



GCSE EXAMINERS' REPORTS

HOSPITALITY AND CATERING

Summer 2013

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. This will be available at:
<http://www.wjec.co.uk/index.php?nav=51>

Unit	Entry	Max Mark	Mean Mark
1	24,462	120	78.6
2	23,051	80	38.9
3	3,297	120	84.1
4	3,045	80	34.4

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

HOSPITALITY and CATERING

General Certificate of Secondary Education

SUMMER 2013

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.
- Addition errors were apparent where either marks were incorrectly transferred from HC1 and HC2, incorrectly added up on HC4a or incorrectly submitted electronically.
- 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. Teachers' marks and annotation should ideally be in black or blue pen.
- Please note that there are page limits for the tasks. Task 1 should be no more than 4 pages 8 sides of A4 paper and task 2, 10 pages 20 sides 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 2012.
- Some centres are still choosing the Rice and Pasta task. This is no longer a live task. Please check the WJEC website for current titles.
- The 'skills' guidance sheet is not a composite list of dishes at that level, professional judgement **must** be used at all times.

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 focusses their work. This should be taken from the WJEC website and not be re written by centres.

Task 1

The fruit and vegetable and afternoon tea tasks were the most popular tasks submitted by candidates.

Planning the task

Candidates need to undertake research on their chosen task so that they can make informed choices for their practical work. There were examples where candidates had chosen their dishes first and only then researched the main commodities for these. Research that could be undertaken includes recipe trialling, finding out about relevant costing and nutritional information, write ups from watching food media programs. Some centres took their candidates to a local hotel or coffee shop to give them the experience of afternoon tea. Other research was internet based. All sources of information should be acknowledged; this was often omitted from the work. After completing their research, candidates should write a summary of their findings on one sheet of A4. The rest of their research evidence could be placed in appendices. 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 of dishes should include references to the research undertaken, cost and nutritional value; for mark band A4 an accurate analysis of both is required. In some cases, reasons for choice were superficial and sometimes vague.

Orders of work should have a clear three part structure with mise-en-place, dovetailed sequential tasks and completion. Health and safety issues should be addressed. Candidates need to include oven temperatures and cooking and chilling times. Orders of work should be detailed enough for candidates to be able to follow them during the practical session without additional support. 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 a requirement that four dishes are prepared and served for task 1. If candidates only do two dishes, then marks for this section should be halved. Some centres awarded marks in the higher mark band where candidates had only completed two or three 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 for task 1; these were very much appreciated by moderators and in many cases gave confirmation that the marks awarded were justified.

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. Some analysis and consideration of portion size and costing's is to be encouraged as good practice in task 2. In order to achieve the higher mark band, comments are required about the whole task, not just the practical session and outcomes. 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.

Task 2

Investigating and Planning the task

The most popular tasks chosen by candidates were based on healthy school meals 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, questionnaires. In many cases, this research was not used to justify the choice of dishes and appeared as an 'add on'. Much of the research again was not 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. Some candidates chose two dishes and not a two course meal.

The dishes chosen **must** 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. Candidates should be discouraged from using a mix of measures, i.e. grams, ounces, cups.

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.

The use of colour coding can support candidates with the dovetailing of tasks.

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, candidate's name and examination number.

Evaluation

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' and 'good'.

The nutritional value of the meal was frequently provided by a computer printout which was not analysed. It was evident that many candidates did 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's Guide.

There are support materials for this specification on the website including exemplar tasks. Centres are encouraged to access these.

There will be no change to the briefs for candidates completing either task 1 or task 2 September 2013 to June 2014.

HOSPITALITY and CATERING

General Certificate of Secondary Education

SUMMER 2013

UNIT 2 – CATERING, FOOD AND THE CUSTOMER

Principal Examiner: Jayne Hill

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

Well done to those centres which moved to the electronic paper.

Overall, questions 1 – 6 were answered fairly well with most candidates managing to gain at least 50% of the available marks. Questions 7 – 9 tended to be less well answered, seemingly, due to responses that lacked any detailed/explained answers, misreading the question and/or weak examination technique.

Q.1 Most candidates gained 2 or 3 marks. A significant number of candidates thought, incorrectly, that fridge temperatures should be checked weekly.

Q.2 This question was fairly well answered with a majority of candidates understanding catering terminology.

Mean 2.3/3

Q.3 Candidates must read the questions carefully because many tended to give two personal hygiene points and two kitchen hygiene points resulting in a loss of marks. The question referred to personal hygiene.

Mean 3.2/4

- Q.4 (a) Many candidates could not identify 'cuts' of meat suitable for grilling but simply wrote 'beef/lamb/chicken' or 'breast/leg/steak'.
- (b) Most candidates were able to give one benefit of marinating meat pre-grilling.
- (c) Candidates focused on the process of grilling food rather than safety issues when using a grill.

Mean 3.1/7

Q.5 (a) Most candidates gained some marks. However, incorrect terminology prevented high end marks being awarded for many. A high number of candidates referred to the deep fat fryer as a fryer or a chip pan/fryer. The hand/stick blender was referred to as a blender/liquidiser/smoothie maker. It is important that correct terminology is used in class as all times to assist candidates when sitting the paper. The benefits to the caterer of each piece of equipment tended to be answered fairly well although brief, one word answers should not be encouraged.

- (b) Most candidates were able to state at least one safety point when using electrical equipment with the most popular answer linking the dangers of using electrical equipment with water /wet hands/ wet areas.
- (c) The answers given for the actions required in the event of a small deep fat fryer catching fire tended to be written in a muddled way and lacked the correct steps that should be taken to put the fire out. A significant number of candidates said to phone the fire brigade immediately without making an attempt to control the fire and a surprising number said to put the fire out with water. Conversely, there were candidates' answers that made it clear that water should not be used.

Mean 5.9/10

- Q.6
- (a) The majority of candidates were able to complete the flow chart accurately.
 - (b) Most candidates were able to identify one type of pastry other than short crust pastry. Many candidates listed short crust pastry in their answers. Many candidates were unable to spell 'choux' correctly. A significant number of candidates wrote 'roux', 'bread pastry', 'rubbing-in pastry'.

This question involved use of catering terminology that most candidates should be able to use correctly.

Mean 5.3/6

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

- (a) This was answered fairly well, in the main. A recurring issue was candidates stating that the steak should be cooked more/for longer. In a real situation the steak would be discarded and a fresh one cooked. Some candidates stated 'apologise and refer the problem to the manager' – therefore, not actually answering the question.
- (b) There was an element of confusion in some answers. The answer required had to link the restaurant staff, kitchen brigade, the customer and the food produced. A number of candidates wrote about verbal/non-verbal communication / shouting louder so everyone can hear and did not reflect on the need for clear communication between all parties and the reasons for this.
- (c) Some candidates answered this well by giving good detail about different types of ICT used in the catering industry. Many responses, however, lacked detail and did not identify the different types of ICT available nor gave any reasons why ICT is beneficial to a business.

Mean 6.1/15

- Q.8 (a) Many candidates were able to give two ways the manager could canvas workers' opinions.
- (b) Most candidates gained at least 1 mark suggesting why the canteen is not being used. A significant number of candidates tended to repeat themselves, e.g. they gave three responses but were only awarded 1 or 2 marks due to repetition.
- (c) Few candidates were awarded high marks for their responses to this question which illustrated a lack of nutritional knowledge and understanding. Many candidates' answers showed confusion about fat and sugar issues, e.g. a number of candidates suggested swapping the mashed potatoes for roast potatoes, stated that chicken soup is high in fat, or remove the sugar from the chocolate pudding.

Better responses included healthier versions of the dishes and/or replacement dishes that meet healthy eating guidelines.

Many candidates made reference to the menu not being suitable for the elderly and children. This is not appropriate to a work place canteen.

- (d) Surprisingly, this question was poorly answered because candidates seemed not to understand what a 'green businesses' meant. Many candidates' suggested painting the canteen green, using green tea towels, serving more green vegetables. A popular answer was 'reduce, reuse, and recycle' with no explanation which resulted in a limited mark being awarded. The specification makes it clear that environmental issues must be covered.

Mean 6.7/14

- Q.9 Overall, this question was not answered well. (Lowest facility factor on the whole paper and the lowest attempt 99.1%.)

There was a clear lack of understanding that the fish was being purchased and used for a residential home.

- (a) A significant number of candidates were unable to identify more than one category of fish.
- (b) Very few candidates referred to the Residential Home having a HACCP and using information from this document to accept the delivery, store and cook fish safely in accordance with food hygiene regulations.

Many candidates were unable to be awarded high marks due to the lack of detail or vagueness in their answers and a lack of clarity in their writing.

Many focused on either frozen fish or fresh fish and very few discussed dealing with shellfish. The responses needed to refer to all three fish categories to access the higher level marks.

Fridge freezer and/or core temperatures were not identified by a significant number of candidates and in many instances the temperatures stated were incorrect. Please note that the core temperature of cooked food should reach 75°C.

There was confusion regarding storage from some candidates e.g. placing frozen fish on the bottom shelf of the freezer so it can't drip onto other foods.

Cooking the fish – where cutting boards were mentioned, many candidates failed to mention 'blue' although they often referred to cross contamination.

Many candidates stated that the food must not be kept hot for longer than 90 minutes at a temperature of 63°C or higher. Fish would spoil if this happened so it was considered to be an unacceptable answer.

Many candidates gave menu and accompaniment suggestions which were irrelevant to the question.

Mean 4.6/18

General Comments

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 responses.

The quality of written communication (QWC) was assessed in all questions that asked candidates to explain, discuss and evaluate. Many candidates answered these questions by making points which were, in the main, correct but could only be awarded lower band marks. To access the higher marks candidates must explain the points made and give examples, if appropriate. Examination technique sessions would help support the candidates learning and their approach to completing the examination paper.

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

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 for further information.)

HOSPITALITY and CATERING

General Certificate of Secondary Education

SUMMER 2013

UNIT 3 – HOSPITALITY SKILLS RELATED TO EVENTS AND FUNCTIONS

Principal Examiner: Jacqui Housley

Administration

Generally administration was in order again this year; however, several centres were late sending coursework which delayed the moderation process. Dates and instructions for submitting coursework for moderation may be found online www.wjec.co.uk.

It was felt that the use of online selection of samples made it easier for centres 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

Some very 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 was obvious from the evidence provided that candidates gained a lot from hosting the events. The events ranged from meals for staff and parents, hosting senior citizens parties, parties for play groups, cake sales and special school occasions such as prize giving.

A number of centres have linked with other departments and provided refreshments and meals for visiting dignitaries, parents' evenings 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 initially or via practice events, 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. Centres that used proformas for the candidates may again be restricting the higher ability candidates and they should only be used for the lower ability candidates.

It appeared that some centres had transferred entries from other courses to WJEC GCSE Hospitality and in some instances the coursework did not match the specified requirements.

Research

It is important that candidates start with an introduction to the task; what events they could host 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. Many centres start with a thought shower of ideas for events and are then “guided” by the member of staff to host the event that is required.

A fairly high proportion of candidates researched information from the internet and text books but did not analyse 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. It is also good to link special dietary needs and nutrition to the event and the clients. Each piece of research should link to the next and can form part of the candidates’ evaluation throughout the work.

Ideally, final choice of event should not be decided on until the end of this section.

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 45 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. Time plans should be completed by the candidates and not the teacher, although it could be a group effort and then each candidate could produce their own time plan for the day.

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 will allow access to higher bands, recipes trialled with comments to confirm the menu, sample and final invitations and menu cards, shopping lists, equipment lists and costings for the whole 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 centres 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. Candidates should show a high level of skills both food production and front of house and be able to work unaided to obtain the higher mark range.

Although the focus may have more emphasis in hosting the event the majority of centres where candidates access the highest grades use the event to also showcase practical skills and produce high quality catering outcomes to be served at the event.

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 including what they have learnt throughout the event. Suggestions for improvement, again, need to be holistic and individual.

Generally marking was in line with WJEC criteria, although marks were adjusted in a number of centres. Where there was evidence of over marking it tended to be in the research, as the candidates started off on the first page with the chosen event, or in the carrying out of the event.

It is in order for candidates to purely be front of house on the day of the event, but if this is the case they should be involved in food production during testing and trialing so that they may access some marks for food production.

There will be no change to the briefs for candidates completing the Controlled Assessment Task from September 2013 to June 2014.

HOSPITALITY and CATERING

General Certificate of Secondary Education

SUMMER 2013

UNIT 4 – HOSPITALITY AND THE CUSTOMER

Principal Examiner: Jacqui Housley

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

Well done to those centres that moved to the electronic paper.

Q.1 The majority of candidates gained 2 or 3 marks.

Mean 2.5/3

Q.2 A mixed response. Candidates should have knowledge of costing and what factors should be taken into account when working out the selling price of meals.

Mean 1.8/3

Q.3 Most candidates answered this question well and many gained full marks.

Mean 2.8/3

Q.4 This question was not answered well. Many candidates were unsure what was meant by Health Suite and answers referred to a GP's surgery rather than a gym and spa facility in a hotel.

(a) Many candidates were unable to name two client groups that would use the facility.

(b) A mixed response dependant on how they answered (a). However, most candidates were able to state 'more jobs' and 'more visitors to the area'.

Mean 2.4/6

It is important that candidates are taught the correct terminology used within the hospitality industry.

Q.5 (a) The majority of candidates answered this well and gained 2 marks.

(b) A varied response, with the most popular response being to reduce complaints.

Mean 3.3/6

- Q.6 (a) Most candidates were unsure of the role of administrative staff and thus only gained a few marks.
- (b) Again candidates gave a mixed response some were able to discuss a wide range of ICT equipment and its uses. Lower ability candidates were able to discuss the use of ICT but not the benefits, therefore, accessed only the lower marks band.

Mean 3.4/9

- Q.7 (a) Candidates were able to list some of the qualities needed to be a team leader but did not describe, therefore, could only access the lower mark bands.
- (b) Some candidates answered this well and thus were awarded a pleasing mark. There should be evidence of discussion to gain the higher mark band, when candidates are asked to explain.

Mean 5.1/10

- Q.8 This question was not answered well, although 99.8% attempted the question. The mean mark was only 3.5/10, and the question had the lowest facility factor 26.6%. It is important that candidates are taught special diets as it is a major part of the specification and something that needs to be taken into account when completing Unit 3.
- (a) The majority of candidates were able to give the response 'state on the menu'.
- (b) The majority of candidates were unable to state ways in which a chef could ensure food was safe and just repeated answers given in (a).
- (c) On the whole, candidates were unable to suggest ways to make food more interesting and appealing. The majority of candidates gained between 1 and 2 marks. Again candidates who gave a list were only able to access the low mark band.

- Q.9 Despite the fact that this type of question appears almost every year as the topic is an integral part of the specification, many candidates are still unable to explain how risks can be controlled.

Candidates who responded well were able to suggest a range of risks and how to control them. However many candidates just listed risks and did not explain how they could be controlled.

98.2% of candidates attempted this question but the mean mark was only 2.7/10 and the facility factor was 26.6%.

- Q.10 (a) This was not answered well and very few gained full marks.
- (b) This question received a mixed response. Candidates did not read the question and discussed reusing and not reducing waste. It should be noted that waste food should NOT be sent to local farms for animal feed, this has not been allowed for several years due to foot and mouth, but it appears that it is still being taught.
- (c) Some candidates referred to reducing and not reusing and recycling. It is important that candidates have knowledge of all of the three Rs.
- (d) This section was generally answered to a higher degree. Candidates were able to discuss a range of ways to conserve energy and water. This is where the majority of marks were awarded on this question. Again those candidates who only listed were unable to access the higher mark band.

Mean 7.1/20, facility factor 3.5.5

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.

The mean for the paper overall had dropped considerably this year, which was not in line with teacher predictions but strongly suggests that many candidates are being entered for the examination without adequate time being given to the delivery of the subject content for the examination unit.

Centres who offer candidates the opportunity of gaining an additional GCSE in Hospitality as a result of 'events' taking place within the school calendar, are to be commended but it is imperative time is given to the subject content for Unit 4 as well.

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.

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 for further information)

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23/7/13



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