



GCSE EXAMINERS' REPORTS

HOSPITALITY AND CATERING

SUMMER 2016

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Online Results Analysis

WJEC provides information to examination centres via the WJEC secure website. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.

Annual Statistical Report

The annual Statistical Report (issued in the second half of the Autumn Term) gives overall outcomes of all examinations administered by WJEC.

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HOSPITALITY AND CATERING
General Certificate of Secondary Education
Summer 2016

UNIT 1 – CATERING SKILLS RELATED TO FOOD PREPARATION AND SERVICE

Administration

Thank you to the many centres who submitted their coursework early this year; this was a great help to the moderators who have a tight deadline to adhere to. Generally there was an improvement in centres meeting the submission deadline of 5th May. As stated in last year's report, this date does not change and will therefore be the same for 2017; can I make an urgent request to those centres who continue to submit their coursework late that they should ensure that marking and entering of marks on the secure system is completed in good time to enable coursework to reach the moderator by 5th May.

There have been significant clerical errors evident this year. It is important to double check that: a) the marks have been correctly recorded on the HC forms and b) they are then transferred on to the secure system accurately. In some instances, careless errors could have made the difference in the grade awarded to candidates – clearly this is of concern.

The JCQ requirement that all HC forms must be authenticated by both candidate and teacher has, in some centres, not been observed. The purpose of this is to declare that the candidate has produced their own independent work throughout the Controlled Assessment. Candidates should also ensure that they have included the centre name, centre number and candidate number on their work. If folders are logically presented and securely fastened there is less likelihood of work being muddled, but in some centres, the submitted work is far from logical and frequently confused thus making it time consuming and difficult for moderators to establish what work belongs to which candidate.

Moderators appreciate the time taken by teachers to complete the HC forms in respect of each candidate's work. There has been some excellent annotation this year and this has not only made moderation straightforward but also serves to confirm the marks awarded by the centre. When teachers fail to annotate the forms or merely print out the assessment criteria this really does not provide the necessary information; it is by supplying personal comments pertaining to individual candidates that both clarifies teacher marking and usually provides the confirmation of the marks awarded.

This year it has been evident that many centres have not made constant reference to the assessment criteria set out on Pages 34-40 in the Specification. When marking candidates' work it is essential that teachers are fully conversant with this information and apply the 'best fit' principle overall. [It is here where teacher annotation is so helpful because if clear justification has been made for awarding particular marks, it clarifies the situation for the moderator.]

Time Logs should be used as a personal 'work in progress' document. Candidates need to record their activities as they work through each Controlled Assessment as this clearly shows how they have used their time throughout. A reminder that Task 1 should take 15 hours and for Task 2 it is 30 hours – it is recommended that candidates use this time to the full in order to have the opportunity to demonstrate their skills, knowledge and understanding.

Some centres are still allowing candidates to include unnecessary information in their folders thus going beyond the prescribed page limits of 4 pages (8 sides) of A4 for Task 1 and 10 pages (20 sides) of A4 for Task 2. As stated in last year's report, font size should be constant between point 10/11 and pages should be used economically, for example, just using one page for one nutrition printout is a waste of space and paper. Appendices are used appropriately by many centres to include research information which has been individually summarised by candidates in the main body of each task.

The centre moderator's report, issued to centres with the results each year, involves a great deal of thought and preparation to deliver feedback to teachers. Although at times it may appear to be critical, the aim of the report is to support centres and provide recommendations about how to improve candidates' work year on year. It is really encouraging therefore, to see how many centres have acted upon the recommendations which have clearly made a difference to the work produced this year. However, it continues to disappoint when centres have plainly disregarded the advice. Perhaps this is because they have not read the report, which is worrying in itself, but of greater concern is the fact that, by not taking heed of the advice, centres are disadvantaging their candidates.

Controlled Assessment Tasks

Well-presented work is a pleasure to read and moderate, and says a great deal about each candidate. It is anticipated that centres will guide their candidates about how to complete each task, in an orderly and logical fashion, starting with a front page (not part of the prescribed page limit) which describes the task being carried out. This sets the scene for both the candidate and the reader. The Specification clearly sets out the assessment objectives and candidates should present their work logically under the planning headings of 'research and planning, suitable choice of dishes/menu, reasons for choice (to include cost and nutrition) and order of work'; the evaluation headings should be 'analyse the suitability of the chosen dishes, evaluate customer acceptability, evaluate the nutritional value and cost per portion (and for Task 2 – relate to profit margins) and suggest improvements'.

Many centres have submitted delightful work in precisely this manner, but unfortunately there are quite a number of centres who appear to have given their candidates little guidance either about how to complete the tasks or how to present work in a professional and ordered manner which results in disjointed folders lacking crucial sections of work.

TASK 1 – All three tasks appeared to be equally as popular as each other this year.

Planning the Task

To enable candidates to produce appropriate practical work it is essential that some research is carried out into the topic selected. It is appreciated that the internet provides a wealth of information but simply copying and pasting information directly from written sources cannot be awarded marks as it is not the candidate's own work. They need to demonstrate that they have found the information, analysed it and come to conclusions that will help them make a suitable choice of dishes. Trialling of recipes is a really valuable way of gaining knowledge and many centres have clearly benefited from this type of research. However only preparing recipes that are then used for the Controlled Assessment practical does not provide the breadth of experience that is required.

'Afternoon Tea': The use of home-made bread for either dainty rolls or open sandwiches has been evident this year and some candidate have extended their skills set by making their own puff pastry, choux pastry and a range of cake mixtures. These have been presented in various ways to add more skills through the use of piping, chocolate run-outs and feather icing. Portion size has frequently been addressed as it is important that each portion is easy to eat with the fingers.

'Fruit and Vegetables': - The task refers to producing 'four interesting dishes' which will highlight colour, flavour and texture. With clear research into the availability of the wide range of both commodities, candidates have produced some exciting dishes emphasising precisely these aspects, for example a vegetable lasagne using many of the brightly coloured Mediterranean vegetables available demonstrates both the topic and high level skills, particularly if the pasta is made from scratch. The use of vegetables in this way highlights them as main ingredients rather than producing a meat lasagne and simply garnishing it with a slice of tomato.

'Dairy Products': - Candidates who select the more interesting dairy products are able to produce delightful recipes which really bring the use of such products to the fore. For example, using ricotta cheese to make a baked cheesecake enables so many more skills to be demonstrated than just producing a simple cream or cottage cheesecake with a biscuit base. Panna cotta is another example of a high skill dish, again focusing on the 'more interesting' aspect.

It is disappointing therefore, to still receive folders where candidates have produced, for example, ready-made sliced bread for sandwiches, ready-made puff pastry for sausage rolls [afternoon tea]; a sponge cake decorated with a strawberry or a chicken breast garnished with potato wedges [fruit and vegetables]; chocolate mousse, when neither eggs nor chocolate are dairy foods, or a sponge cake made with margarine and filled with cream [dairy products]. Please do encourage your candidates to explore their topics in greater detail to enable more adventurous dishes to be produced.

Reasons for Choice have often been disappointing this year. Candidates either produce brief statements commenting that they have made their choices because they are 'cheap', 'easy', 'healthy', 'skilful' or, because they have 'made it before', they 'like it', or it 'will give me a high grade'. To access the higher mark band candidates must show that they have thought about why they have chosen their dishes in relation to what they have found out about the topic. They need to discuss aspects such as suitability, nutritional aspects, availability of ingredients, sensory attributes, presentation, cost and perhaps the length of time they have to complete their task. Well written justifications have included all these points and clearly show that candidates understand what is expected from them.

Orders of work varied. This year, many candidates failed to include the very important food hygiene and safety points that need to be considered when carrying out a practical task. For Task 1 they need to write a timeplan which shows the correct and detailed sequence for making their dishes; if there is some evidence of dove-tailing that is to be commended. It is much easier to follow one piece of paper rather than having to refer to several recipes in what is, for some candidates, a very stressful time.

Shopping lists continue to improve, but centres should be aware that a composite list rather than lists for each recipe is required.

Carrying out the task

It is essential that photographic evidence is provided to accompany each candidate's practical work. Centres who fail to submit such evidence make it very difficult for the moderator to confirm the marks which have been awarded by the centre. Those centres who submit photographs are to be congratulated on some exceptional results.

WJEC appreciate the constraints that some centres have in respect of timetabling provision and understand that it is not always possible to complete the entire Controlled Assessment in one session. However, we recommend that candidates aim to complete their Assessment in the region of between 2 and 2½ hours as this should allow for four dishes, demonstrating a range of skills, to be prepared, cooked and served in this time. Centres that have to conduct their practical assessments in two sessions should direct their candidates to complete two separate orders of work which demonstrate sequencing and, where possible, dove-tailing, as this reflects effective use of time.

There have been several occasions this year when centres have not applied the correct assessment criteria band of marks to candidates' work, thus making the marks too generous. It is vital that the correct marks are awarded as the moderation process is the means by which candidates' work is standardised across the entire entry for the year. If the marks for a particular centre are too generous, they have to be amended in order for the system to be fair to all.

Evaluation

Candidates frequently find evaluations challenging and so it is important for centres to provide guidance about how to tackle them. Some centres do this very well indeed and it clearly pays dividends in the awarding of marks.

The main criteria need to be addressed in order to gain high marks and so candidates should first analyse the suitability of their chosen dishes. The acceptability to customers section should be just that – just stating that the dishes were successful because customers would like them is not feedback and candidates should involve their own selected 'customers', be they peers, teachers or family, so that they have some realistic customer feedback to discuss. The nutritional value and cost of the dishes should be referred to in Task 1; this does not have to be in as much detail as Task 2 but nevertheless candidates should be able to comment on the nutrients in their dishes and what the cost is. If they refer to these aspects in the planning section, as they should, they can refer back to what they said and build on this by developing the statements, for example if there is a clear lack of dietary fibre in the dish, a suggestion could be made about how to improve this and why. Costs should be calculated on the actual amounts of each commodity used, not the total pack size as candidates can then provide an accurate cost for each dish.

It is important for candidates to make reference to the whole task, not just the practical component, as this enables them to discuss the success or challenges of the task in greater depth.

TASK 2 – As last year, the ‘International Cuisine’ task was the most popular, however, the ‘Healthy School Meals’ task was almost equally as popular which was pleasing to see. The ‘Special Diet’ task was submitted by a number of candidates, but mainly highlighted vegetarianism as the special diet.

Investigating and Planning the task

A much greater need for investigation and research is required for Task 2. For candidates to access the higher mark band it is essential that they carry out an in depth study of the topic they have chosen. This does not mean simply finding information on the internet and copying it into folders; candidates must demonstrate a good understanding of the set task by completing thorough research using and applying a range of resources. Candidates cannot possibly be awarded full marks if they do not analyse, discuss and summarise their findings by writing a report in their own words. Sadly, too many candidates are relying too heavily on repeating information ‘parrot-fashion’.

Centres who have guided their candidates in the techniques of researching information have enabled them to access the high marks. There are many techniques which can be used and it is recommended that up to five different research methods are used, for example in the ‘Healthy School Meals’ task it would be essential to carry out a questionnaire or survey to establish the eating preferences of young people; an interview with a canteen manager would also be important in order to find out what budget implications there are and also the nutritional guidelines that are in place. In some instances this year it appeared that candidates made the assumption that the task was about “Healthy Eating” as they focused on this and failed to make any reference to the school meals aspect of the task.

For both the ‘International Cuisine’ task and the ‘Special Diet’ task, candidates are expected to begin their task by exploring a wider range of either countries or diets before focusing on the specific country or diet they decide upon. This then enables them to discuss why they have made their particular choice, providing more depth to their work. It is essential that candidates know and understand what they have to do to access the high marks – if they lack the understanding it will be very difficult for them to progress beyond the A2 mark band.

As with Task 1, candidates should be encouraged to carry out a range of recipe trialling as this provides opportunities to experiment and gain valuable feedback. Many candidates have restricted their ‘trailing’ to just practising the recipes they plan to use in their practical assessment; this is a very limiting strategy and does not extend candidates’ abilities.

Reasons for choice need to make reference to the task and how the selection of the menu is going to satisfy its requirements. In all cases the nutritional value of the meal needs to be discussed as does the cost. Again, as in Task 1 the reasons need to be more detailed and meaningful.

In last year’s report the confusion between ‘high-skill’ and ‘high risk’ was explained. It was therefore pleasing to see that many candidates had a clearer understanding of the difference and had selected a range of high-skilled meat and fish dishes this year.

Candidates must be clear that Task 2 requires a two-course meal to be prepared and served. This year some centres produced a range of dishes which did not constitute a meal. However, including a range of skilfully prepared accompaniments to be served with each course is to be encouraged. In several centres candidates had all cooked the same meal, this is to be discouraged. It is appreciated that facilities in schools are not always ideal, but if candidates all produce the same meal this becomes very prescriptive and does not allow for individuals to be creative and demonstrate their strengths. It is also important to remember that dishes prepared in Task 2 should be different from those selected for Task 1. Some candidates prepared the same dishes for both tasks.

Timeplans should show a greater understanding of efficient working and should include sufficient detail so that a third party can follow the instructions clearly. This was frequently not the case as candidates tended to state, for example, 'make pastry' or 'make sauce'. Having detailed information available on the plan makes it much easier for candidates to follow and also produce more accurate timings. Real time should be used as candidates can then judge how their timing is progressing and whether they are keeping to schedule.

The mise-en-place section should include all the preparatory tasks required before the main food production tasks. Many candidates omitted important points on their plans such as oven temperatures, washing up throughout and final presentation and serving. They should also be aware that only one oven can be used and therefore good oven management is essential. Some candidates appeared to need four different temperatures, if this is the case, then they must explain how they will manage this. As mentioned in Task 1, essential food safety and hygiene points need to be linked to specific tasks throughout the plan. Candidates need to demonstrate their understanding of these aspects as on several occasions food was left to stand in a warm room for some time before being served thus creating a food safety risk.

Carrying out the task

Teachers must award the appropriate criteria to candidates when marking practical work; there have been frequent cases where this has not happened, making it necessary to amend marks accordingly.

Portion control must always be kept in mind when serving the meals; in a hotel or school canteen situation tight budgets have to be adhered to and candidates should be very aware of this constraint. It also provides the opportunity to discuss the challenges faced when completing evaluations.

Photographs have provided excellent confirmation of outstanding practical work and candidates should be justly proud of their achievements. All centres should submit photographs of the candidates' completed meals. Please ensure that all photographs are clearly identified with the candidate's name and number clearly visible.

This year there have been instances where candidates have presented photographs taken directly from the internet. Clearly this is unacceptable. Teachers must ensure that the work submitted belongs entirely to the candidate who has signed the declaration form [HC2], their signature is then endorsed by the teacher confirming that the candidate's work is their own.

Evaluation

It is anticipated that, by the time they reach the evaluation stage for Task 2, candidates are more confident about completing their evaluations. There are more marks available than for Task 1 and so more detail is required.

Candidates must reflect on the meal in its entirety when discussing the outcome. Having conducted an in depth investigation, was the right menu selected? How balanced is the meal nutritionally and what suggestions can be put forward to improve this? What changes could be made to enable a wider audience to enjoy the meal? It is obviously important to comment on the meal in terms of colour, flavour, texture and appearance/presentation and this should be a separate section from discussion about customer acceptability which in itself should provide valuable pointers to the success or otherwise of the meal. Accurate costing is crucial and so candidates need to understand the theory underlying profit margins; they need to analyse and discuss how the costs for the whole meal relate to the estimated costs when planning the meal as well as making comparisons to menus in a hotel or school canteen.

Once again, because it is still occurring, it is important to remind centres that candidates who just produce a printout of cost or nutrition should not be awarded any marks. Any information must be analysed and discussed to warrant marks. The assessment criteria state quite clearly what is expected from candidates to enable access to each particular band.

General Comments

This report is written, as moderators' reports are, to provide supportive advice and recommendations to centres who are always keen to progress.

It should be noted that a large proportion of centres produce work which is either of a good or excellent standard, but there is always room for improvement and it is hoped that the contents herein are taken in the spirit they have been offered.

2017 will be the last year for candidates to complete this Specification and I look forward to it being one of the best ever. There will be no changes to the tasks but to ensure that centres remain up to date with all aspects of the Specification, teachers should refer to the WJEC website on a regular basis.

There are excellent support materials and resources available on the WJEC website.

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UNIT 2 – CATERING, FOOD AND THE CUSTOMER

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

- Q.1 Most candidates gained 2 or 3 marks. However, a significant number of candidates thought, incorrectly, that boxes of coffee beans can be stored on the floor and some candidates stated that raw meat should be stored on the top shelf of the fridge.
- Q.2 This question was fairly well answered with a majority of candidates able to identify, correctly, the culinary terms
- Q.3 It was very surprising to see that many candidates were unable to identify the correct colour coded boards required for each food product.

The facility factor for this question was 31.7.

- Q.4 (a) Most candidates were able to identify at least one of the two food packaging symbols. Although it seemed that a number of candidates had guessed what the symbols represented.
- (b) Many candidates were able to give a brief answer to how these packaging symbols help the consumer. However, in general, the responses tended to lack detail.

- Q.5 (a) Most candidates were able to correctly identify at least one safety reason relating to the equipment stated. Many candidates' answers given for (i) knives showed clear understanding of knife safety but many responses to (ii) referred to floor standing mixers rather than electric hand mixers as stated in the question.
- (b) Many candidates successfully gained marks from the upper band. It would help some candidates to think clearly about the order in which the actions should be taken. By using a logical order the candidates could write more clearly and logically how to approach a fire in the catering kitchen.
- (c) Most candidates confused the 'fire safety plan' with what to do in the event of a fire and as a consequence they simply re-wrote the answers to (b) which prevented access to the higher band marks. All catering establishments should have on a file a fire safety plan. This document should include how to identify and reduce risk with specific roles and procedures identified.

- Q.6 (a) Most candidates were able to gain 2/4 marks. Errors made included:
Baguette - changing the cheese to ham, removing the cheese or stating two types of bread
Browning – Use dark chocolate, reduce the sugar or fat and making the portions smaller
- (b) The majority of candidates were able to state one function of dietary fibre. Many candidates stated that fibre helps to digest food - please note that dietary fibre/NSP does not help digest food rather, it aids digestion. To access the higher band marks the candidates must explain the statements given.

The facility factor for this question was very low 22.3.

- Q.7 The candidates' responses varied enormously and a wide spread of marks were awarded for this question. At the lower end it was clear that the candidates were not completely familiar with HACCP requirements as evidenced by the answers given. Many candidates were unable to access marks due to vague or incomplete answers such as 'storage prevention'/place on the bottom or 'cooking hazard'/cook properly. Both statements need qualifying to access marks. Some candidates were able to name food poisoning bacteria associated with chicken. Many candidates identified red boards for raw chicken and the correct core temperature and hot holding temperature of foods.

- Q.8 (a) Most candidates were able to access at least one mark. Some candidates seemed confused between visible and invisible fats.
- (b) Some candidates clearly understood how fat can be reduced when preparing and cooking foods. Many candidates gave very brief answers, with no examples given, of how the fat could be reduced. An example of expected answers could be to use single cream instead of double cream when making a creamy sauce or use lean meat such as 5% fat minced beef/reduced fat cheddar /quark when making a lasagne. The most popular responses were 'cut fat off meat' and 'change the cooking method' but the examples were missing.

A significant number of responses discussed the need to reduce sugar in the diet. As in previous years many candidates seem confused between fat and sugar in our foods.

This facility factor of 31.2 identified that learners had struggled with this question.

Q.9 The year 11 prom was the basis of this question. The vast majority of candidates did not include any references to the prom in their answers and many answers given tended to be generic.

(a) and (b) Most candidates identified an appropriate meal service suitable for the prom and were able to suggest a customer and/or caterer benefit of this service. The question states clearly that the prom is being held at the 'White Hart Hotel' so the references to both take away and school canteen service were inappropriate.

(c) [i] Planning the menu.

The vast majority of candidates were able to access some marks. Most candidates focused mainly on special dietary requirements which, although correct, is only one aspect of menu planning. Many candidates wrote about the need for children's menus, OAP deals, 2:1 deals which showed a clear misunderstanding of the question posed. It is imperative that the candidates read the questions clearly and make sure they understand the focus to enable them to answer correctly.

(c) [ii] Presenting the food.

As for (c) [i] most candidates were able to access some marks. Most candidates focused solely on making the food colourful and appealing to the eye. It is advised that these vague statements such as 'food should be colourful/don't use dead colours', be expanded upon to include specific examples e.g. garnish a quiche with red tomato slices/chopped parsley or decorate a chocolate cheesecake with pink raspberries/sliced strawberries. The same advice applies to those candidates who used vague answers to 'add texture' to the food so encourage them to give specific examples.

The presentation of food is more than just adding colour or texture. Please refer to the mark scheme to note the range of answers the candidates could have included in their responses. To access the high band marks the candidates must give detailed answers to illustrate their subject knowledge and understanding.

(d) Most candidates were able to access some marks. Many answers were too vague to be awarded marks e.g. 'do offers/deals', 'sell the food for more', 'compare your costs with other restaurants' and 'use less electricity'. The answers given should illustrate the candidates' understanding of the factors that affect profit.

(e) The most popular response was that the White Hart Hotel should turn off all equipment when not in use and use local produce so minimise air miles. Candidates could access the higher band marks if these statements were explained fully to illustrate their understanding of a carbon footprint reduction. However, many candidates suggested the hotel using less fuel and changing the cookers from gas to electricity would reduce the carbon footprint showing a lack of understanding of the topic. A significant number of candidates did not attempt this question or stated on their scripts that they didn't understand the question.

It was surprising to see a facility factor of 29.9 for this question.

General Comments

The marks awarded covered the whole of the mark range: grades G to A*. Candidates would be advised to read all questions thoroughly because many errors were made as a result of candidates' misreading questions and choosing the wrong focus for their answers. The quality of written communication (QWC) was assessed in all questions that asked candidates to 'explain', 'discuss' and 'evaluate'. Many candidates answered these questions by making statements which, in the main, are correct but can only be awarded the lower band marks due to a lack of explanation. To access the higher band marks the candidates must explain the statements made and give examples, if appropriate. Exam technique sessions would really help support the candidates' learning and their approach to completing the exam paper to a higher level.

Please note the last examination in this series will be 2017.

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UNIT 3 - HOSPITALITY SKILLS RELATED TO EVENTS AND FUNCTIONS

Administration

Generally administration was in order again this year; we are very grateful to centres who were able to submit their work before the deadline date. However, several centres were late sending coursework which as mentioned in previous reports, is unacceptable practice as this delays the moderation process, and we too have deadlines to meet. Dates and instructions for submitting coursework for moderation may be found online www.wjec.co.uk.

Most centres have followed previous advice in securing the work with a treasury tag. Those that still use heavy files are adding bulk whilst placing in a single plastic wallet requires removing the work from this. The cover sheet from the candidates' work is removed by the moderator and thus it would be easier if it were not stapled to the work or included in the middle of folders.

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

There are still some errors made in the totalling of marks. It is advisable to get these double checked before inputting onto the system. A number of centres presented the work for moderation, electronically (disc and memory stick) and this is acceptable if requested via the Subject Officer, as is submitting one copy of generic photographs for the cohort if this helps with reducing the cost to the centre. Photographic evidence of the event taking place with customers is essential when moderating to confirm mark awarded for the practical task.

A number of new centres submitted work for the first time; this was pleasing to see, especially in light of current changes to GCSE.

When using information from the WJEC website please ensure it is current and up to date as several centres used the old pro forma which restricted candidates from gaining the higher mark bands.

Hospitality skills related to events and functions

It is pleasing to note that the standard of work achieved by the candidates this year has improved again. This could be due to delivery staff having:

- Addressed comments made in previous reports
- Referred to the WJEC website and looked at exemplar material
- Attended training
- Provided their candidates with clear guidelines to follow thus allowing them the opportunity to access and achieve the top band of marks awarded for each section
- Encouraged candidates to use a range of techniques to present their work, which in some instances ensured all criteria was clearly addressed

It is also pleasing to note that centres have used events that they have had to undertake as part of the centres' annual programme. These have included charity cake bakes, parties for different client groups, lunches for staff and also for visitors to the centre. Both the hospitality and catering aspect of the course have been included with the candidates working in teams to select, prepare and serve foods. It is important that candidates participate in both the preparation and serving of the food. The moderation process is made easier if work is identified according to the four main sections; Investigating the task Planning the task Carrying out the task Evaluating the task.

Investigating the task

The majority of candidates investigated the task well, however all work should link to the event and not just be stand-alone notes from lessons. It is pleasing to see the majority of candidates have investigated a range of possible events prior to selecting the actual event. Some centres are still being too prescriptive in the choice of the event and are penalising their candidates in there not being adequate opportunity for many to "explore themes/events". Candidates have included possible venues and justified reasons for choosing the selected venue, discussing why it is appropriate. It was pleasing to see photographic evidence of a range of areas where the events could take place; both inside and outside of the centre. Job roles and team work were in most cases linked to the actual event and reasons given for choices made. It is important that candidates record their participation and that of the other members of the team and identify the job roles required both in the kitchen and front of house for the event to be carried out successfully. The final choice can be made after dishes for the event have been trialled, as often the strengths of the individual can relate to a particular job role for the day of the event. Plans of action have shown an understanding of the time scale involved and the work to be completed. When deciding on menu choices or target groups many good practice centres have designed questionnaires and some analysed their results, with the use of graphs as well to inform next stage decisions. Consideration in most centres, was given to special diets and nutritional needs, although in some cases these were not linked to the target audience or the questionnaire. Candidates also analysed a range of menus and types of service. It is important that any menus are analysed fully and suitability to the event is recognised. Candidates can also look at customer care and portion control in this section and link it to what they will do on the day of the event.

Planning the task

Many candidates included a HACCP chart in this section, however they were not always linked to the dishes made for the event. It is important that candidates cover all areas of food safety to ensure the guests are safe. This can include food poisoning and general food safety including personal hygiene of chefs. Risk assessments should cover the setting up of the room for the event and not just be related to the kitchen. A fire safety plan should also be included, not just briefly mentioned in the risk assessment, this shows a clear understanding of what is expected to ensure the safety of the guests during the event of a fire. Candidates are able to work together for the rest of the planning section, however they must annotate the work to show how it was completed as a team. Team work is an important aspect throughout the event and credit can be given for this when the groups are choosing their dishes, designing their menu as well as deciding their theme, table layouts, ways of collecting feedback, and final presentation. Best practice is evident where candidates can explore all aspects of their event and set up trialling and testing for each component, prior to final decisions being made. Plans for the day were, again, often weak and lacked detail; candidates should include both a group plan and individual plan for the day. Recipe trials with evaluating each one for its suitability for the target group, cost, skills of the group, are a popular vehicle to access marks in this section and a worthwhile exercise. Costing for the event should include a detailed analysis of ingredients bought and cost with profit margin as expected in industry, not just a till receipt.

Carrying out the task

Photographic evidence of working practices, finished results and service, candidates' comments and teacher annotation help support the marks awarded in this section. In some cases this is generous where the evidence suggests that the candidate has not prepared a selection of dishes to include medium to high level skills or has not played an active part in the service of food. Many photographs indicated a sound understanding of food hygiene, group activity as well as individual completion of work and a high standard of finished results, and showed well executed front of house skills. It must be remembered that candidates can be awarded marks for food production as well as food service, and they should experience both throughout this assessment, but may focus on one aspect on the day of the actual "event". In many centres dishes chosen have included high level skills and a high standard has been achieved in the practical work. This was pleasing to see and the photographic evidence showed that candidates appeared to enjoy the experience and gain a lot from it.

Evaluation

N.B. This can also be credited where ongoing throughout the work not just as a summary at the end. Evaluations were generally well written, especially where candidates had been given detailed guidance to follow. Be careful when providing sub headings for the candidates to complete. Although this addresses the information required for the lower achievers to follow it can restrict the more able candidate in using free response. It is important that the candidates refer to the whole of the event not just the carrying out stage. In order to achieve the higher marks the candidate should include a self-assessment and a group assessment and suggestions for improvement for both. The planning stage, time management, standard of personal presentation, safe and hygienic practices, skills gained, costing, customer satisfaction and the success of the whole event should all be analysed, to access the highest mark bands. Good practice demonstrates constructive use of customer satisfaction cards, letters, and press cuttings in order to inform judgements made in this section.

There will be no change to the briefs for candidates completing the Controlled Assessment Task from September 2016 to May 2018.

Please note Hospitality **single award** will be awarded for the last time in 2018.

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General Certificate of Secondary Education

Summer 2016

UNIT 4 – HOSPITALITY AND THE CUSTOMER

Marks awarded covered the whole of the mark range from A* to G. The quality of written English was slightly improved on last year although quality of spelling remained weak for the most part.

- Q.1 The majority of candidates gained two or three marks, seeming to understand the different classifications of staffing.
- Q.2 Again the majority of candidates were awarded two or three marks. Signage is obviously an area that is well taught.
- Q.3 A disappointingly large number of candidates had no real idea of what constituted as Accommodation Services. Answers from many centred on restaurants or Reception.

This question had the lowest facility factor from this paper.

- Q.4 This question had a mixed response. The majority of candidates gained two or three marks, but many responses suggested that learners hadn't read the question thoroughly. Clear **advantages** were not given, neither was there a clear differentiation between staff and establishment from many.
- Q.5 (a) Answers here showed a good knowledge and understanding of how a new restaurant might benefit the local community, and every learner attempted this question (a, b, c, and d).
- (b) Again this was answered fairly well. Candidates showing a good understanding of qualities required from staff working as part of a team and dealing with customers in a restaurant.
- (c) General duties of wait staff were obviously understood but some candidates lost out on full marks by not giving sufficient **description** as asked for in the question.
- (d) (i) Candidates are obviously familiar with LAST, but need to be encouraged to relate that basic mantra to the situation offered in the question. That is they need to be more specific.
- (ii) Generally answered demonstrating knowledge. However, candidates tended to either address the first aid issue or the safety issue, dealing with the broken glass. Both areas were well addressed individually.

- Q.6 (a) This question was not especially well answered. Candidates generally included information on the type of **service** offered in a fast food or à la carte restaurant, although many had no idea what the latter was. Again candidates must be encouraged to take time to read the question.
- (b) This question was not answered well. Many confusing a Table d'hôte menu with an all you can eat buffet. It is suggested that centres revisit their scheme of work to ensure this is taught to ensure knowledge.
- Q.7 (a) Many candidates scored full marks here, appreciating that it is the law to have an environmental policy and also how it would help them both financially and with regards to their reputation.
- (b) This was again answered fairly well, showing understanding of the three R's. Marks were lost where candidates failed to offer any **discussion**, for example explaining why it would help if hotels installed showers instead baths for their guests. It would also appear that many candidates are **still** taught that waste food can go to the homeless or as feed to local farms. This is not the case.
- Q.8 Only some candidates scored 5+ marks here, showing a thorough understanding of the role of ICT systems in the successful running of a hotel. Maximum marks went to those candidates who covered all areas of the establishment: reception, housekeeping, bar, restaurant, kitchen as well as general promotion.

This question was not accessed well by some candidates.

- Q.9 (a) A disappointing number of candidates failed to score well here. Many candidates did not mention how to improve the pâté, many could only think of checking how customers wanted their steak cooked and many offered the idea of adding food colouring to improve colour. Those who did score well talked of and named different garnishes, serving the pâté with different breads, naming different coloured and textured vegetables as well as different fruits and sauces. The possible list was almost endless.

This question was not accessed well by some candidates.

- (b) The response here was again disappointing. Many candidates wrote at great length about possible special diets and allergies and how they could be dealt with. No mention whatsoever was given to budget, time, equipment, skills, seasonal foods, type of service etc. Even if they had listed all of these things they may have still scored slightly better than the one mark earned from only discussing special diets. Although obviously very important, it is only one aspect of menu planning.
- (c) An improvement here over similar questions in recent years in that fewer candidates talked about the risks involved in food preparation and the kitchen in general. Marks were lost where candidates failed to give a broad enough assessment of dangers involved in setting up the room. Safe moving/lifting of equipment, hanging of decorations as well as PAT testing of electrical equipment were rarely mentioned. However, the question on the whole was well answered.

Candidates showed a rather worrying assumption however, that everyone who reaches retirement age or attends a retirement party must be incapable of chewing food or of moving without the aid of a walking frame or wheelchair.

- (d) Candidates have obviously been taught well with regards to teamwork. However, by this stage of the paper more able pupils, to gain full marks, should be answering the question correctly. That is in this case that they talk about **the benefits** of good teamwork. Marks were lost by many candidates who simply stated the signs of good teamwork and did not add **how** this would add to the successful running of an event. For example, they might say that staff would be happier, but failed to mention that this would create a better atmosphere and lead to happier customers.

General Comments

As mentioned above, some areas show improvement in how candidates have answered questions. Certainly they seem to have been trained away from 'social media speak' when writing their responses, which was pleasing to see.

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

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

It is important that all areas of the specification are covered in the classroom, as all areas will be covered in one way or another on the examination paper.

Please note this qualification will be awarded for the last time in 2018.

Centres may wish to consider entering learners for this unit via E-assessment. Please see the web-site for further details.



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