Examiners' Report/
Lead Examiner Feedback

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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 the BTEC Unit 1: Introduction to the Hospitality Industry. 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 answers where these help to provide additional guidance as to indicative responses.

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

## General Comments

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

Learners 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 the ability to synthesise knowledge.

Some learners did not 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 be not be credited.

The longer and extended answer questions towards the end of the paper were not well answered by a number of learners. Whilst these can be focused around assessing the distinction and merit criteria, marks can be obtained through learners writing key points that demonstrate they have some knowledge and understanding of the unit content being assessed. Some consideration and possibly noting down key points prior to writing the answer would be beneficial if learners have difficulty in structuring an extended writing answer.

# Feedback on specific questions

## Q1

This proved to be a challenging question for a number of learners with the majority gaining only one of the two marks available. The question asked for a type of supplier, but learners answered with an example of a supplier as opposed to a type. The types of suppliers are listed in the specification content. Centres should ensure that the breadth of the specification is taught in preparation for the exam.

## Q2

This question was not well answered, with only a minority correctly identifying the type of hospitality business as an example of a contract supplier. In-house provider is not correct.

The different types of businesses in the hospitality industry are a key feature of the specification content and should be taught in full ahead of the exam.

## Q3

This question was not accessible. A number of learners did not understand the term utility. They could not therefore provide a correct answer, as shown in the following example:

Give **one** example of a utility.

_one utility a hospitality industry might have is bedrooms for people to stay_

Utilities are listed in the specification and learners should be familiar with this terminology.

## Q4

The majority of learners were able to correctly identify the two types of restaurant from the multiple choice options.

**Q5**

This question challenged learners, with many guessing incorrectly the type of business. A number attempted to explain what a 'free house' was, focusing on the 'free' description, as in the following example:

**5** What type of hospitality business is a free house?                                    0 Q05

When you run and own the buisness by yourself

It is important that learners fully understand the definitions of the hospitality businesses listed in the specification.

**Q6**

The majority of learners could not identify the required document from the purchasing cycle. Many stated 'invoice' or 'credit note' as opposed to statement. Learners need to know and be able to identify each of the purchase cycle documents listed in the specification.

**Q7**

This question was accessible to learners, with the majority able to gain one of the two marks available. The most popular answers were 'wear a uniform' and 'wash hands'.

**Q8**

This question was well answered, with the majority of learners able to name a personal service offered by a hotel.

**Q9**

This question was not well answered, with the majority of learners gaining only one of the four available marks. For this question the command word was 'explain'. Marks were awarded for identifying a benefit (one mark) and then providing an explanation point of how the benefit helped the customer (one mark). Learners tended to receive marks for identification, but did not provide the required detail to receive the additional mark for the explanation.

A number of learners identified benefits for the hotel, as in the following:

Explain **two** benefits to the customer of hotels using a star rating system.

1. It will show customers the clear standards of the hotel and if a high star rating, attracting more people and gaining more money.
2. It may also show ø the price range of the hotel as line when a hotel is a low rating they are more likely to be cheaper.

This response gained two marks for two valid identification points. In the first response the identification point is related to the customer, but the learner has given an expansion point that relates to the hotel. In the second response the expansion point is repetition of the identification point.

An example of a response that gained the full four marks:

Explain **two** benefits to the customer of hotels using a star rating system.

1. So they can ~~know~~ how good the hotel is compared to others the better/higher rating the higher quality of service they can expect to get.
2. They can also see how value you for money it is so they can choose an approate hotel for there needs for the most suitable price.

Centres should focus on developing learners' exam technique to ensure that they read and fully understand what each question is asking, both in terms of the command verb used and the perspective they are being asked to consider.

## Q10

This question related to the structure and scale of the hospitality industry. An example was provided in the question stem, which many learners failed to note. Few learners provided answers that could be credited with the two marks.

Although not a large part of the specification, learners are required to know and be able to explain how the size and scale of the hospitality industry is measured.

## Q11

This question was not answered well, with a minority of learners giving one valid response. Many learners did not appear to understand the term 'pilferage'. On this basis, they were not able to explain how loss of stock could be reduced in the café, as in the following:

Outline **two** ways pilferage of food can be reduced in a café.

1. Portion control

2. Not buying too many ingredients for one meal

This learner provided valid responses for how to improve gross profit, but gained no marks as they were not related to pilferage.

This terminology is detailed in the specification and it is important that learners understand key terms. A glossary of the less familiar terms may be useful for the teaching and learning required for the unit.

## Q12

This question focused on the disadvantages of a hospitality business in using disposables. This question was not answered well, with only a minority gaining the available mark. Some learners provided an example as opposed to a disadvantage, and frequently answers demonstrated a lack of understanding of terminology:

Give **one** disadvantage of using disposables.

It's wasting a lot of food for the business which is wasting money.

Centres should ensure that the full specification content is taught in preparation for the exam.

## Q13

This question was an example of a linked response question using the command 'explain'. Learners needed to identify three appropriate changes to methods of operation and explain how each could lead to an increase in sales. This question was partly accessible with the majority of learners gaining three of the six marks available.

Marks tended to be gained for the identification point with few able to expand on their responses. Many of the answers demonstrated a good knowledge of the assessed specification topic and were able to apply this learning to the given scenario.

A response that gained five of the six marks available:

Explain **three** ways in which Peter can change the way he operates his business to increase sales.

5 Q13

1. peter could open his Sandwich bar later than 2pm for workers coming home and Schools they might Stop by.

2. He coud make a deal with a car Shop and hire someone to do delivery also delivers Into the offices

3. He could make his Sandwich bar a Sittin and take away So people in offices can take breaks their.

Each response clearly relates to the given scenario and provides a different expansion point for each identified operational change. This learner would have gained the full six marks if they had provided an explanation of how offering deliveries could have increased sales.

## Q14

This question was not well answered. A number of learners did not recognise and understand the term 'franchise'. This made it difficult to identify how the franchise business model could improve the quality of the products. Marks were awarded mostly for identification points, as in the following example:

Explain **two** ways buying a franchise can help Sanjay improve the quality of his products.

*When you buy a franchise they send you on training courses*

*They supply better quality food.*

Centres should ensure that the full range of business ownership within the hospitality industry is taught ahead of the exam.

## Section B

Questions in Section B were based on the given scenario. A number of learners failed to note sufficiently the information in the scenario when providing their answers. Future examinations for this unit will also contain a scenario to test learner's application of their knowledge and understanding of the hospitality industry. Learners need to practice how to apply their knowledge and understanding to different hospitality scenarios. It may again help learners to underline key information in the scenario, and remind them to refer back to the scenario after reading each of the subsequent questions.

## Q15

This question was partly accessible, with the majority of learners gaining one of the two marks available. The command word 'give' indicates that identification of straightforward knowledge from the specification is required. However, learners need to be reminded that the knowledge needs to be applied to the given scenario.

**Q16**

The question stem required some reading by the learners to identify the key focus of the question, which was operating standards. A number of learners missed this reference to operating standards, and answered with standards that were not related to operational factors, some referring to personal presentation that was assessed in Q7.

(a) This question was not well answered, with only a minority of learners able to provide one valid response and a large number of blank answers. Some learners failed to note the focus of the question, standards set at business level. These standards are detailed in the specification and learners should be familiar with them and their importance for hospitality businesses.

(b) This question was partially accessible, with the majority of learners gaining one of the two marks available. The most frequently seen correct response was related to training, with learners only able to provide a generic second answer, as in the following example:

(b) Give **two** ways that Sarah can ensure that all staff can deliver excellent customer service.

(2) 1 Q16b

1 Make Sure the Staff are happy

2 Give them training in Customer Service.

The methods businesses use to implement staff standards are detailed in the specification and learners need to understand these and be able to draw the distinction between business level and staff level standards.

## Q17

This question was challenging with the majority of learners gaining only one of the four marks available. Frequently learners were able to gain one mark for the initial identification of being able to see what customers want, which was by far the most popular response, but the expansion point simply repeated this same idea. Second responses tended to be further repetition or rephrasing of the same point:

**17** Explain **two** advantages to Sarah of using customer feedback when developing ideas for new products or services.　　1 Q17

1. ~~El will be~~ she can see what costmores want

2. She is able to see how many people want the Service or product

## Q18

This question was not well answered, with many learners not appearing to understand the specific focus of the question: how the IT company can support Sarah's business to ensure the success of the online booking system. Learner answers often focused on the benefits of an online booking system:

Give **two** ways the IT company can support Sarah's business to ensure the success of the new online booking system.　　0 Q18

1. The booking system is easy to use online.

2. Its reliable and safe so that customers no that card details wont be shown to the hotel.

**(Total for Question 18 = 2 marks)** 0

This learner has not fully read and understood the question and gained no marks. Centres should ensure that adequate practice is allowed to ensure development of learners' exam technique.

**Q19**

This question was the most challenging on the paper. It is marked using three levels of attainment, therefore all candidates can achieve marks. The majority of candidates gained marks in the Level 1 band.

A 'discuss' question indicates to learners that they need to apply their learning from the unit to the given scenario. Learners could possibly benefit from being reminded to reread the scenario prior to attempting this extended writing question and make use of the reading time allowed on this paper. It may also be beneficial for some learners to note down key points they think will help to answer the question, prior to starting to write the answer.

Marks are not specifically awarded for points learners write down. Higher ability learners can achieve maximum marks for writing an answer that covers only one or two points, which are well explained and demonstrate a thorough understanding of the unit content and which are well applied to the given scenario.

In preparing learners for the exam, it is worth teachers and learners looking at the levels based marking grid in the mark scheme and discussing how marks are awarded for the given scenario. The majority of answers lacked application to the scenario, missing the key focus of the question, and were generic lists of points with no evaluation or analysis.

The following response gained seven marks of the eight available. Each identified issue has been fully considered and justified, and applied to the given scenario.

Maintaining the quality of Sarah's products will satisfy the customers with what they are paying for; This prevents complaints and compensation - saving the business profits and reputation. Having happy and satisfied customers will give good reviews on the business online, and through word of mouth to friends and family. These good reviews will be recognised, giving the business a good reputation and gaining more customers. Gaining customers creates an increased profit. Having a bigger profit can allow Sarah to expand her buisness and improve her facilities or technology to benefit her business further more. Improving her business will impress customers and ~~would~~ would even increase her star rating, ~~gaining~~ gaining a better reputation. A busy, successful business will make her staff happy, making them provide a better service through job satisfaction, this also is essential to ~~~~ Sarah's success.

(Total for Question 19 = 8 marks) 7

## Summary of performance on the paper

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

Learners 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 advantages are required, who are the advantages 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.
- prepare their answers: this paper is allocated 15 minutes additional time for reading the questions, scenarios and contexts thoroughly before attempting to answer questions.

Stressing effective time management and the use of practice papers under exam conditions will support learners 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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