



# **GCSE EXAMINERS' REPORTS**

## **HOSPITALITY AND CATERING**

**SUMMER 2012**

## Statistical Information

The Examiner's Report may refer in general terms to statistical outcomes. Statistical information on candidates' performances in all examination components (whether internally or externally assessed) is provided when results are issued.

## 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.

<b>Unit</b>	<b>Entry</b>	<b>Max Mark</b>	<b>Mean Mark</b>
1	20,558	120	74.6
2	20,134	80	30.7
3	2,896	120	81.3
4	2,764	80	35.9

N. B. The marks given above are raw marks and not UMS marks.

**HOSPITALITY and CATERING**  
**General Certificate of Secondary Education**  
**SUMMER 2012**

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

*Principal Moderator*

Jean Batchelor

**Administration**

- The Instructions for the administration and the conduct of the examinations in Home Economics/Hospitality and Catering can be found on the WJEC website. Please refer to this for submission dates. Some centres were late submitting their marks electronically and sending work to moderators.
- Please ensure that candidates and teachers sign the declaration sheets and mark sheets.
- Half marks or fractions should not be awarded on either HC1 or HC2.
- Mathematical errors were apparent this year where either marks were incorrectly transferred from HC1 and HC2 or incorrectly added up on the final mark sheet, and this transferred incorrectly to the secure mark input system.
- It is important that teachers read the notes for guidance and detailed mark schemes in the specification so that marks can be accurately awarded in line with assessment criteria.
- Please do not allow candidates to use pencil for their work.
- There were fewer examples of candidates using PowerPoint for presenting their work this year. This is to be commended.
- Please note that there are page limits for the tasks. Task 1 should be no more than 4 pages of A4 paper and task 2, 10 pages of A4. Many centres exceeded this limit.
- Many centres did not support the marks awarded by appropriate annotation either on forms HC1 and HC2 or in the body of candidates work. It is recommended that teachers do this so that moderators are clear as to where and why marks have been awarded.
- Some centres have not acted upon the advice given to them by moderators in 2011.

## **Controlled Assessment**

There were some occasions where moderators were unable to determine which task was set. Candidates should be encouraged to put a copy of the task chosen at the beginning of their work. This helps the candidates to focus on the task in hand and clarifies their work. This should be taken from the WJEC website and not be re written by centres.

### **Task 1**

The dairy and fruit and vegetable tasks were the most popular ones submitted by candidates. There were some centres who submitted the new 'Afternoon Tea' task (as they were completing the course in a year) which candidates clearly enjoyed doing.

### **Planning the task**

Candidates need to undertake some research on their chosen task so that they can make informed choices. There were examples where candidates had chosen their dishes first and only then researched the main commodities for these. Many candidates just copied information from the internet. All sources of information should be acknowledged. The majority of candidates were able to select suitable dishes to fit the task but teachers should be aware that if they are going to award marks in the A4 mark band, candidates' choices should include dishes with high and medium level skills.

The justification for dishes should include some references to cost and nutritional value. In some cases, reasons were superficial and did not refer to the research undertaken. Orders of work should have a clear three part structure with mise en place, dovetailed sequential tasks and completion. There was evidence that this had improved this year. Health and Safety issues should also be addressed. Orders of work need to be detailed enough for candidates to be able to follow them during the practical session. Requisitions should be an accurate total of the food commodities required. It is not necessary to submit the recipes and methods for the dishes chosen.

### **Carrying out the task**

It is expected that four dishes are prepared and served for Task 1. If candidates only do two, then marks for this section should be halved. Some centres awarded marks in the higher mark band where candidates had only completed two dishes. Centres should be aware that dishes with a low skill level **should not** be awarded marks in the high band. Many centres also awarded high marks for dishes that did not show a high quality of presentation and finish. Thank you to the majority of centres who included photographs of the dishes made; these were appreciated by moderators.

Please note that too many candidates carrying out the practical element in a room that hinders accurate teacher assessment and will disadvantage candidates.

### **Evaluation**

Many candidates are using nutritional analysis programs for this section of the task and are including the printouts but not making analytical or evaluative comments. Although many candidates were able to use descriptive adjectives for the flavour, texture and appearance of their dishes, they were unable to analyse and justify. Many candidates omitted to comment on the suitability of their dishes for the task chosen and give ways in which to modify or improve their work. Higher achieving candidates evaluated the planning as well as the practical work.

There will be no changes made to the three briefs for task 1 for candidates who complete task 1 in the academic year 2012/13.

## Task 2

### Investigating and Planning the task

The most popular tasks chosen by candidates were based on Vegetarians and International cuisine.

For this task, it is imperative that candidates carry out their research using a range of sources. This could include trialling recipes, making visits, carrying out interviews, sampling a variety of purchased food products. Many candidates downloaded a lot of information from the internet to include in their work. In many cases, this appeared as an 'add on' and was not commented upon. All sources of information should be acknowledged. To enable candidates to focus on the task set, they should be encouraged to evaluate their research so that they are able to develop ideas and make acceptable choices for their practical work. When choosing their two course meal for this task, it should be noted that accompanying dishes should be served. These could include vegetables, salads, sauces and bread rolls. **The brief is not two dishes.**

The dishes chosen by candidates should show a variety of skills and should not be repeated from task 1. An accurate analysis of cost and nutritional value should be included if the higher mark band is to be applied. Including printouts of the nutritional value of dishes is not sufficient to award marks in the higher band. The costing of food commodities was, in some cases, inaccurate. Food requisitions must include the total quantities for all the dishes chosen and not individual dishes. Candidates should be encouraged to check quantities carefully.

Again, many candidates submitted recipes and methods instead of a composite order of work. This should have a clear three part structure as in task 1 and include details of oven temperatures, cooking and chilling times, health and safety issues. Reference to how the dishes will be served, garnished and decorated will focus candidates on the presentation and serving of the meal.

### Carrying out the task

Centres should ensure that they are fully aware of the assessment criteria for this element of the task. It was evident that many candidates were awarded marks that were unrealistic and did not reflect the assessment criteria. For task 2, candidates need to consider portion control; this was omitted by many centres. Again, as in task 1, if the B4 mark band is to be applied, there must be evidence of the meal being produced, presented and served to a high standard. Accompaniments should be included. Photographs of the work were often included by centres which did not reflect this. Please ensure that photographs of completed practical work include the centre number, candidate's name and examination number.

Many candidates offered very limited evaluations of their work and did not link them to the task. They should be encouraged to taste their dishes to enable them to make comments on flavour, texture and appearance from the customer's point of view and consider possible improvements. Some weaker candidates could be supported by a word bank of sensory descriptors to avoid the use of the word 'nice'.

The nutritional value of the meal was frequently provided by a computer printout which was not analysed. It was evident that many candidates do not have adequate nutritional knowledge as they were unable to make comments on the sources and functions of nutrients in their meal and how deficient nutrients could be included.

Candidates need to be given much more guidance for the costing of their meal. For this task, accurate costing and profit margins need to be calculated correctly using an accepted formula with reference being made to overheads. A simple formula can be found on the WJEC website in the Teacher Guide.

Please note the vegetarian task will not be available for assessment in May 2013. The **new** task is special dietary needs. Please see website.

## HOSPITALITY and CATERING

### General Certificate of Secondary Education

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#### UNIT 2 – CATERING, FOOD AND THE CUSTOMER

*Principal Examiner:* Judy Gardiner

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

- Q.1 There was a good response to this true/false question and most candidates earned 2 marks.
- Q.2 There was a very pleasing response to this question and the majority of candidates earned 2 marks mean mark 2.1/3.
- Q.3 This question was well answered with most candidates gaining at least 2 marks for identifying equipment. However, some candidates confused the ladle with an ice cream scoop or serving spoon. Mean mark 2.6/3.
- Q.4 (a) The question on making scones was quite well answered. Most candidates gained 1 mark for correctly stating 'rub the **margarine** into the flour', but then stated incorrectly that the milk was added before the sugar or that water was used instead of milk.
- (b) The two most common correct answers for ingredients that can be used to flavour scones were raisins and cheese. There were many acceptable answers; however, weaker candidates were very vague in their responses.
- (c) There was a mixed response to this question. Many candidates correctly gave two reasons why a batch of scones may fail to rise; the most popular answers were that the oven was too cool or that S.R. flour/baking powder was not used. Many candidates incorrectly stated that not enough yeast was used or that too much or too little water was added to the mixture. Mean mark 4/7.
- Q.5 (a) The majority of candidates gained only 1 or 2 marks for this question. Candidates' knowledge of how an 'in flight' catering system works was generally weak. Food is prepared away from the aircraft, chilled and then transported to the correct aircraft in special trolleys; once on board the aircraft the food is reheated/regenerated when needed and served to passengers on the flight. Many candidates incorrectly stated that food was kept hot from preparing to serving or microwaved when needed.
- (b) Many candidates were able to give two points they would have to consider when choosing packaging for hot food to be served in flight. The most common correct answers were strong, leak proof, light-weight, compact so they could stack and fit on the serving tray, easy to open to avoid spillage of hot food and to keep the food hot. It should be noted that to keep food **warm** was not an acceptable answer.

Q.6 Candidates had to fill in a HACCP chart for preparing a Bolognese sauce using fresh minced beef. The majority of candidates earned up to half marks for this question. Many candidates did not know the term 'hot-holding' and either left blank spaces in the chart or stated that care should be taken when handling hot pans in case of scalds and burns. Many candidates changed from hygiene to safety rules when filling in the 'cooking' and 'hot-holding' sections of the chart. Acceptable answers are in the chart below.

Steps	Hazard	Control
Storage	If not stored correctly, food poisoning bacteria could grow and contaminate other food.  Minced beef is a 'high risk' food – high risk of cross-contamination.	Keep at temp. of 1- 5°C (or under 5°C) Place on bottom shelf of fridge. Label food with date and use by that date. Use by 'sell by'/'use by' dates. Rotate stock so oldest food is used first (FIFO).
Preparation	If removed from storage too early food poisoning bacteria could grow quickly.  Danger of cross-contamination if placed next to raw foods.	Wash hands before handling food. Use clean equipment. Use colour-coded boards and knives. Separate raw and cooked foods. Do not remove from storage until ready to use.
Cooking	Food poisoning bacteria could survive the cooking process. Under-cooked meat could cause food poisoning.	Check Bolognese sauce is cooked thoroughly – simmer for at least 20 minutes. Use a temperature probe to check core temp. Core temp 75° or above.
Hot-holding	Temperature could fall into danger zone (5 – 63°C) and cause food poisoning. Surviving food poisoning bacteria could grow. Bacteria could produce toxins (poisons).	Keep food at 63°C or above.

Examiners were looking for correct temperatures where appropriate. Many candidates stated that meat should be stored on the bottom shelf but did not specify 'of a fridge/refrigerator'. Many answers were vague or incorrect; for example, check the temperature is right and wash the meat in warm water before using.

- Q.7 (a) This question was not well answered. Many candidates failed to read the question thoroughly and consequently gave answers which were already stated in the question i.e. cooking ensures food is safe to eat because heat destroys harmful bacteria. The most common correct answers were to improve taste or flavour, to give an attractive colour or appearance, to improve texture, to add nutrients, to make food smell more appetising and to make food easier to digest, chew or eat. Candidates should avoid giving one word answers; some candidates wrote the words taste, appearance and texture without any explanation.
- (b) There were very few candidates who correctly named Vitamins B and C as the nutrients lost when boiling vegetables. Many candidates gave the answer 'vitamins and minerals' which was too vague to earn marks.
- (c) Many candidates failed to read the question thoroughly and incorrectly stated that boiling was a moist method of cooking; boiling was stated in the question and examiners were looking for two **other** moist methods of cooking. Many candidates gave one correct answer; the most common one being steaming. The majority of candidates, however, gave incorrect answers such as frying, roasting and baking and as a result marks were generally low for this question.
- (d) Candidates were asked to discuss the use of a microwave oven in a catering kitchen. The majority of candidates earned at least 1 or 2 marks for their answers; however, many candidates incorrectly stated that microwaves can be used 'to keep food warm/hot'. Microwaves can be used to cook, melt, re-heat and defrost foods, but not keep food warm/hot. The higher graded candidates were able to gain good marks by discussing the speed at which microwaves work, their energy efficiency, varying power levels, ease of use and their suitability or unsuitability for certain foods i.e. non-browning of food, making some foods soggy; specific examples were given throughout many answers.
- Q.8 (a) This section of the question was answered very well by the majority of candidates. Most candidates were able to give at least two implications of eating too much fat. The most common correct answers were obesity and heart disease. Many candidates stated that eating too much fat could cause diabetes but did not identify Type 2 diabetes. At this stage of the question paper candidates needed to use the correct terminology in order to gain full marks. Other acceptable answers were high cholesterol, high blood pressure, halitosis, shortness of breath, increased risk of some cancers and personal, social and psychological problems.
- (b) (i) There were very mixed responses for this question. Candidates who accessed lower marks just stated that children's menus could meet healthy eating guidelines by making sure 5 a day fruit and vegetables were included but many failed to give examples as to how this could be achieved. Some candidates stated that a 'balanced' diet should be eaten and wrote about all the different food groups but were not specific about the guidelines. Examiners were looking for an acknowledgement of the healthy eating guidelines i.e. eat less fat, sugar and salt, eat more fibre and ways of achieving this. Some of the higher graded candidates earned very good marks for this question and included reference to the healthy eating guidelines as well as the 'Eat-well plate', healthier cooking methods, portion sizes related to RDA's and recommended calorie intake for children.

- (ii) This section was answered a little better overall. Most candidates accessed some marks by mentioning the use of different colours, shapes and textures to make children's menus interesting and appealing; unfortunately many candidates failed to give examples. Acceptable answers included the use of colour, shape and texture, careful seasoning, colourful garnishes and decorations, suitable accompaniments, wording the menu so that it sounds fun and offering small portions of the adult meal. Examples were essential for full marks.
- Q.9 (a) Responses to this question varied. Many candidates referred to the role of a sous chef or a restaurant manager which had been asked on previous papers. An assistant manager is responsible to the manager and carries out jobs specifically delegated by the manager. He/she will be in charge when the manager is away or off duty or ill. He /she will be in charge of staff training and staff meetings.
- (b) Many candidates did not understand the term 'environmentally friendly'. A number of candidates wrote about the importance of good hygiene when preparing, cooking and serving food which was a repeat of question 6. Answers were very general and only a small number of candidates earned good marks for this question. Acceptable answers included:
- Preparing:** do not over-order food, compost vegetable waste, grow your own or buy locally sourced fruit and vegetables, recycle paper, card, plastic and aluminium, re-use large containers, buy in bulk to reduce packaging, do not prepare more food than is needed, do not put hot food into fridges or freezers, unsafe and raises temperature so that motor has to work hard thus wasting energy.
- Cooking:** do not cook more food than is needed, put lids on pans when cooking, invest in energy saving equipment, avoid wasting water, batch bake to maximise use of ovens, have regular checks on machinery (more energy efficient), control heat under pans on hobs (don't waste energy), use solar power for electrical equipment, keep fridge and freezer doors open for as short a time as possible.
- Serving:** avoid over use of garnish and decoration that customers cannot eat, use salt, sugar, and sauce dispensers to avoid waste, ensure accurate portion control, cut down on use of disposables such as foil, cling film, etc., use napkins etc. made from recycled materials.
- (c) Many candidates failed to read the question properly and wrote about the menu that would be offered for the wedding and the importance of making sure that the food was prepared safely and hygienically. Some candidates failed to understand that a new wedding service was about to be launched and wrote about the different types of communication (verbal, written, ICT, non-verbal, etc.) and record keeping but failed to relate it to the question. Other candidates discussed **what** should be communicated and **what** records needed to be kept but did not discuss **why** it was important to have effective communication and record keeping. Higher grade candidates were able to access good marks by discussing the importance of effective communication between James, his clients and staff, the need for accuracy and the implications of poor communication leading to loss of business, loss of customers and poor profit. Higher graded candidates wrote about the need for keeping accurate records for invoices, bills and records of meetings and mentioned the collection of data so that similar events could be organised easier in the future; they also discussed the implications of poor record keeping.

## **General Comments**

Marks awarded covered the whole of the mark range: grades G to A\*. It was very pleasing to see that approximately 98% of all the candidates entered attempted every question.

Candidates would be advised to read all questions thoroughly as 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 questions that asked candidates to discuss, assess and evaluate. Candidates need to give a fact or point, explanation and example when answering this type of question. It was pleasing to see that candidates who did use 'bullet points' in their answers were able to expand their answers and give relevant examples this year.

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

Centres may wish to consider entering some candidates for the new Entry Pathway qualification 'Preparing for Work'; this qualification is suitable for candidates studying Hospitality and Catering who would benefit from gaining certification without having to sit a written examination.

## **HOSPITALITY and CATERING**

### **General Certificate of Secondary Education**

**SUMMER 2012**

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

*Principal Examiner:* Jacqui Housley

##### **Administration**

Generally administration was in order this year, however, several centres were late sending coursework that delayed the moderation process. Dates and instructions for submitting coursework for moderation may be found online [www.wjec.co.uk](http://www.wjec.co.uk).

It was felt that the use of online selection of samples made it easier for centers to organise work to be sent to the moderators and entering marks electronically has meant there have been fewer errors transferring marks. However, in a few centres the marks on the system did not match the marks on the work or the HC4b form. It is imperative these marks are correct to ensure candidates' grades are accurate.

Thank you to the majority of centres for the annotation and photographic evidence of the events, this aided moderation.

##### **Hospitality skills related to events and functions**

Interesting and realistic events were undertaken in the vast majority of centres. These clearly demonstrated that a wide range of skills have been acquired by candidates throughout the course. It is important that candidates show they are working as part of a team as well as individually during these events. It is pleasing to see that some centres have managed to forge links with colleges, hotels and local chefs. Whether in house or external venues are used, the event based tasks are an excellent vehicle to show how much the candidates get out of this type of work. The events ranged from meals for staff and parents, hosting senior citizens parties, parties for play groups, cake sales and even a farmers market. A number of centres have linked with other departments and provided refreshments and meals for visiting dignitaries, parents' evenings, careers fayres and pre-school productions. Events of this nature have given the candidates the opportunity to meet with organisers, discuss menu requirements, and agree on costs, venues and numbers to cater for. It was evident where candidates had been given clear guidance by the teacher as then the work was focused and linked throughout. Candidates were able to expand on work to enable them to achieve the higher grades. It was pleasing to see that some candidates had used the student help pack from WJEC website.

## **Research**

It is important that candidates start with an introduction to the task; what events they could do and what they are going to do with reasons why, this sets the scene for the candidates and in turn the moderator. It is imperative that to access the higher mark bands candidates explore all options available to them, as although WJEC appreciates that some events are chosen as they are an integral part of the school calendar, candidates should approach the event with an open mind.

The majority of candidates researched information from the internet but did not analyze it, thus making it difficult to justify the marks awarded. Research should include areas such as job roles, who will do them and why, teamwork, types of menus, where the event will take place and who the event is for. Candidates can use a range of resources for this area, e.g. text books, visits to hotels, restaurants and guest speakers. Final decisions should be evident at the end of this section, not in the first paragraph.

## **Planning**

In this section candidates should work together to plan the event. Access to the full range of marks will be restricted if the planning only covers the actual day of the event and a brief time plan for the group is submitted. Ideally, in order to access higher marks, candidates should produce an overall plan for the 30 hours, a detailed group time plan for the day of the event (and any preparation completed the day before) and an individual one for the work they are directly responsible for.

Candidates should include in this section, the importance of health and food safety, risk assessment, fire drill procedure, room and table plans – experimenting with table shapes, colour schemes, decorations, recipes trialled with comments to confirm the menu, sample and final invitations and menu cards, shopping lists, equipment lists and costings for the event.

## **Carrying out the task**

Photographic evidence and candidates write up of the event can support the marks awarded in this section. Some centres provided detailed annotation of how marks had been awarded, this aided the moderation process. A description of candidates participation including hygiene and safe practices was provided by some centers and breakdown of the marks awarded, again, aided moderation. Some centres awarded high grades for low practical skills and/or limited opportunity for front of house; this is not acceptable and should be addressed next year.

## **Evaluation**

This area is often where candidates lose valuable marks. If they analyse their work throughout, marks can be credited for evaluation, it does not have to be solely a review at the end of the folio. Candidates can access higher marks if they evaluate the whole event from the research and planning through to teamwork and the success of the event. They can also include customer comment cards and letters but they must refer to these for marks to be awarded. Candidates should include an overall view of the success of the event and a self-assessment of their own personal performance. Suggestions for improvement again need to be holistic and individual.

Generally marking was in line with WJEC criteria.

**HOSPITALITY AND CATERING**  
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**UNIT 4 – HOSPITALITY AND THE CUSTOMER**

*Principal Examiner:* Mary L. Jones

- Q.1 Correct answer were given by the majority of candidates. Mean mark 2.7/3.
- Q.2 (a) Many candidates did not read the question correctly and confused the restaurant and kitchen brigade. Popular answers given were restaurant manager (correct) and chef (incorrect). Only 1 mark could be credited for naming waiter and waitress.
- (b) (i) Sound answers were given stating that permanent staff worked full time and were on a contract.
- (ii) The responses generally were not as good as those to part (i) as candidates referred to staff that were dressed casually rather than the correct answer as employed when needed and at busy times, e.g. Christmas.
- Q.3 (a) This question was generally answered well. From a wide range of answers that could have been chosen the most popular was to consider colour, texture and appearance with cost, special diets and age of customer also popular.
- (b) Many candidates misunderstood the requirements of the question and focused their answer on how to improve the style of the menu giving such suggestions as larger font, adding pictures and indicating suitable dishes for vegetarians. In order to access the full marks candidates needed to give examples of how the dishes could be adapted in order to reduce the dairy products, increase the options, change foods to improve the colour, texture and flavour. Mean mark 38.7.
- Q.4 (a) The majority of candidates knew that the EHO could enter the premises at any time, have the power to close the premises and impose a fine. However, some candidates misread the question and their response was confused with environmental issues such as suggesting that the EHO checked that the establishment was recycling its waste.
- (b) Candidates acknowledge that the EHO checked that the kitchen was 'clean' and 'safe'. The more able candidates were able to recall the correct storage, cooking and serving temperatures. Some incorrectly stated that the EHO inspected to find out if the school canteen was serving a healthy diet.
- (c) It is pleasing to note that candidates applied their knowledge gained through practical experience when answering this question. It is apparent that colour coded chopping boards are used, raw and cooked meats stored separately or correctly in the refrigerator, the importance of personal hygiene and safe use of equipment was appreciated. Mean mark 6.1/9.

- Q.5 (a) Many candidates misread the question and lost valuable marks. Correct answers could have included reservations made in the hotel for accommodation, restaurant bookings and conference meetings, billing customers for goods bought, guest history, staff information, rotas and stock control.
- (b) The majority of candidates gained full marks for stating ways in which data can be stored. Books, computers and paper filing were the most popular answers.
- (c) This was the least attempted and most disappointing response on the paper. Few candidates achieved the full marks. Those that attempted to answer often gave only one correct point either stating that data is safe or prevents fraud. Many candidates repeated the rider saying that the main purpose of the Data Protection Act is to protect the customer. This was not accepted.
- Q.6 Vital marks were lost with candidates unable to grasp the requirements of the question. Some candidates described the role of the employer, employee and customer and what the customer would wear.
- (i) Some candidates were able to identify that the employer would be easy to recognise and showed a professional image.
- (ii) The most common answer was that it saved on wearing their own clothes and was smart.
- (iii) Candidates were unable to state that the customer would be able to identify the area in which the employer and employees worked, and that a corporate identity would promote the same standards and knowledge of what to expect.
- Q.7 Please note that one word answers at this stage in the paper will not gain the maximum marks.
- (a) Answers often referred to recycling and reusing waste from all areas in a hotel and not in a hotel's kitchen as stated in the question. Many candidates are still incorrectly stating that waste food could be reheated and used again, mistaking that left over food could be used in other dishes e.g. vegetables in stocks and soups.
- (b) The question asked candidates to present their answer as a discussion. It was evident that this topic had been taught well as candidates were able to recall ways in which both customers and staff could help to protect the environment. It is important to encourage future candidates to provide examples of the ways to reduce, recycle and reuse waste rather than just naming the 3'R's. Popular answers were installing/using showers instead of baths, reusing towels, use of key cards and energy saving light bulbs in order to save electricity as well as asking customers to turn off electrical appliances when not needed.

- Q.8 (a) (i) Candidates understood the need for a safe working environment and training of staff.
- (ii) Many candidates did not attempt or misunderstood this question. Many referred to how the employee treated the customer instead of how they should take responsibility for their own health and safety and make sure that others are not put in danger because of their actions.
- (b) A very disappointing answer. Again, candidates referred to the whole of the hotel in general and not the restaurant as asked. A list is not adequate to gain full marks for a question that required candidates to 'discuss'. Many candidates were aware of the need to evacuate customers and staff from the restaurant through the nearest fire exit but few mentioned turning of gas and electricity and closing windows and doors. Many candidates confused the order of the procedure.
- (c) A mixed response given. The more able candidate was able to recall that team work is important for both the work force and the customer. Team members will benefit as they will be motivated, happy in their work, share ideas and provide a quick, efficient service. Customers will benefit as they will receive good customer care and a high standard of service.
- Q.9 (a) Candidates were able to name three pieces of information. The most frequent answers were the date and time of the event and contact details.
- (b) In order to achieve marks candidates had to name the type of services not the type of menu that could be chosen. In addition, they needed to explain why these services would be suitable for the occasion. Buffet, silver and a carvery were the most frequent correctly answers given.
- (c) Some candidates referred to the importance of teamwork communication rather than how good customer service could be achieved. In order to assess this candidates needed to include a wide range of points and explain in detail how this could be achieved. It was important to recall that the main aim of customer service is to satisfy the customer throughout all aspects of the event. Points made and expanded on could have included good value for money, complaints, if any, are dealt with correctly and quickly, the service promised was of the standard expected. It is important to include that satisfied customers would return, recommend friends and family and write good reviews. In order to achieve customer satisfaction candidates could have included how the staff reacted to the customer in providing a welcome, showing patience, being friendly and polite, smiling and helpful, are attentive and respectful. Good service ensures that the customer will enjoy the experience.

94.6% of candidates attempted every question. This indicates that the length of the paper for the time allowed was appropriate.

A good range of technique was used throughout the paper with the first (a) sections allowing all candidates to respond to the questions. These provided candidates with easy access to apply subject specific knowledge.

It was noticeable that the 'Describe', 'Discuss' and 'Assess' questions towards the end of the paper were answered in depth commensurate with the ability of the candidate. This varied from well answered, with some candidates extending their answers using additional paper, whilst other waffled or repeated themselves, to very brief answers. It is pleasing to note that fewer candidates are answering in point form. The more able candidates were able to access the higher marks as they were able to recall and apply the relevant information.

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.

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 as this was often not identified.



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