



GCSE EXAMINERS' REPORTS

HOSPITALITY AND CATERING

SUMMER 2011

Statistical Information

The Examiners' 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. As well as the marks achieved by individual candidates, the following information can be obtained from these printouts:

For each component: the maximum mark, aggregation factor, mean mark and standard deviation of marks obtained by *all* candidates entered for the examination.

For the subject or option: the total entry and the lowest mark needed for the award of each grade.

Annual Statistical Report

Other information on a centre basis is provided when results are issued. The annual *Statistical Report* (issued in the second half of the Autumn Term) gives overall outcomes of all examinations administered by WJEC.

Unit	Entry	Max Mark	Mean Mark
1	20,558	120	74.6
2	20,134	80	30.7
3	2,680	120	81.3
4	2,611	80	35.9

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

GCSE HOSPITALITY AND CATERING
General Certificate of Secondary Education
Summer 2011

UNIT 1 – CATERING SKILLS RELATED TO FOOD PREPARATION AND SERVICE

Chief Examiner: Jean Batchelor, Yardleys Science College, Birmingham

General Comments

Consultative Moderators have visited many centres this year and have received positive feedback on the new specification. Standards varied as you would expect but the evidence presented this year suggested that the practical element had been enjoyed by candidates and teachers alike.

Administration

- Unfortunately some centres did not follow the correct formulae for sample selection and were late sending their work to moderators. (The *Instructions for the Administration and Conduct of Examinations in Home Economics/Hospitality and Catering* document available via WJEC website will detail the procedure required for the next cohort.)
- Please ensure that candidates and teachers sign the declaration mark sheets, HC1 and HC2.
- Half marks should not be awarded in the final column of form HC4.
- Addition errors were apparent this year where either marks were incorrectly transferred from HC1 and HC2 or incorrectly added up on the final mark sheet HC4.
- Candidates should be listed in one single rank order on HC4. The sample sent for moderation should be identified.
- It is important that teachers read the notes for guidance and detailed marking 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. Teachers' marks and annotation should be in black or blue pen.
- Some centres allowed candidates to use PowerPoint to present their work. This vehicle may be used to present research but is not appropriate for the main body of the controlled assessment.
- Please note that there are page limits for the tasks. Task 1 should be no more than 4 pages of A4 paper (8 sides) and Task 2 10 pages of A4 (20 sides).
- Many centres did not support the marks awarded by appropriate annotation either on forms HC1, HC2 and HC4 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.

Controlled Assessment

Candidates should be encouraged to include a copy of the task chosen at the beginning of their work. This should be taken from the WJEC website and not be rewritten by centres.

Task 1

The Dairy and Fruit and Vegetable tasks were the most popular ones attempted by the candidates.

Planning the Task

Candidates need to undertake some research on their chosen task so that they can make informed choices. 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.

Reasons for choosing dishes should include reference to cost and nutritional value; for mark band A4 an accurate analysis of both is required. In some cases, reasons were vague ('I chose crumble because it was easy to make and I like it') 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. Health and Safety issues should also be addressed. These 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. Some candidates just submitted recipes and methods.

Carrying out the Task

It is expected that four dishes are prepared and served for Task 1. If candidates only produce 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 if dishes are assembled, higher marks cannot be achieved. Many centres awarded high marks for dishes that did not exhibit a high quality of presentation and finish. Thank you to those centres who included photographs with the candidates work; these were appreciated.

Please note that too many candidates carrying out the practical element in a room 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 print outs but not making evaluative comments. A detailed analysis and consideration of portion size and costings are necessary in order to achieve the higher mark band. 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.

To access the top mark bands evaluative comments should refer to the whole task and not just the practical session and the food outcomes.

Please note that the Pasta and Rice task is no longer available for assessment in 2013 and has been replaced. Details can be found on the WJEC website.

Task 2

Investigating and Planning the Task

The most popular task chosen by candidates was based on 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, some of which was irrelevant, to include in their work. 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 dishes chosen by candidates should show a variety of skills and dishes should not be repeated from Task 1. Having made their choices, valid and detailed reasons for choice should be given, which are holistic and make clear reference to the requirements of the chosen task. The costing of food commodities should be realistic, candidates should avoid "guessing prices". The requisition 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. It should be noted that orders of work should be written in sufficient detail to support candidates during the practical session.

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 which 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, candidates name and examination number.

Evaluation

Many candidates offered very limited evaluations of their work and did not link them to the whole task. Candidates 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 covered by the submission of 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 in some centres need to be given much more guidance for the costing of meals, prior to completing this task. Accurate costing and profit margins need to be calculated correctly using an accepted formula with reference being made to overheads.

As for Task 1, to access the top mark bands evaluative comments should refer to the whole task and not just the practical session and the food outcomes.

All of the three tasks printed in the 2009 Specification and as shown on the website are available for submission in 2012.

Please note the procedure for selecting samples for moderation has changed for May 2012, and coursework marks must be entered electronically. Additional information is available on WJEC website.

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UNIT 2 – CATERING, FOOD AND THE CUSTOMER

Chief Examiner: Judy Gardiner

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

- Q.1 There was a good response to this question and most candidates earned 2 or 3 marks.
- Q.2 There was a good response to this question and most candidates earned 2 or 3 marks. Many did not know that coulis was the correct term for 'a sauce made of fruit or vegetable puree'.
- Q.3 This question was generally well answered with most candidates gaining at least 2 marks.
- Q.4 (a) The question asking candidates to name three essential knives was badly answered. Many candidates gave answers that just named commodities in front of the word knife such as vegetable knife, meat knife, butter knife, cheese knife and fish knife; of these only vegetable knife was correct. Correct answers included Cook's knife, palette knife, boning knife and filleting knife.
- (b) Some candidates confused hygiene with safety of knives and gave answers referring to colour coded knives and washing knives thoroughly to avoid cross contamination. Many answers were vague such as 'use carefully'. Good answers included keeping knives sharp, storing in a knife block, using a bridge, claw or arch grip when cutting, never placing in washing up water and never trying to catch a falling knife.
- (c) Most candidates could give the correct first aid treatment for a cut on the finger.
- Q.5 (a) Although candidates appeared to know about healthy eating, many failed to adapt the given quiche recipes successfully. Pastry ingredients were changed to include milk and water instead of fat; filling ingredients such as carrots were suggested and vague answers such as 'change the fat to a more suitable one' were given. Correct answers for the vegetarian quiche included changing the lard to a white vegetable fat e.g. Trex or omitting the lard and increasing the margarine, substituting the bacon for Quorn or changing bacon to vegetables such as mushrooms, peppers, tomatoes or leeks and using soya milk and vegetarian cheese. Correct answers for the healthy eating quiche included changing the flour to wholemeal, using a polyunsaturated margarine or 'low fat' butter for the pastry, changing bacon for ham or extra vegetables, reducing the cheese content or using a low fat cheese such as Edam and changing the cream to milk, crème fraiche, yogurt or a cream substitute such as Elmlea.
- (b) Candidates were able to explain the term 'obesity' very well. For full marks candidates had to give the correct BMI or suggest health implications of obesity such as heart disease, Type 2 diabetes, breathing problems and high cholesterol levels.

- (c) Ways of promoting healthy eating in schools was generally well answered, although weaker candidates concentrated on how school meals could be changed to **encourage** healthy eating. This was not the same as **promoting** healthy eating and was marked accordingly. Many candidates did not consider the fact that school meals have to meet strict nutritional standards and wrote inappropriate comments such as 'only let children have unhealthy foods one day a week' or 'don't serve chips every day' Correct answers included the use of posters and leaflets to advertise healthy options, free fruit with purchases, tasting sessions, lessons and assemblies on healthy eating, rewarding regular customers with stickers and vouchers, making healthy options cheaper and having daily healthy eating specials.

Q.6 The first section of this question was badly answered. Many candidates thought there was a link to the previous question on healthy eating and gave answers about reducing the portion size and serving portions appropriate to the age, sex and occupation of the customers so that they did not put on weight.

- (a) Most candidates were unable to list three ways of ensuring accurate portion control. Vague answers such as 'cut evenly' 'measure food out', 'weigh food' or 'use utensils' were given. Specific pieces of equipment, e.g. ladle, spoon, scoop, etc. had to be named to earn the marks. Some candidates gave perfect answers with reference to cutting lines, use of garnish, counting out items such as potatoes, and buying food such as steaks at specific weights before cooking.
- (b) Candidates were able to suggest three reasons for good portion control. The most common correct answers were to control costs, to make a profit and to prevent complaints from customers.
- (c) Most candidates were able to suggest a few ways to make food look appetising. Weak responses included 'add colour' and 'add garnish' without giving examples. However, good answers included the use of white plates to frame the food, dramatic shapes and colours of dishes, cleanliness of dishes, the use of fruit and vegetables to liven up 'dead' colours, appropriate portion size, stacking of food items to add interest, adding sauces and coulis, the use of garnishes, decorations, side dishes and the temperature of food.

Q.7 (a) Most candidates were unable to state three types of record keeping used when ordering and receiving goods into a catering kitchen. Correct answers included purchase order (written order, order book), delivery note, returns note, credit note, invoice, stock sheets (stock book) and computer data base or spread sheet.

- (b) Less able candidates wrote general notes about maintaining hygiene standards in catering kitchens, not specifically food storage areas. There were some very good answers, although many candidates stated that food should be stored 'at the correct temperatures' without stating what these were. Good answers included the use of cleaning schedules, correct temperature control (with temperatures stated), the importance of stock rotation including 'first in first out', putting new stock behind old stock, checking 'use by' dates, checking for signs of pests, storing food on shelves or sealed containers off the floor and the storekeeper having high standards of personal hygiene.

- Q.8 (a) The question on food packaging for take-away foods was answered badly by the majority of candidates. Many candidates described the black plastic containers with a film lid and cardboard sleeve that are used for cook-chill or ready frozen meals rather than take-away curry and rice. Other incorrect answers included polystyrene, metal, tin, cardboard and Tupperware containers. The correct answers were either a foil container with a card lid or a plastic container. Candidates should note that containers for hot take-away foods keep the food **hot** and not warm. Most candidates correctly suggested the use of a card or plastic sandwich box for the sandwich, although cling film and foil were commonly stated incorrect answers. Reasons for the choice of packaging were often vague.
- (b) All candidates showed limited knowledge of the ways in which caterers can help to control waste. The most common correct answers involved the 3R's (reduce, re-use and recycle). Many candidates incorrectly stated that waste food could be re-heated and served again or be made into other dishes; they mistook waste food for leftover food. More able candidates were able to discuss the need for better portion control, better stock rotation so that food did not go out of date, preparing the right amount of food, bulk buying, buying in large containers to cut down the amount of packaging, changing suppliers to companies that use less packaging, composting organic waste, e.g. vegetable peelings as well as reducing, re-using and re-cycling packaging.
- Q.9 (a) Responses to this question varied. Most candidates were able to give at least two factors to consider when working out the selling price of dishes. The most common correct answers were cost of ingredients and profit.
- (b) Many candidates did not understand the term 'casual staff'. Some candidates thought the term meant that staff could work in jeans and T-shirts. They were a few good answers but many candidates used the terms 'cheap' or 'cheaper to employ' without giving reasons. At this stage of the paper candidates need to explain their answers for full marks. Correct answers included casual staff are employed at busy times of the year only or for special functions, they are often available at short notice, they are likely to be flexible in the hours they work and they are cheaper to employ because they are not on a contract, are paid only for the hours they work and are not entitled to holiday pay or sick pay.
- (c) The qualities of wait staff were generally well discussed although some candidates described the duties rather than the qualities. The most popular answers included the ability to work effectively as a member of a team, good communication skills, polite, kind and respectful to customers, reliable, smart and hygienic, steady hands to carry food carefully, the ability to deal with customers' queries, complaints and problems and knowledgeable about the menu.
- (d) Most candidates were able to gain at least half marks for this question. More able candidates were able to give a balanced view and discuss the advantages and disadvantages of using convenience foods. Weaker candidates tended to make vague comments such as 'they are quick and easy to use'. More able candidates included comments on convenience foods saving time and money, having a longer shelf life, being a consistent quality, being good as a 'stand by' in case of unexpected guests or emergencies and easy for trainee chefs to use. Advantages were balanced with comments on the taste often being artificial, being less healthy because of salt, sugar and E numbers, having money tied up in stock, chefs getting bored just using 'packet foods' all the time and the fact that most customers would prefer home made dishes.

Comment

Marks were varied, as one would expect from a paper that covered grades G to A*. Candidates would be advised to read all questions thoroughly as many mistakes were made as a result of candidates' misreading of questions and choosing the wrong focus for their answers. Written communication (QWC) was assessed in questions that asked candidates to discuss, assess and evaluate. Candidates should be encouraged to give a fact, explanation and example when answering this type of question. Many candidates wrote a brief list and although they were awarded some marks it was only a fraction of the marks that could be awarded.

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UNIT 3 – HOSPITALITY SKILLS RELATED TO EVENTS AND FUNCTIONS

Chief Examiner: Jacqui Housley

Administration

On behalf of my team of moderators I would like to thank the centres that sent work before the deadline date. However, some centres are still sending work late, please ensure that the May 5th deadline is adhered to next year and note that the procedure for submitting marks and selecting the sample will be different: electronic (see WJEC website for further details).

Annotation of work, as well as photographic evidence of working practices and finished results, supported the marks awarded in carrying out the tasks. The photographs indicated a sound understanding of hygiene, well organised group activity, as well as individual completion of work and a high standard of finished results.

Coversheets from candidates' work are removed hence it would aid the moderation process if these can be removed without any damage caused to candidates work.

HC3 form

It is important that all coursework has a completed HC3 form at the front to show where marks have been awarded, especially for the practical element which is worth 60 marks. Please also ensure that they are signed by both the teacher and the candidate.

Time Log

Some centres did not attach time logs for the Controlled Assessment. The total amount of time allowed for this Task is 45 hours including the execution of the "event". Some centres did not take full advantage of this and, therefore, did not allow the candidates' time to access the full range of marks for each section.

HC4 form

Please note:

1. Candidates should be presented in rank order (i.e. in descending order of the candidates' total marks).
2. Where the marks of the whole cohort have been recorded, please identify work that has been sent to the moderator. An asterisk next to the candidates' number would suffice.
3. It is important that the total number of candidates entered be placed in the "total" box.
4. The form must be signed by the subject staff.
5. There were errors made in the transferring of marks from coversheets to the HC4 form as well as incorrect totalling of marks.

General Comments

It is pleasing to note that many centres have covered the briefs by using Events that they have had to undertake as part of the centres' annual programme. The briefs have been addressed via activities such as charity cake bakes, parties for different client groups, lunches for staff and also meals for visitors to the centre. Many centres had provided their candidates with clear guidelines to follow thus allowing them the opportunity to access the full range of marks for each section. However, in order for candidates to achieve the higher mark bands it is important that the candidates address the points listed in each section of the task.

A Research

Although the tasks are set in the specification there is still scope for candidates to be able to "explore themes/event" and "venues". Some centres are missing the opportunity to discuss choice of venue as they are simply stating where the event will take place. 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. 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. They need to identify the job roles required both in the kitchen and front of house. In many 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.

Whilst mind mapping is a useful starting point, more detail is needed to fully analyse all aspects required. In some 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 being included which add unnecessary bulk but no relevant information. Menu designs were well executed by the majority.

B Planning

Candidates are losing valuable marks by not addressing all the points in the specification. Detailed action plans are sometimes interpreted as orders of work for the dish that they are making instead of a detailed plan of the whole event to include a group as well as individual plans. 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. It is also important that they record their participation and that of the other members of their teams. Too many candidates are including a risk assessment chart that has no reference to their event. Few included what they would do in the event of a fire. Candidates should include a layout of the room and tables for the event, this could include showing the fire exits and where the fire fighting equipment is placed in the room. Costing needs to be further developed in many centres. To access the higher mark bands it is not adequate to include a photocopy of the till receipt without written explanation or reference to profit margin or portion control. 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 and presentation. Candidates should include evidence of trialling dishes prior to the event and evaluating why they are suitable.

C Carrying out the task

Where photographic evidence has been included this has shown all four aspects of the criteria required to gain sound marks in this section of the work:

- customer care
- practical skills
- personal presentation and hygiene
- finished product/service.

Annotation of work is appreciated to support the marks awarded. In some centres these tended to be generous especially when only lower skills have been demonstrated, for example, when completing a "cake sale/coffee morning" to access the top mark band the candidates should show a range of different cake making and decorating skills to a high standard with excellent portion control. Practical marks awarded should reflect the ability of the individual candidate and their participation in the event not on the whole event itself.

D Evaluation

Evaluations were generally well written, especially where candidates had been given detailed guidance to follow for practice events. Sub headings helped candidates to address all criteria required and access the higher band of marks. It is important that the candidates refer to the whole of the task not just the carrying out of the event. In order to achieve the higher marks the candidate should include a self and group assessment with suggestions for improvement. In addition to the research and planning stages, time management, standard of personal presentation, safe and hygienic practices, skills gained, costing, customer satisfaction and the success of the whole event should be analysed.

It is pleasing to note that some centres who followed the "legacy" specification have acted upon advice given in previous reports and candidates have used a range of techniques to evaluate their work. These have included questionnaires, customer satisfaction cards, letters, press cuttings, as well as photographs taken throughout all stages of the work. Well done.

I would like to thank the dedicated subject teachers (many of which did not previously deliver the "legacy" specification) for their hard work in preparing the candidates for the examination and for their enthusiasm and valued support of the subject.

Keep up the good work.

I would also like to express my thanks to my team of moderators, the principal moderator and subject officer for their support.

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UNIT 4 – THE HOSPITALITY INDUSTRY

Chief Examiner: Jacqui Housley

- Q.1 (a) Most candidates gained full marks for this question.
- Q.2 (a) Most candidates answered this question well.
- Q.3 (a) Most candidates answered this question and gained full marks.
- Q.4 (a) Most candidates answered this question well and gained full marks. However, some candidates gave information required when taking the booking and not when booking into the residential activity centre. It is important that candidates are trained to read the questions fully before attempting to answer.
- (b) Few candidates were able to state the DATA protection act.
- Q.5 (a) This question was generally answered well and most candidates gained full marks.
- (b) This question was generally answered well and most candidates gained full marks.
- (c) A mixed response for this question. Where candidates had been taught about conferences they answered well and gained 3 or 4 marks.
- Q.6 (a) This question was generally answered well. However, some candidates did not refer to reducing and reusing in the KITCHEN.
- (b) Candidates did not answer this question well and few gained full marks.
- (c) This question was generally answered well with most candidates gaining 3 or 4 marks. It is pleasing to see that this is an area that has been covered well in most centres.
- Q.7 (a) Most candidates answered well and gained between 2 and 3 marks.
- (b) Some candidates answered well and gained between 4 and 5 marks. Those candidates who just listed were only able to access the lower range of marks. There should be evidence of discussion to gain the higher mark band.

- Q.8 (a) A mixed response to this question. It was evident where centres had taught the factors to consider when planning a menu. Again candidates who gave a list were only able to access the lower mark band. It is important that they show evidence of discussion in these questions.
- (b) A mixed response to this question. It was evident where centres had taught health and safety when setting up the room. Some candidates referred to just the cooking and not the room as was asked in the question. Candidates who gave a list were only able to access the lower mark band. It is important that they show evidence of discussion in these questions.
- Q.9 (a) This question was not answered well, many candidates referred to star ratings but this was in the question. Most candidates gained 1 mark.
- (b) This question was generally answered well and most candidates gained between 3 and 5 marks. Again those who listed were only able to access the lower grade boundaries.
- (c) A mixed response for this answer. The majority of candidates gained between 3 and 6 marks. Again candidates find it difficult to discuss and prefer to list, therefore, they can only access the lower mark range.
- Q.10 (a) This question was generally answered well.
- (b) This question received a mixed response. It was evident where this area of the specification had been covered in some schools. A range of marks awarded.
- (c) Again a very mixed response given. Some candidates did not fully understand the question. They did not refer to "customer care guideline" to be used when training staff. A range of marks awarded.
- (d) A mixed response by candidates. A range of marks awarded the majority between 3 and 6 marks. Again those who listed were only able to access the lower mark range. Some candidates find it difficult to assess the importance and generally described the job role and not the consequences of poor management.

Conclusion

On the whole, candidates attempted to answer most questions and both subject teachers and candidates are to be congratulated on their efforts. Candidates do need, however, further practise in examination technique.



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