

Examiners' Report/ Lead Examiner Feedback

June 2015

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 unit 9: How the Hospitality Industry Contributes to Healthy Lifestyles.

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 third examination series for BTEC Next Generation Hospitality. Overall, most learners attempted the majority of questions and they applied themselves very well to the range of questions being asked of them. This demonstrated good knowledge and understanding of How the Hospitality Industry Contributes to Healthy Lifestyles.

Learners appeared to be challenged, especially on the longer extended answer questions towards the end of the paper where learners should be able to provide reasoned and detailed justified answers. Very little justification was given in some cases and learner's demonstration of knowledge, understanding and gathering of detailed information was limited. Many learners did not take note of information provided in the question stem and resulted in them using the information provided as possible answers to the question that could not be credited. Learners can obtain marks on extended questions through demonstrating their knowledge and understanding of the unit content being assessed by expanding on the knowledge gained through recap, reflection and evaluation.

The learners that did well on the extended writing questions did so by applying their knowledge and understanding to the given context or scenario where answers demonstrated their ability to synthesise knowledge.

The remaining challenging questions were answered well with learners showing their ability to understand and note the command verbs used to determine what evidence is required for the response.

Learners should be given the opportunity to develop their exam technique through appropriate practice examinations. This may help to avoid common errors, such as the repeat of given examples and misreading command verbs in the extended answer questions. Some consideration and possibly noting down of key points prior to writing the answer would be beneficial if learners have difficulty in structuring an extended writing answer. This may assist them to apply their knowledge and understanding to the given command verb and to develop their answers.

Centres should focus on ensuring the full range of content from the unit specification is taught in preparation for the exam.

Q1

This proved to be a challenging question for a number of learners where the minority were able to give one reason why it is essential to drink water. The most popular correct answer and the one learners often identified was keeping the body hydrated as the examples show below:

Answer ALL questions.

Some questions must be answered with a cross in a box . If you change your mind about an answer, put a line through the box and then mark your new answer with a cross .

1 Water is a macronutrient.

Give **one** reason why it is essential to drink water.

your body is mostly made out of water and your body needs a lot of it to stay hydrated and ~~help~~ help the body.

(Total for Question 1 = 1 mark)

Answer ALL questions.

Some questions must be answered with a cross in a box . If you change your mind about an answer, put a line through the box and then mark your new answer with a cross .

1 Water is a macronutrient.

Give **one** reason why it is essential to drink water.

to keep hydrated so it ~~it~~ prevents ~~out~~ us from feeling ill because we're not drinking enough.

(Total for Question 1 = 1 mark)

Q2

This question was multiple choice and proved accessible to the majority of learners who were able to identify two vitamins that are fat soluble.

2 Identify **two** vitamins that are fat soluble.

- A** Vitamin A
- B** Vitamin B
- C** Vitamin D
- D** Vitamin H
- E** Vitamin J

(Total for Question 2 = 2 marks)

Q3

This question was accessible to learners, with the majority being able to gain two of the three marks available when giving three other common triggers of food allergies other than those stated in the stem of the question. The most popular answer being dairy products as shown below:

3 Nuts and wheat are common triggers of food allergies.
Give **three** other common triggers of food allergies.

1 Shellfish.

2 Gluten

3 Dairy.

(Total for Question 3 = 3 marks)

Here is one response that gained the full three marks for identifying the key triggers required:

3 Nuts and wheat are common triggers of food allergies.
Give **three** other common triggers of food allergies.

1 Chemical preservatives

2 Food ~~color~~ colouring

3 dairy products

(Total for Question 3 = 3 marks)

Learners frequently gave answers relating to nuts and wheat which could not be credited as these were stated in the question.

Many learners gave more than one response to each category, demonstrating a lack of exam technique. Learners need to plan their time during an exam and provide the number of responses asked in the question.

Answers that are also stated from the Food Standards Agency were also credited.

Q4

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 to give two other minerals other than iron that was named in the stem that are needed for a balanced diet.

<p>4 Minerals are micronutrients that are needed for a balanced diet. One mineral is iron. Give two other minerals that are needed for a balanced diet.</p> <p>1 Wheat Calcium</p> <p>2 Wheat Copper</p> <p style="text-align: right;">(Total for Question 4 = 2 marks)</p>
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Learners often answered calcium very well to give them the one mark with another incorrect answer given with Iodine not stated at all.

<p>4 Minerals are micronutrients that are needed for a balanced diet. One mineral is iron. Give two other minerals that are needed for a balanced diet.</p> <p>1 Fiber</p> <p>2 Vitamins</p> <p style="text-align: right;">(Total for Question 4 = 2 marks)</p>
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Minerals are micronutrients listed in the specification. Learners should be familiar with all main micronutrients.

Q5

The majority of learners were able to gain one of the two marks available and correctly identify at least one food rich in iron from the multiple choice options.

Q6

This question proved to be challenging with the majority of learners gaining only one of the two marks. Learners were able to identify one dietary request associated with a diabetic as shown below:

- 6 Hospitality businesses must cater for customers who have special dietary requirements.

Complete the table with **one** dietary request associated with **each** dietary requirement.

Dietary requirement	Request
Vegan	no Fish, dairy products and meat
Diabetic	No Sweets Sugary foods

(Total for Question 6 = 2 marks)

Although this learner was aware of the request for a diabetic, the question was clearly not fully understood, leading to a loss of marks.

The request associated with a vegan was not answered well with the majority of learners stating answering meat free or actual food dishes as shown in the response above and below:

- 6 Hospitality businesses must cater for customers who have special dietary requirements.

Complete the table with **one** dietary request associated with **each** dietary requirement.

Dietary requirement	Request
Vegan	plain pasta and salad. Tomatoe
Diabetic	fish, potatoes and peas.

(Total for Question 6 = 2 marks)

Q7

This question was well answered, with the majority of learners able to state the recommended daily intake (RDI) of calories for men and women.

7 State the recommended daily intake (RDI) of calories for men and women.

Men

2,500

Women

2000

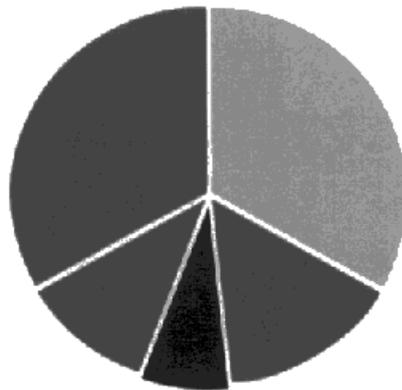
(Total for Question 7 = 2 marks)

Q8(a)

This question was answered well with the majority of learners being able to gain the two marks available and correctly identify and state the name of the two largest groups, those being Fruit and Vegetables and Carbohydrates on the eatwell plate.

8 The eatwell plate shows the concept of a balanced diet.

The eatwell plate



(a) State the names of the **two** largest food groups on the eatwell plate.

(2)

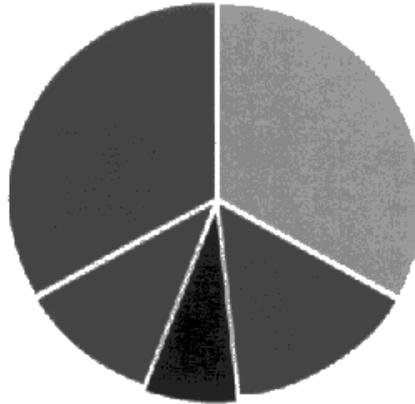
1 Fruit and vegetables

2 Starchy foods (e.g. bread, pasta).

There were few responses relating to macronutrients and micronutrients, indicating that learners did not have knowledge of the concept of the eatwell plate, as demonstrated in the following response:

8 The eatwell plate shows the concept of a balanced diet.

The eatwell plate



(a) State the names of the **two** largest food groups on the eatwell plate.

(2)

1. Vegetables + Fruit.

2. Protein.

This learner did not understand the question as they did not know the key food groups. Learners should be familiar with all main associated food groups on the eatwell plate.

Centres need to ensure that they teach the full range of the specification content, including key terms.

Many learners gave more than one response to each category, demonstrating a lack of exam technique. Learners need to plan their time during an exam and provide the number of responses asked in the question.

Q8(b)

The majority of learners were able to gain the one mark available and correctly identify and state the name of the smallest group on the eatwell plate

(b) State the name of the smallest group on the eatwell plate.

(1)

Fats and sugars

(Total for Question 8 = 3 marks)

Again many learners gave more than one response, demonstrating a lack of exam technique as detailed below. Learners need to plan their time during an exam and provide the number of responses asked in the question.

(b) State the name of the smallest group on the eatwell plate.

(1)

Fats and Sugars, Meat and fish, and Dairy

(Total for Question 8 = 3 marks)

This learner as detailed below did not understand the question as they did not know the key food groups. Learners should be familiar with all main associated food groups on the eatwell plate.

(b) State the name of the smallest group on the eatwell plate.

(1)

Milk, yoghurt, cheese

(Total for Question 8 = 3 marks)

Centres need to ensure that they teach the full range of the specification content, including key terms.

Q9

The majority of learners were able to identify and give at least one of the two health problems caused by not getting enough rest and relaxation, with the most popular answers relating to heart disease and stress as shown below:

9 High blood pressure can be caused by not getting enough rest and relaxation.

Give **two** other health problems that can be caused by not getting enough rest and relaxation.

1 Stress

2 Lack of sleep

(Total for Question 9 = 2 marks)

Price

9 High blood pressure can be caused by not getting enough rest and relaxation.

Give **two** other health problems that can be caused by not getting enough rest and relaxation.

1 you can become anemic (low iron levels)

2 you can get heart problems e.g. heart disease

(Total for Question 9 = 2 marks)

There were however incorrect answers given that did not relate to the question being asked indicating that learners did not have knowledge of health problems caused by lack of rest or did not read the question correctly as demonstrated in the following response:

9 High blood pressure can be caused by not getting enough rest and relaxation.

Give **two** other health problems that can be caused by not getting enough rest and relaxation.

1 Eating ~~fat~~ too much food with sugar in

2 Consuming ~~too much~~ too much salt

(Total for Question 9 = 2 marks)

Centres should also encourage candidates to fully read and understand the question and provide a response from the appropriate perspective.

Q10(a)

This question was not well answered. A number of learners were able to identify and give two ways Marvent could communicate the free-range produce added to the menu to the diners, as shown below:

10 Marvent owns a restaurant. He has decided to feature free-range products on his menu.

(a) Give **two** ways Marvent can communicate this menu change to his diners. (2)

1 internet

2 leaf lets

Learners frequently answered with 'verbal communication' or them referring to the use of free range produce rather than how to communicate the change onto the menu and did not address the question, as in the following:

10 Marvent owns a restaurant. He has decided to feature free-range products on his menu.

(a) Give **two** ways Marvent can communicate this menu change to his diners. (2)

1 Free-range eggs or organic vegetables other foods.

2 wholemeal foods (brown rice brown bread).

Centres need to make sure that all areas of the specification content have been taught ahead of the exam. Learners should also be encouraged to take advantage of the extra reading time that is allowed for this paper to ensure they read the questions fully. This can be achieved through practicing exam technique.

Q10(b)

This question was accessible to learners, with the majority able to identify and explain at least one constraint on Marvent's restaurant of using only free-range products. The most common answers related to costing as shown below:

(b) Explain **two** constraints on Marvent's restaurant of using only free-range products.

(4)

1. might be hard to get hold of free-range products all the time.

2. might cut down the food menu with only using free-range products.

(b) Explain **two** constraints on Marvent's restaurant of using only free-range products.

(4)

1. free-range products are more expensive than non-free range products / make less profit.

2. He may not be able to cook some meals on his menu as ^{it} there may not be a free range product.

Q11(a)

The question was not well answered, with the minority of learners gaining the two marks available. These learners were able to give two responses with reduced sick leave being the main answers:

11 Total Foods is a catering business. The owners want to help their staff have healthy lifestyles.

One benefit to Total Foods of ensuring that staff have healthy lifestyles is increased staff efficiency.

(a) Give **two** other benefits to Total Foods of ensuring staff have healthy lifestyles. (2)

1 They would less likely need time off for sickness

2 They would be happier

The majority of responses were focused on providing staff with meals, healthy diets and snacks as detailed below:

11 Total Foods is a catering business. The owners want to help their staff have healthy lifestyles.

One benefit to Total Foods of ensuring that staff have healthy lifestyles is increased staff efficiency.

(a) Give **two** other benefits to Total Foods of ensuring staff have healthy lifestyles. (2)

1 ~~Asap~~ They know what foods to eat (healthy foods and how to maintain a healthy diet).

2 They will not be lazy and can move around more (Fitness and healthy and look good for customers).

11 Total Foods is a catering business. The owners want to help their staff have healthy lifestyles.

One benefit to Total Foods of ensuring that staff have healthy lifestyles is increased staff efficiency.

(a) Give **two** other benefits to Total Foods of ensuring staff have healthy lifestyles.

(2)

1 Giving out healthy snacks

2 making sure that staff don't eat ~~the~~ foods high in fat and sugar

This type of response indicates that the learner has not fully read and understood the question, which was clearly asking about the benefits to Total Foods.

Centres should ensure that the full specification is taught to learners, and that the importance of reading questions fully is taught through exam technique sessions.

Q11(b)

This question was not well answered, with a number of learners gaining one of the two marks available with less stress being the main answer.

Learners seemed to identify how exercise will benefit the staff but not how it will improve staff efficiency for Total Foods. The explanation points given indicated that they did not fully understand the question, as shown below:

The owners of Total Foods offer light stretching exercise sessions for staff before each large catering event.

(b) Explain **one** way these exercise sessions will improve staff efficiency for Total Foods.

(2)

Because it will lead the staff to have a healthier lifestyle and hopefully get them to join other exercise groups outside of work.

(Total for Question 11 = 4 marks)

Centres can reduce this type of error by encouraging learners to read exam questions carefully and by including exam technique sessions in the run up to the exam series.

Q12(a)

This question was answered well by some learners. The majority of learners were able to gain at least two marks with the majority of marks gained for the initial identification points, but few learners were able to develop their answers to gain further marks.

12 Pardy runs an events catering business selling healthy vegetarian food from a food truck. Pardy takes her food truck to local markets and events. She makes all of her menu items freshly each day.



(a) Explain **two** reasons why a food truck is a good way for Pardy to sell her healthy vegetarian food.

- (4)
1. She can travel to different villages/towns to promote healthy foods and sell more.
 2. Customers can see that it is only fresh and healthy and see how she preps it cooks.

The response had valid identification points, however the expansion points were not developed. Learners should be encouraged to practice writing linked responses as required by the command verb 'explain'.

Q12(b)

This question was again answered well by some. However in the majority of cases learners were only able to identify and explain one way Pardy could adapt her menu to ensure that she uses her limited storage space efficiently, with the most common answers relating to reducing her menu to

bestselling dishes only and the dishes sharing the ingredients as detailed below:

(b) Explain **two** ways Pardy could adapt her menu to ensure that she uses her limited storage space efficiently.

1. She could take stuff of the ⁽⁴⁾
~~rest~~ menu so she has more space.

2. Only sell the foods that have been selling well lately because that's all the customers want.

(b) Explain **two** ways Pardy could adapt her menu to ensure that she uses her limited storage space efficiently.

1. She could use ingredients for more than one foods. So people are still having the healthy lifestyle. ⁽⁴⁾

2. May cut down on the amount of ~~menus~~ dishes she offers and may use the ones what are more popular.

This learner was able to gain two marks for identifying the dishes sharing ingredients and reducing the menu to bestselling dishes only however the expansion point so people are still having the healthy lifestyle does not address the question.

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.

Centres should also encourage candidates to fully read and understand the question and provide a response from the appropriate perspective.

Q13(a)

The majority of learners were able to identify and state the recommended maximum number of units of alcohol it is safe for a woman to drink per day as shown below.

13 Excessive consumption of alcohol can lead to health problems.

(a) What is the recommended maximum number of units of alcohol it is safe for a woman to drink per day? (1)

2 - 3 units.

Q13(b)

The majority of learners were able to explain two ways excessive alcohol consumption would affect Greta’s ability to play football in the long term. The most popular correct answer related to weight gain and heart/liver disease as shown below:

(b) Greta is a football player. Fitness is very important to her lifestyle and she trains five days per week.

Explain **two** ways excessive alcohol consumption would affect Greta’s ability to play football in the long term. (4)

1 Drinking too much alcohol can lead to weight gain.

2 Drinking too much alcohol can lead to dehydration.

(b) Greta is a football player. Fitness is very important to her lifestyle and she trains five days per week.

Explain **two** ways excessive alcohol consumption would affect Greta's ability to play football in the long term.

(4)

1 Greta is at more of a risk to damage her heart and especially her lungs & liver. Down the years, it might be a matter of her having a transplant or her life could be in danger.

2 By drinking an excessive amount of alcohol, there might become a stage where Greta becomes addicted to it. Her football career might be at more of a risk.

Q14

This question was a different format from the others on the paper and allowed learners to demonstrate their extended writing and evaluative skills. It did prove to be challenging and learners were usually able to identify at least two valid ways of how The Shilling could promote its healthier products to increase its profitability with only a minority able to provide context and discussion around their identified reasons.

Popular responses tended to focus on the advertising and marketing promotions of products. This was explored in detail, social media, posters and leaflets as detailed below and in most cases there was little expansion for the reasons why promotions will increase profitability. Special offers and deals were also good responses but again not explored further.

Discuss how The Shilling can promote its healthier products to increase its profitability.

Patrick could post it on social media like Facebook or ~~or~~ Twitter.

~~Part~~ Patrick could tell people that at the pub to tell people to tell their friends and family ~~about~~ the healthy meals.

Patrick could make an advert.

Patrick could offer a free alcohol-free ^{drink} ~~drink~~ with every healthy meal.

Patrick could put a poster on the wall of his pub.

Patrick could put out a chalk board ~~board~~ board with it written on it.

Patrick could hire people to hand out leaflets.

~~Part~~ Patrick could put it in the local paper.

Stronger candidates were able to discuss three or four key points whilst a few learners obtained higher marks as the key points identified were discussed in detail with strong justification.

The following response gained two marks, the learner identifies a number of valid points but the justification for each is repetitive. Most points are generic

Discuss how The Shilling can promote its healthier products to increase its profitability.

He could do a free sample give out to people walking by. As it is on a busy highstreet it would be easier to attract customers. Also this gives the customers an idea of what his ~~shilling~~ selling in his bar. So therefore he would reach his aim of making people aware.

He could design posters and give out leaflets. This would make people from all areas aware of your bar. You would get ^{an} increase in customers because people ~~write~~ ^{see} posters a lot in their daily lives.

He could also promote his bar through social media like Instagram, Facebook and etc. This would help him gain communication for more younger adults.

Summary of performance on the paper

Based on learner performance on this paper and in preparation for this external assessment, in future centres should:

- Focus on ensuring that learners are familiar with the full range of topics contained within the unit specification and that the full range of content from the unit specification is taught.
- Allow discussion on the unit content so that teachers are aware of any preconceived ideas that may exist so that these can be rectified well in advance.
- Support learners to improve exam techniques by including tuition in the run up to the exam series and by encouraging them to read exam questions carefully.
- Carefully consider the focus of the question, read the question stem carefully, noting the information already given and knowing that this cannot gain marks if it is provided as an answer.
- Encourage learners to read exam questions completely before answering them and to take advantage of the extra reading time that is allowed for this paper.
- Direct and encourage learners to prepare their questions, use the additional time for reading the questions, scenarios and contexts thoroughly before attempting to answer.
- Focus on ensuring learners can recognise the demands of a question with the 'explain' command word as it is an important part of a learner's exam technique.
- Encourage the use of practice papers under examination conditions which will support learners to improve exam technique whilst also supporting effective time management.

Grade Boundaries

Unit	Max Mark	D	M	P	L1	U
21617E – Unit 9: How the Hospitality Industry Contributes to Healthy Lifestyles	50	41	31	21	11	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 a '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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