



# Examiners' Report/ Lead Examiner Feedback

June 2014

NQF BTEC Level 1/Level 2 Firsts in  
Hospitality

Unit 1: Introducing the Hospitality  
Industry (21541E)

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## **Introduction**

This report has been written by the lead examiner for Unit 1: Introduction to the Hospitality Industry.

It is designed to help you understand how students performed overall in the exam. For each question, there is a brief analysis of student responses. You will also find example student answers where these help to provide additional guidance as to indicative responses.

We hope this will help you to prepare your students for future examination series.

## General Comments

This was the first examination series for the BTEC Next Generation Hospitality papers. Overall, students applied themselves well to the range of questions in the paper and demonstrated good knowledge and understanding of the hospitality industry.

Students that did well with this paper on the extended writing questions, did so because they applied their knowledge and understanding of the hospitality industry to the given context or scenario, writing answers that demonstrated sound literacy skills and the ability to synthesise knowledge.

However, it is evident that some students found the examination difficult and in many cases this is because students could not sufficiently articulate their knowledge and understanding using satisfactory literacy skills. Although marks are not awarded for literacy per se, students do need to be able to communicate clearly and concisely their knowledge and understanding of the assessed topic.

Some students did not sufficiently note the information provided in the question stem. This resulted in them using the information already provided as a possible answer to the question, which could not be awarded any marks.

Learners need to be aware of the depth of knowledge and understanding they are required to evidence through noting the command verbs used in the question stem eg state, explain and discuss.

The extended answer questions towards the end of the paper were not attempted by a number of students. Whilst these can be focused around assessing the distinction criteria, marks can be obtained through students writing key points that demonstrate they have some knowledge and understanding of the topic area.

## Feedback on specific questions

### Q1

Most learners were able to access this question and give a response that demonstrated their knowledge of the hospitality industry sectors. Those students who were unable to answer this question did not sufficiently note the question stem which requested types of business other than hotels.

### Q2

This multiple choice question was taken directly from the specification and required students to determine which two of the five options provided were correct. Students were more likely to get 'loans' correct than 'insurance'.

### Q3

Students needed to state **three** types of transport provided by the transport industry to support the hospitality industry. A 'state' answer is awarded 1 mark per correct item. In example 1 the student correctly provides three types of transport with some additional information, whilst although not necessary to achieve the mark demonstrates a good level of knowledge. The student in Example 2 only achieved 2 marks as the third answer is a not a type of transport.

#### Example 1

- 1 Lorries; These could transport goods from the supplier to the hospitality business ✓
- 2 Coaches; These could provide excursions from a hospitality business such a hotel. ✓
- 3 Taxis; These could provide possibilities for a customer to go from one place (such as an airport) to a hospitality business. (7)

#### Example 2

- 1 shuttle bus to local airport
- 2 taxis
- 3 Delivering goods

#### Q4

This multiple choice question was taken directly from the specification to test students on their knowledge of how the hospitality industry supports other sectors through providing outsourced services. A number of students got the question wrong, selecting organisations from the commercial sector as opposed to the catering services sector. Centres need to ensure that students understand sector definitions as detailed in topic A.1 of the specification.

#### Q5

Students either knew the answer to this question or they did not. There was a range of incorrect answers, but the most frequent incorrect answer was 'disciplinary' as opposed to 'grievance', which indicates there is some confusion between the two procedures among some students. Centres need to make sure that students understand the difference between grievance and disciplinary processes, when they are used and for what purpose.

#### Q6

A number of students used the examples provided in the question stem, which could not be credited with any marks. Some students used an acronym to remind themselves of the documents used in the purchasing process. Students need to know the key documents and the order they are used in the purchasing process.

#### Q7

This is an 'explain' question, where students are required to provide a linked response. Students needed to identify a benefit, for example *food could be fresher*, and then justify how this would benefit the restaurant, for example *increased shelf-life*. Most students were able to identify a benefit but many found it difficult to justify the benefit to the restaurant. Students need to be aware of the need to develop their answers when the command word is explain.

1 ~~It's good for the environment~~ It might attract different customers as it appeals to them that the restaurant is lowering its carbon footprint.

2 The food being bought will be fresher with longer use by dates as it hasn't travelled from all over the world. It's also helping the environment.

Benefit

Justification

Benefit

Justification

### Q8

This question proved challenging for many students. If students gave correct answers, these were likely to be either free range or organic. Very few students identified the RSPCA Freedom Food Scheme or the Red Tractor label.

Animal welfare is a bullet under ethical issues and trends in topic C.1 of the specification. Students should have an awareness of the definition of animal welfare and how throughout the supply chain animal welfare can be ensured. Many students incorrectly focused on slaughtering as opposed to factors earlier in the supply chain.

### Q9

This question was looking for measures that directly reduced energy consumption. A number of students provided examples of alternate energy sources which was not the focus of the question. Students need to be aware of the distinction between reducing energy consumption, i.e. measures to reduce electricity consumption such as key cards, and the use of alternate energy sources such as solar panels. The example below was awarded 2 marks.

1. By having a key card system which turns off the lights when the customer is not in the room.
2. By asking customers to leave bath towels in the bath if they want them cleaned and not just automatically wash them every day.

(Total for Question 9 = 2 marks) **2**

## Q10(a) and Q10(b)

This two-part question tested the topic of maintenance of standards and quality from two different perspectives:

- a) At staff level
- b) At business level

Some students confused the different focus of part (a) and (b) of the question. Part (a) of the question focused on how staff can maintain standards, part (b) focused on the negative impact on the business if staff fail to observe the standards.

Again, a number of students did not note the information in the question stem, providing 'appropriate and clean personal presentation' as an answer to 10(a).

In the example below the student achieved 2 marks for question 10(b) for considering the impact from a business rather than staff perspective. Students need to understand both positive and negative impacts and the consequences of tasks not being done, as in this question.

(2)

1 It could lead to a negative reputation (potentially even by the press) if clothes worn <sup>are</sup> seen as inappropriate such as revealing clothes.

2 It could look as the staff didn't care about ~~both~~ their uniform and thus looking smart for customers) meaning customers may be less likely to ~~use the business~~ <sup>return</sup> again.



### Q11

This question targeted Merit and Distinction level, and proved challenging for a significant number of candidates. The context for the question and answer was not always noted by students; the explanation needed to be considered from the event catering business perspective.

In example 1 the answer clearly explains two ways that using recruitment agency staff would help Sergei expand his business, receiving 4 marks. In example 2, the explanation lacks the focus on the business expansion.

Students need to understand how to apply and develop their knowledge when given an unfamiliar context in order to synthesise a full response.

#### Example 1

- 1 Recruitment agency staff can source specialist staff meaning Sergei could do more specialist events such as sushi nights or themed events. Expanding the service he can provide.
  - 2 Staff would only be employed when they are needed meaning that Sergei's staff costs are reduced. Sergei can then spend the money he has saved on other parts of the business in order to expand.
- (Total for Question 11 = 4 marks) **4**

#### Example 2

- 1 recruitment agencies can find out peoples skills and interests and can tell people what type of job would suit them
  - 2 recruitment agencies can make a judge on whether certain people are good for the job or not, meaning people who get picked for the job will be best suited to the job
- (Total for Question 11 = 4 marks) **1**

## Section B

Questions in Section B were based on the given scenario. A number of students failed to note the scenario in providing their answers to the subsequent questions. Future examinations for this unit will also contain a scenario to test student's application of their knowledge and understanding of the hospitality industry. Students need to practice how to apply their knowledge and understanding to different hospitality scenarios.

### Q12

Students needed to state two ways other than training. Some students failed to note the 'other' than training focus and provided alternate methods of training. Where an example is provided in the question stem, students need to be reminded that this cannot be used as an answer to the question.

### Q13

This question proved challenging for a number of students. The advantages and disadvantages of types of supplier are clearly stated in the specification. Students appeared to find the 'disadvantage' focus difficult. Consideration needs to be given when teaching to covering both advantages and disadvantages of a function or activity.

The answer below clearly gives two disadvantages:

- 1 They only sell certain products that they're specialised in.
- 2 Lucy would have to take time out her day when she could be managing the business to collect the supplies.

Mark scheme  
'smaller range'

Mark scheme  
'may not deliver'

(Total for Question 13 = 2 marks) **2**

#### Q14

This question was the most challenging on the paper, and very few students achieved any marks. Many students appeared to not understand the limited company business formation. The advantages and disadvantages of business formation and ownership are clearly listed in the specification. Students need to know the advantages and disadvantages and apply these to a given situation.

The answer below shows a very good understanding of the limited company business format and how this would be an advantage to Lucy.

1. Lucy would not be personally liable for any debt that the company has. Therefore Lucy wouldn't have to sell her car or house meaning less stress for Lucy.
2. Investors can invest money into the company in return for a share, meaning funds are easier to <sup>raise</sup> ~~set~~ from investors to pay the bank.

#### Q15

This question targeted Merit and Distinction level knowledge and understanding. A number of students failed to note the information provided in the context and question stem and repeated this information in their answer. Students needed to explain two ways; this required an identification of a benefit for a mark with a further mark for justifying how the benefit would help manage costs at the Orange Heron as a linked response, for example: 'ensure consistent quality' (1 mark) 'which encourages repeat/more business' (1 mark).

To achieve marks at the higher grades, students need to understand how to synthesise knowledge by using the scenario to assess how the use of a process or operation impacts positively on the given business.

## Q16

Many students did not understand the concept of the National Minimum Wage and were therefore unable to explain a benefit to the Orange Heron. This question again required a linked response where students need to identify a benefit and justify why this is a benefit to the Orange Heron. National Minimum Wage is specified in topic C.1 and is a key issue that impacts on the hospitality industry that students need to be aware of.

## Q17

This is a levels-based question. Answers are marked according using the following marking grid.

Level	Descriptor	Marks
0	No rewardable material.	0
1	A few key impacts identified, <b>or</b> one impact described in some detail. The answer is likely to be in the form of a list. Points made will be superficial/generic and not applied/directly linked to the situation in the question.	1-3
2	Some impacts identified, <b>or</b> a few key impacts described. The answer is unbalanced. Most points made will be relevant to the situation in the question, but the link will not always be clear.	4-6
3	Range of impacts described, <b>or</b> a few key impacts explained in depth. The answer is well-balanced, giving weight to each impact. The majority of points made will be relevant and there will be a clear link to the situation in the question.	7-8

A notable number of students failed to even attempt this question. The hospitality paper is allocated 15 minutes reading time and students need to be encouraged to use all the examination time provided and manage their time effectively. Students may also have been put off by the need for extended writing and therefore lost marks. Students should be encouraged to write down the knowledge they have of the assessed topic, even if they cannot provide the extended writing required.

The negative focus of the question, 'not using the internet', caused some difficulties for students who attempted the question.

The example below is of a level 3 response.

If Lucy doesn't use the internet it will be harder to advertise their latest offers, as it is expensive to make <sup>a advert</sup> ~~advertis~~ <sup>advertis</sup> for tv, the restaurant wouldn't be getting as many customers as they could, reducing the gross profit. Also by not using the internet it will make it harder for people to compare the Orange Heron with similar restaurants, less people would be able to find out and would go to the restaurants that are compared. Without the use of the internet it is harder for people to make automatic reservations, people may not want to risk not getting a table if they haven't been able to book a table, leading to less customers leading to less profit. ~~Good~~ Good reviews can be left on websites. Without a website these reviews can't be ~~shown~~ <sup>gone</sup> or read therefore the restaurant would have to rely on the ~~word~~ word being spread by the customers, the words may not be spread widely enough which could mean not as many people come to try food at the Orange Heron. Less profit means, loss in full time jobs, limited training courses and loss of customer care.

## Summary of performance on the paper

In preparing for this external assessment, the following should be noted.

Students should:

- know how to recognise the command verbs and the marks the answer attracts;
- read the question stem carefully, noting the information already given and knowing that this cannot be given marks if it is provided as an answer;
- carefully consider the focus of the question ie if benefits are required, who are the benefits for;
- not be put off by the extended answer questions and be encouraged to note down the information they do know, even if they cannot construct an extended writing answer.

Stressing effective time management and the use of practice papers under exam conditions will support students to improve exam technique.

## Grade Boundaries

Unit	Max Mark	D	M	P	L1	U
21541E – Unit 1: Introducing the Hospitality Industry	50	40	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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