
- (b) Many candidates gave limited responses that lacked any explanation. The focus of the question was how IT is used in the kitchen whereas candidates tended to write in general terms about how IT is used in a catering establishment
- Q.8 Overall, this question was very poorly answered. This is concerning because the different types of vegetarian diets and the nutritional needs of vegetarians is expected to be taught as per the subject specification.
- (a) Most candidates were able to state one reason for following a vegetarian diet. Many reasons given were vague for example 'it's healthier' – healthier than what? Or they suggested it was cheaper – again, cheaper than what?
- (b) There were very mixed responses for this question illustrating a lack of clear understanding of the differences between a vegan and a lacto-vegetarian. A vast number of candidates stated that lacto-vegetarians are lactose intolerant people.
- (c) Most candidates were able to suggest one reason why a vegetarian diet could be high in fat but because the statement was not discussed or explained the higher marks could not be awarded. Most candidates knew that vegetarians may be eating higher levels of dairy foods. Very few candidates discussed any reliance on take away/ready meals, methods of cooking or adding oil based dressing to salad and vegetables all of which contain hidden fats contributing to the potential high fat diet.
- (d) This section was answered quite badly amongst the majority of candidates. The responses given illustrated a lack of basic nutrition. Most candidates were able to identify Quorn/soya/nuts as replacement protein foods, a few candidates knew to include dark, green leafy vegetables to increase iron levels and hardly any candidates were able to identify vegetarian sources of Vitamin B12. A significant number of candidates included meat and fish in their answers and a number suggested that the restaurant should serve vegetarians vitamin pills.

- Q.9 (a) Many candidates were able to correctly identify one food law. The title of the law stated had to be correctly worded. Acronyms were not permitted.
- (b) Most candidates correctly identified the HACCP acronym. However, few candidates then explained what HACCP means to the catering industry.
- (c) Most candidates were able to state one responsibility of the EHO. Many candidates repeated answer (i) in answer (ii) e.g. both points referring to checking or inspecting which could only gain them one mark.
- (d) Most candidates were able to state why food safety regulations are important to a catering establishment and were then able to give several food hygiene safety points. To access the higher marks candidates must explain the points made to show their knowledge and understanding of the topic. There was an overall improvement in the candidates' knowledge of the critical temperatures to be gauged in a kitchen. Some candidates were able to state one or two named pathogenic bacteria which could result from food not being held at an appropriate temperature. If most candidates has explained the points made they could have been awarded higher marks. Explanation and examples are key as is clarity of thought transferred into their answers. Many candidates' responses lacked clarity, logical thought and had many repeated points.

A significant number of candidates focused on safety in the kitchen rather than food safety. Slips, trips and falls; cuts and burns were irrelevant to the question set. It is vital that candidates read and re-read the question to ensure they give correct information to earn marks.

### **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 an increase in the number of candidates accessing the paper on line. Many candidates made good use of the extension writing boxes and only a few failed to access all parts of questions which were set over two or three screens. This was due to the system being further developed and candidates becoming more familiar with this method of testing. Candidates must have access to the familiarisation test(s) and practise papers before they take the online examination.

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

## HOSPITALITY and CATERING

### General Certificate of Secondary Education

SUMMER 2014

#### UNIT 3 – HOSPITALITY SKILLS RELATED TO EVENTS AND FUNCTIONS

*Principal Moderator: Mary L .Jones*

##### **Administration**

Generally administration was in order again this year; and we are very grateful to centres who 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](http://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 now 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 is usually sent return of request. 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.

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 good to note again this year 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. Consideration has been given to special diets as well as cost and plans of action have shown an understanding for the time scale involved. In many centres dishes chosen have included high level skills and a high standard has been achieved in the practical work.

In order for candidates to achieve the higher marks awarded it is important that they address all of the points in each section of the specification. It is also important that they 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 trials as often the strengths of the individual can relate to a particular role.

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**

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" and "venues". In this section the candidate needs to find out what is available in the way of resources and menus and identify individual strengths in order to select job roles for their team. Whilst thought showers enable the candidate to focus on the task and is a good way for the lower achievers to present team discussion and information gathered, more detail is needed to fully analyse all aspects required. Many candidates are also missing the opportunity to discuss choice of venue as they are simply stating where the event will take place. Even if the venue is fixed, candidates can still include why this is the most suitable venue using a selection and rejection process. Where this has been included it is supported with photographic evidence.

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. Class notes are also being included which add unnecessary bulk but no relevant information that can be credited in this section.

## **Planning the task**

Candidates are losing valuable marks in not addressing all the points in the specification. 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. Customer satisfaction can be included in these sessions and then evaluated. A good way to achieve this is to include questionnaires and surveys. Evaluations can be made throughout this work as well as in the final section. Detailed action plans are sometimes interpreted as orders of work for the dish/dishes that individuals may be making instead of a detailed plan of the whole event to include group as well as individual plans. Few candidates included this aspect. A flow chart, as well as a written plan of action, can help candidates to focus on what needs to be completed and they can then refer to this in their evaluation. Too many candidates are including a risk assessment chart that has no reference to their event. HACCP charts are often copied from a text book and not specific to the dishes being made either by individuals or collectively as a group. Please instruct future candidates to make these applicable to their event in order to access the higher mark band.

Costing, portion control and profit are still the sections that many candidates fail to adequately address. Where nutritional breakdown of dishes is undertaken this work is usually placed in an appendix. To make it a more valuable exercise this must be analysed and comments made in the main body of the work.

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.

## **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".

## **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 2014

#### UNIT 4 – HOSPITALITY AND THE CUSTOMER

*Principal Examiner:* Barbara Clarke

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

Candidate responses showed that they have knowledge of some areas of the specification but many still lack the detailed knowledge required across all areas. As in previous examinations there were candidates who struggled because of poor literacy and again where the questions required extended answers they were not generally answered well. Many candidates were unable to discuss or explain and felt that a list would suffice; this meant they were unable to access the full range of marks available for the questions where extended writing was required

**Candidates taking the dual award in Hospitality and Catering (or two single GCSE's) should ideally have double time allocated on the timetable to allow for all the information in the specification to be delivered.**

- Q.1 Most candidates answered this question well and showed a good basic knowledge of recycling.
- Q.2 A range of responses, with many candidates not understanding or having clear knowledge of what is included in the selling price of food. Surprisingly few candidates knew the current rate of VAT.
- Q.3 Most candidates answered this question and many gained full marks.
- Q.4 (a) Most candidates answered this question well.
- (b) This question was not answered well by many candidates. Generally candidates showed a lack of understanding of the term **sustainability**. There was also evidence to suggest that some candidates had not read the question properly.

A number of candidate responses gave actions that could be taken by the hotel NOT by the guests, thus they were unable to access the marks available.

- Q.5 (a) This question was generally answered well and a range of marks was awarded.
- (b) This question was answered well with many candidates gaining full marks.
- (c) This question was not answered well, with many candidates gaining less than half marks. Many candidates gave responses with reference only to burgers when discussing fast food. Again many candidates' responses indicated that they had not fully read the question carefully and thus described aspects of 'drive-thru' service and home delivery. It is important that candidates are given the opportunity to practice answering past examination papers, and are encouraged to plan their answers.

- Q.6 (a) The majority of candidates answered this question well and scored 2 or 3 marks.
- (b) Unfortunately many candidates assumed the reception area would be in restaurant and thus gave responses linked to the booking of tables, hence they could only access a lower end mark.
- Q.7 (a) Most candidates answered this section well and showed a good, solid understanding of what constitutes customer care.
- (b) Many candidates answered well and thus were able to access full marks, as a result of having a thorough understanding of the different measures that could be taken. Some candidates however again did not take the time to read the question properly and talked of how 'good organisation' on behalf of the establishment helped customer care.
- (c) (i) This question was generally not answered well. Many candidates had obviously learnt the acronym LAST but were unable to expand on that or to apply the basic principle to this **given situation**. Very few candidates acknowledged the need to confer with the manager before offering new Rooms/upgrades.
- (ii) A mixed response to this question. It was evident where centres had been taught the different features of a range of establishments. Candidates who only gave a list were only able to access a maximum of 2 marks.
- It is important that candidates offer a more detailed answer in these later questions that require extended responses.
- Q.8 (a) This question was generally answered well by candidates, showing a good understanding of the duties of the housekeeping team.
- (b) Candidates were less confident in describing the role of the **Head** Housekeeper and in some instances offered a similar response to that given in (a) with the addition of being 'in charge' of the other housekeepers. It is important that candidates are taught all job roles.
- (c) A mixed response to this question. In some instances, what amounted to a list of benefits meant that candidates were not able to access the higher marks. Candidates too often failed to offer any form of discussion. Although it was evident that candidates did understand the topic, too often they did not apply their knowledge and thus many failed to gain even half marks. This again shows the importance of practicing examination questions.
- Q9 (a) A high number of candidates discussed a good range of appropriate services and many gained full marks particularly where they gave discerning responses linking their choice to this specific occasion/event. Some showed that they could not differentiate between **service** and **menu** and so failed to score any marks.
- (b) This question was answered well, although again some candidates could not access the higher marks as they produced a list of factors with no discussion. However, for those of lower ability offering a basic list did in fact mean that they were able to gain 1 or 2 marks.
- (c) There was a disappointing response to this question. As candidates have had to complete a risk assessment for their own event for Unit 3, one would hope that the majority should have gained at least 3 or 4 marks. A number of candidates showed that they had not fully read the **stem** of the question and so talked about the safety of guests generally in a hotel during the evening, and not during an event. Lack of discussion in the responses also meant that many had restricted access to the higher band of marks.



## **Conclusion**

On the whole, candidates attempted to answer all questions and both subject teachers and candidates are to be congratulated on their efforts. Candidates do need, however, further practise in examination technique and the ability to read questions accurately and relate their answers to the marks available.

It is important to encourage future candidates to read the questions carefully in order that they focus on the requirements of the question. Some candidates highlight key words in the rider.

On line examination review materials may be used to support examination preparation in the centres.

Examiners found difficulty in reading some scripts where candidates wrote faintly or used very small writing. It is important to emphasise the use of black pen. If additional pages are used it is important that candidates write the number of the question in the margin as this was often not identified.

Centres that have a high proportion of candidates with weaker (or very large) handwriting may benefit from exploring completion of the examination online.  
(Contact: [LauraCrook@wjec.co.uk](mailto:LauraCrook@wjec.co.uk) for further information)



WJEC  
245 Western Avenue  
Cardiff CF5 2YX  
Tel No 029 2026 5000  
Fax 029 2057 5994  
E-mail: [exams@wjec.co.uk](mailto:exams@wjec.co.uk)  
website: [www.wjec.co.uk](http://www.wjec.co.uk)