

Examiners' Report/ Lead Examiner Feedback

June 2014

NQF BTEC Level 1/Level 2 Firsts in
Hospitality

Unit 9: How the Hospitality Industry
Contributes to Healthy Lifestyles
(21617E)

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Introduction

This report has been written by the lead examiner for the BTEC How the Hospitality Industry Contributes to Healthy Lifestyles unit. It is designed to help you understand how learners performed overall in the exam. For each question there is a brief analysis of learner responses. You will also find example learner responses from Level 2 Pass and Distinction learners. We hope this will help you to prepare your learners for future examination series.

General Comments

This was the first time that this paper has been sat. Learners appeared to be well prepared for the paper overall. Most questions were attempted, and a good understanding of key terms was demonstrated.

The use of contextual information to develop responses was generally good and where learners did well, they were able to synthesise a response to the information contained within the question to develop answers that were contextualised and analytical.

A small number of learners appeared to find this paper challenging, particularly those questions requiring the development of a longer response. In many cases, learners simply provided responses without giving a justification for them. The ability to recognise the demands of a question is important. Candidates should understand the different responses required for different command words, for example, give, explain or evaluate.

In preparation for future series, centres should focus on ensuring that the full range of content from the specification is taught and that learners are familiar with the full range of topics contained within the unit specification.

Feedback on specific questions

Q1, Q2 and Q3

The first three questions on the paper were multiple choice. All three proved accessible to learners, with a majority being able to correctly identify the correct answer in each case.

Q4

This question was not answered well. Many learners failed to gain a mark as they did not state the recommended maximum weekly number of units of alcohol consumption for an adult male and instead answered with the recommended maximum daily number of units of alcohol. Learners should ensure they have understood the question fully before answering.

- 4 What is the recommended weekly maximum number of units of alcohol consumption for an adult male (safe guidelines)? 0 Q04

3-4 units

(Total for Question 4 = 1 mark) 0

Q5(a)

This question was answered with varying degrees of accuracy. Many learners were able to correctly identify a correct example of meat and cereals/nuts. In many cases learners listed as many meats, fruits, and cereals/nuts as they knew.

A common answer for cereals was the name of a breakfast cereal brand which was identified as correct by the mark scheme.

The more able learners were able to gain 3 marks by correctly identifying an example of foods that are high in vitamin B for each of the three food groups.

- 5 (a) Broad beans are a vegetable rich in vitamin B.

Give an example of a food that is rich in vitamin B for each of the following three food groups.

(3) Q05a

Meat

peet chicken

Fruit

Oranges.

Cereals/nuts

peanuts.

Q5(b)

This question was generally well answered. Most learners were able to identify at least 2 examples of fish that are rich in omega 3.

(b) Name **three** fish that are rich in omega 3.

(3) Q05b

- 1 Tuna
- 2 Salmon
- 3 Mackrel.

(Total for Question 5 = 6 marks) **5**

Q6(a)

This question proved accessible to learners, with a majority being able to correctly give a different healthy cooking method for each food.

6 Steaming is a healthy cooking method.

(a) Give a different healthy cooking method for each food.

An example is given for you.

(2) 2 Q06a

Food	Healthy cooking method
Cod fillet	Steaming
Sirloin steak	Grilling
Eggs	Poaching.

Q6(b)

Most learners were able to identify that steaming helped to retain nutrients, as in the example given below. The more able learners were able to provide the extension point and state that nutrients are not transferred to cooking liquids that are drained away.

The ability to recognise the demands of a question with the 'explain' command word is an important part of a learner's exam technique. Being able to give a point and provide a detailed, linked development of that point is something that candidates should be encouraged to practice.

(b) Steaming is a healthy cooking method because it does not require added fat or oil, which adds calories and cholesterol to the food.

Explain **one** other reason why steaming is a healthy cooking method for cod fillet.

(2) 1 Q06b

Steaming is healthy because you cook your food in hot air and food doesn't lose all vitamins and stuff what you need for your health.

(Total for Question 6 = 4 marks) **1**

Q7(a)

This question proved to be accessible to most learners. Many were able to identify two reasons why the menu would not contribute to a balanced diet for the staff at Hughes Inc. The most common answers were that the menu was high in fats, high in carbohydrates and no fresh fruit or limited vegetables.

A few learners were distracted by the reference to staff spending most of their time at their desks and gave responses relating to staff not being able to burn off any energy rather than to the content of the menu. The centre could reduce this type of error by encouraging learners to read exam questions completely before answering them, or by including exam technique sessions in the run up to the exam series.

The more able learners were able to identify three reasons why the why the menu would not contribute to a balanced diet for the staff at Hughes Inc.

- 7 Hughes Inc. provides on site catering for its staff at a remote business park. The on site catering is the only available food for staff, who spend most of their time at their desks.

Review the Hughes Inc. menu and answer the questions.

Staff Menu

Steak pie and chips (peas if requested)

Sausage roll with beans and/or chips

Chicken curry and rice or chips

Pizza: choice of four cheese or meat feast

Apple pie and custard

- (a) Give **three** reasons why this menu would not contribute to a balanced diet for the staff at Hughes Inc. if eaten regularly.

(3) Q07a

- 1 Most of the menu is pastry or bread based therefore its a lot of carbohydrates
- 2 There isnt enough fruit and/or veg for people to eat
- 3 Staff cant burn off all the carbohydrates etc. because they're sitting at a desk.

Q7(b)

This question was well answered, with a majority of learners being able to correctly identify that dishes suitable for a celiac diet must not contain gluten. Many gave examples of dishes that would not be naturally free in gluten, but stated 'gluten free' in their answer.

This paper as a whole has shown that learners are very well aware of the nature of celiac disease and the body's response to eating food containing gluten.

Q8(a)

This question was not well answered by most learners, with the majority only achieving 1 of the 2 available marks. Most were able to correctly identify that organic produce contains no pesticides. This and 'no chemicals' were the most common response given by learners.

Often learners answered 'more fresh' or 'better quality', which were not accepted as correct, as there is no guarantee that organic produce is any fresher or of a better quality than conventionally farmed produce. These responses could be as a result of a pre-conception that learners hold about organic foods in general. Centres are encouraged to hold discussion on this and other topics so that teachers are aware of any preconceived ideas that may exist so that these can be rectified.

In a few cases learners misunderstood the question and provided answers relating to the identification of organic produce on packaging. The centre could reduce this type of error by encouraging learners to read exam questions carefully, or to include exam techniques sessions in the run up to the exam series

8 The Cornwall Gateway is a restaurant. Customers often ask if produce used in the dishes is organic.

(a) Produce labelled organic is usually more expensive than non-organic produce.

Give **two** other characteristics of organic produce.

(2) 1 Q08a

1. organic food is better/healthier for people because it hasn't been sprayed with pesticides etc.
2. its fresh food which is what people like

Q8(b)

Learners approaching Pass identified one or two actions that The Cornwall Gateway must take in order to change to using organic produce. These were usually in the form of a list rather than an outline as required by the command word in the question stem.

Learners approaching Merit level were able to fully outline at least two actions. Two marks were given in the example below for answer 1 and 3. The answer given in 2 was not awarded any marks as this action could apply to the cooking of any vegetables.

(b) Outline **three** actions The Cornwall Gateway must take in order to change to using organic produce. (3) 2 Q08b

1. put their prices up so then they can afford to buy the Organic products.
2. Cooks foods in correct way so all goodness stays in. E.g for Vegetables steam them instead of boiling.
3. Advertise it so then people are aware and will come to your restaurant and buy it.

(Total for Question 8 = 5 marks) 4

Q9(a)

This question proved challenging. Learners were usually able to identify one reason why introducing discounted gym membership will increase staff loyalty but only the more able learners were able to justify this, and only in a small number of cases. The example given below is of a response given by a Distinction level learner who has identified loss of benefit as a reason for increasing staff loyalty.

Again, the use of the command word 'explain' signifies that a developed, linked response is needed to gain the full marks available.

9 The Hillman Group is a city centre hotel that is changing the benefits and working conditions of its staff.

(a) The Hillman Group has decided to give discounted gym membership to staff.

Explain **one** reason why introducing discounted gym membership will increase staff loyalty or commitment.

(2) Q09a

Staff will get to go to the gym and have it cheaper than other people providing they work there if they left they lose the discounted membership.

Q9(b)

This question proved to be challenging for many learners. Many were able to identify two benefits for changing chefs' shifts but only higher level learners were able to fully justify one reason. The same justification was often used for both points identified.

The example below is representative of that given by a Merit level learner where one identified benefit is fully justified but the other is not.

Benefits to the business in encouraging the promotion of healthy lifestyles by providing healthy working conditions is covered explicitly in topic B4 in the Unit specification.

- (b) The Hillman Group wants to improve the working conditions for its chefs. Currently, all chefs work two shifts per day.

The Hillman Group wants to switch its chefs' working hours to one continuous shift. This means some chefs will work an early shift and some chefs will work a late shift.

	Early shift	Late shift
Before: 2 x 4 hours each	10-2	6-10
After: 1 x 8 hours each	10-6	2-10

This change will benefit the business by increasing staff loyalty and commitment.

Explain **two** other benefits to The Hillman Group of changing the chefs' shift patterns.

(4) 3 Q09b

1 The chefs will be able to rest more which will help them to do a better ~~per~~ reformed in their jobs.

2 Also the ^{chefs} staff will be more satisfied with the job because the business is considering their physical health. Also they will be more focus on their shift because they will have less pressure and stress than before.

(Total for Question 9 = 6 marks) **5**

Q10

This question was accessible to a wide range of candidates. Many were able to correctly identify two important considerations when planning food menus for elderly care home residents. Special dietary needs, smaller portions, soft food and a balanced diet tended to be the most frequent responses. Weaker learners did not develop their answers to justify their responses in most cases.

Some learners misunderstood the question and discussed food sourcing, delivery, and marketing issues. Centres need to encourage learners to take advantage of the extra reading time that is allowed for this paper to ensure they read the questions fully.

The example given below is of a well-developed response that has been awarded the maximum of 4 marks for this question.

<p>10 Other than cost, explain two important considerations when planning food menus for elderly care home residents.</p> <p>1 elderly care home residents need to have more nutrients in their meals such as vitamins so they make sure they have more nutrients so they can stay healthy and stay especially calcium.</p> <p>2 You also need think about the type of food and will they be able to chew it. As some of them may have false teeth.</p>	<p>4 Q10</p>
<p>(Total for Question 10 = 4 marks) 4</p>	

Q11

This question was generally not well answered. In the majority of cases learners were able to identify that the product contained ingredients that could cause allergic reactions, but were unable to provide a development point. The justification point for this response would be the ability to inform customers of this or be able to add warnings to the menu, which the learner in the example below has correctly identified.

11 The Food Labelling Act 1996 (plus revisions) requires processed food to have detailed information on its labels. **2** Q11

The label shows an example of ingredient information for a processed food that is going to be used by a restaurant.

Ingredient information

Water, Glucose Syrup, Chicken (2.3%), Maize Starch, Milk Proteins, Onion, Salt, Yeast Extract (contains Barley), Vegetable Oil, Flavourings, Parsley, Emulsifier, Acidity Regulator, Flavour Enhancers, E107, Natural Flavouring, Turmeric.

Explain **two** reasons why the restaurant staff need to be able to use the ingredient information on this processed food label.

1. For telling customer about ingredient and making sure they don't have any allergic reactions for any ingredient.

2. _____

(Total for Question 11 = 4 marks) **2**

Q12(a)

This question proved to be partly accessible to a wide range of learners. Most were able to identify one constraint, usually the identification of extra staff required and the cost to the hotel, but were unable to add the justification point to gain the 2 marks.

The example below is a response given by a higher level learner who has fully synthesised an developed explanation of an identified constraint.

12 The Happy Hotel is a 100 bedroom hotel with 35 full and part-time staff. It is located near a motorway junction and caters for business travellers. The hotel needs to increase its appeal to business travellers who want facilities that contribute to healthy lifestyles. The hotel has decided to convert a conference room at the back of the hotel into a 24-hour gym that is free for guests.

(a) Explain **one** constraint on The Happy Hotel that would affect its ability to offer a 24-hour gym.

(2) 2 Q12a

They need staff to operate the gym which will cost money and they will be loosing money as guests get in there for free and no money will go towards staff wages and will have to come out of the profits of the hotel.

Q12(b)

This question proved to be accessible to those learners who attempted it, with most able to outline one reason and a significant number able to outline two.

(b) Other than being free, outline **two** reasons why a 24-hour gym would be attractive to The Happy Hotel's business traveller customers.

(2) 2 Q12b

- ~~Other types of guest may start to use the hotel, more income.~~ The gym will reduce their stress.
- The Business guest will not ^{need} ~~need~~ to ~~compromise~~ compromise the work out routine when they are staying at the hotel.

Q12(c)

Most of the learners who attempted to answer this question were able to provide at least one key point, with most able to provide 2 or 3.

Weaker learners did not fully develop their responses to the question and their answers tended to be in list format. Points tended to be generic and not applied or directly linked to the situation given in the question. Most of these learners tended to refer only to the food offer within the hotel.

Stronger candidates were able to discuss 2 or 3 key points. The example below shows how a learner has identified and described 3 key points, though the answer is unbalanced as the emphasis is mainly on the food offer within the hotel.

A few learners obtained 6-8 marks by identifying a few key points and discussing these in depth. These learners ensured that each point described was well balanced and relevant to the situation given in the question

(c) Other than offering the gym, discuss how The Happy Hotel could contribute to a healthy lifestyle for its business traveller customers.

(8) Q12c

The happy hotel can start to offer their guest healthy option at meal times so their guest can maintain healthy lifestyles by providing ~~the need~~ ^{an them with} healthy meals.

They can have vending machines with ~~the~~ healthy snacks in the hall ways and public areas.

They can give water and fruits in ~~the~~ their guest rooms to ensure their guest are always hydrated and fruit ~~to maintain~~ ^{to encourage} them to eat their five a day.

They can ~~into~~ introduce ~~the~~ guest to exercised that don't require the gym for example walks around the hotel gardens.

They can buy beds that are more comfy to make sure their guest are well rested and relaxed, also they can introduce massages and saunas to enhance the ~~the~~ relaxation.

Summary of performance on the paper

Overall the paper proved to be accessible to most learners. This was the first time that this paper has been sat and learners appeared to be well prepared. Most questions were attempted, and a good understanding of key terms was demonstrated.

In order to improve the performance of learners for this exam in the future the following need to be considered:

- Centres should focus on ensuring that the full range of content from the unit specification is taught and that learners are familiar with the full range of topics contained within the unit specification.
- Centres should ensure that learners have the ability to recognise the demands of a question with the 'explain' command word.
- Centres need to encourage learners to take advantage of the extra reading time that is allowed for this paper to read exam questions completely before answering them, and perhaps include tuition on exam technique in the run up to the exam series.
- Centres are encouraged to allow discussion on the unit content so that teachers are aware of any preconceived ideas that may exist so that these can be rectified.

Grade Boundaries

Unit	Max Mark	D	M	P	L1	U
21617E – Unit 9: How the Hospitality Industry Contributes to Healthy Lifestyles	50	41	31	22	13	0

External assessment

The suite of 'next generation' NQF BTECs include an element of external assessment. This external assessment may be through a timetabled paper-based examination, an onscreen, on demand test or a set-task conducted under controlled conditions.

What is a grade boundary?

A grade boundary is where we 'set' the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade (Distinction, Merit, Pass and Level 1 fallback).

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries - this means that they decide what the lowest possible mark should be for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries ensures that a learner who receives a 'Distinction' grade next year, will have similar ability to a learner who has received an 'Distinction' grade this year. Awarding grade boundaries is conducted to make sure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in externally assessed question papers

Each exam we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries year on year because then it wouldn't take into account that a paper may be slightly easier or more difficult than the year before.

Grade boundaries for all papers can be found here:

<http://pastpapers.edexcel.com/content/edexcel/grade-boundaries.html>

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