

GENERAL

A general lack of knowledge of terminology, principles and processes was noticeable, leading to candidates' inability to apply knowledge when required.

QUESTION 1

The question assessed basic knowledge of terminology and principles across all units of the syllabus. Too many candidates showed a disappointing lack of basic subject knowledge.

QUESTION 2

Questions 2.1 – 2.4 assessed candidates' knowledge of and insight into Units 2G3 and 1L4 in particular (work opportunities and effective working relationships). Question 2.5-2.6 addressed the procedures for serving bottled wine (Unit 2FP6).

- Candidates should note the difference between skills and personal attributes (Q2.1.1 and 2.1.2).
- Many candidates revealed alarming misconceptions about handling conflict in the workplace (Q2.2.2) and resorted to a one-sided oversimplification.
- Candidates should be more specific when they suggest the Internet as a source of information (Q2.4). They should demonstrate their ability to access this source effectively by citing websites or, at least, suggesting a route to follow.
- The answers of many candidates suggested that they had too little exposure to practising or experiencing situations through role-play, case- study analysis, observation, etc.

QUESTION 3

The question dealt with following recipe instructions for vegetables, as well as the costing of dishes (Q3.1-3.2). Q3.3 required the interpretation of a set of pictures, as well as the quintessential principles in the preparation of pastry – the latter forming the base for a variety of dishes in the hospitality industry.

- Several candidates overlooked the instruction for cost **per portion** (Q3.2), which is the standard way of costing in the industry.
- Answers to Q3.3 revealed a poor general knowledge of pastry and raises doubt about candidates' exposure to sufficient practical preparation of various types of pastry and to the linking of theory to practice in every lesson or event.

QUESTION 4

The question assessed knowledge of facts and the application of Unit 2FP1 – the unit with the highest weighting in the curriculum.

- Many candidates could not distinguish between beef and lamb cuts.
- Too many candidates still do not understand the difference between “name”, “give”, “state” and “describe” (Q4.1).
- Candidates should note the difference between techniques used for ensuring tenderness (Q4.3.1) and those for ensuring moistness (Q4.3.2).
- It is essential that candidates have a sound knowledge and understanding of the principles for the handling, preparation and serving of meat as it is such a costly commodity and an expensive item on a restaurant menu.

RECOMMENDATIONS FOR TEACHERS

- Teachers are recommended to consult the examiner's report of November 2006, which is still valid in this regard and is available on the WCED website.

- It is essential for teachers to acquaint themselves with all the textbooks and other learning material available, and to use these effectively.