

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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January 2015

Publications Code BF040975

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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 is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in external assessments

Each test 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 for each test, because then it wouldn't take into account that a test might be slightly easier or more difficult than any other.

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Unit 9: Introducing the Hospitality Industry Contributes to Healthy Lifestyles January 2016

Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
Boundary Mark	0	13	21	31	41

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.

Summary

This was the fourth 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 learners' demonstration of knowledge, understanding and gathering of detailed information was limited.

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.

Overall the extended answer question at the end of the paper was not answered well by a number of learners. Many learners listed a response and did not expand on this demonstrating their lack of knowledge and understanding of the unit content being assessed. Also their inability to understand the command verbs used to determine what evidence is required for the response. Teachers should encourage learners to look at the level based grid in the mark scheme in preparation for these extension questions.

There was a distinct difference between the learners who were able to respond to the higher demand questions through giving points and then linking their answer to the context of the question and those who could not. This is particularly important where questions ask learners to "explain" something where two marks are possible for each part of the answer and learners only listed points.

There are still elements of the specification that have not been covered well or retained by some learners. Teachers are reminded that the entire specification is in the range for this examination so all learning aims have to be taught. Learners need to have studied each aspect of the unit before taking this paper.

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 possible noting down of key points prior to writing the answer would be beneficial if learners have difficulty in structuring an extended answer. This may assist them in applying their knowledge and understanding the given command verb and in developing their answers.

Q01

Targeted Specification Area: Learning Aim A.1

This question was multiple choice and proved accessible to the majority of learners where they were required and able to identify two ways rest and relaxation contributes to a healthy lifestyle by recalling from a part of the specification as shown 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 Identify **two** ways rest and relaxation contribute to a healthy lifestyle.

- A** Increases nutritional values
- B** Helps to deal with stress
- C** Supports the immune system
- D** Provides healthy alternatives
- E** Regulates body fluids

(Total for Question 1 = 2 marks)

Where learners only gained one mark, they often gave the correct answer B, helps to deal with stress and the incorrect answer E, regulates body fluids as detailed 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 Identify **two** ways rest and relaxation contribute to a healthy lifestyle.

- A** Increases nutritional values
- B** Helps to deal with stress
- C** Supports the immune system
- D** Provides healthy alternatives
- E** Regulates body fluids

(Total for Question 1 = 2 marks)

Q02

Targeted Specification Area: Learning Aim A.3

The majority of learners were required and able to gain the two marks available by correctly identifying the two foods that contain the most protein from the multiple choice options This required the same level of demand as the previous multiple choice item by simple recall from a part of the specification.

2 Protein is one of the main food groups.
Identify the **two** foods that contain the most protein.

- A Cereals
- B Vegetables
- C Meat
- D Fruit
- E Eggs

(Total for Question 2 = 2 marks)

Where learners only gained one mark, they often gave the correct answer C, Meat and the incorrect answer A, Cereals as detailed below:

2 Protein is one of the main food groups.
Identify the **two** foods that contain the most protein.

- A Cereals
- B Vegetables
- C Meat
- D Fruit
- E Eggs

(Total for Question 2 = 2 marks)

Q03

Targeted Specification Area: Learning Aim A.2

This proved to be a challenging question for a number of learners despite requiring them to simply recall a part of the specification. The majority were able to state at least one way fibre helps the body to function. The most popular correct answers and the ones learners often identified with were 'maintains a healthy digestive system' as detailed below:

This response was mixed (1 mark awarded)

3 Fibre is a macronutrient.

State **two** ways fibre helps the body to function.

- 1 HELPS The digestive system
- 2 _____

(Total for Question 3 = 2 marks)

This was a high performing response (2 marks awarded).

3 Fibre is a macronutrient.

State **two** ways fibre helps the body to function.

1 Helps the digestive system to clear out waste.

2

(Total for Question 3 = 2 marks)

The learners as detailed below did not understand the question as they did not know and understand the purpose of fibre how it assists the body to function.

Learners should be familiar with all main types Macronutrients and Micronutrients as they are listed in the specification.

This is a poor performing response (0 marks awarded)

3 Fibre is a macronutrient.

State **two** ways fibre helps the body to function.

1 It can help your body function quickly

2 Keeps the body health.

(Total for Question 3 = 2 marks)

This is a poor performing response (0 marks awarded)

3 Fibre is a macronutrient.

State **two** ways fibre helps the body to function.

1 it help Hair and nails grow

2 gives you energy

(Total for Question 3 = 2 marks)

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

Q04

Targeted Specification Area: Learning Aim A.1

This question was accessible to learners, with the majority being able to gain one of the two marks available when asked to state two ways to maintain healthy eating patterns as it again was simple recall from a part of the specification. The most popular answer was eating a balance diet as shown below:

This response was mixed (1 mark awarded)

4 Healthy eating patterns are an important part of a healthy lifestyle.

State **two** ways to maintain healthy eating patterns.

1 balanced diet

2 exercise.

(Total for Question 4 = 2 marks)

This question was generally well answered as the requirement for learners to understand the importance of a healthy lifestyle has become well established in centres.

This was a high performing response (2 marks awarded)

4 Healthy eating patterns are an important part of a healthy lifestyle.

State **two** ways to maintain healthy eating patterns.

1 Eat a balanced diet less fat and sugary foods and more fruit and veg.

2 Eat reasonable portion sizes.

(Total for Question 4 = 2 marks)

Q05a

Targeted Specification Area: Learning Aim A.5

This question was well answered, with the majority of learners able to give two other health problems other than high cholesterol caused by eating too much saturated fat, as detailed below

This was a high performing response (2 marks awarded)

5 Eating too much saturated fat can cause high cholesterol.

(a) Give **two** other health problems caused by eating too much saturated fat.

(2)

1 Coronary Heart Disease

2 Obesity

This was a high performing response (2 marks awarded)

5 Eating too much saturated fat can cause high cholesterol.

(a) Give **two** other health problems caused by eating too much saturated fat.

(2)

1 Eating too much saturated fat can lead to heart disease

2 Eating too much saturated fat can lead to obesity and diabetes 2.

Although it was simple recall from a part of the specification, there was often confusion amongst learners as they often gave answers relating to diabetes as detailed both above and below:

This response was mixed (1 mark awarded).

5 Eating too much saturated fat can cause high cholesterol.

(a) Give **two** other health problems caused by eating too much saturated fat.

(2)

1 High blood pressure

2 Type 2 diabetes.

This response was mixed (1 mark awarded)

5 Eating too much saturated fat can cause high cholesterol.

(a) Give **two** other health problems caused by eating too much saturated fat.

(2)

1 Diabetes

2 Obesity

This response was mixed (1 mark awarded).

5 Eating too much saturated fat can cause high cholesterol.

(a) Give **two** other health problems caused by eating too much saturated fat.

(2)

1 You could get diabetes.

2 You may be at a higher risk of heart disease.

Q05b

Targeted Specification Area: Learning Aim A.2

This question proved to be challenging to the majority of learners with them gaining no marks or only one of the two. Most learners were unable to identify one different food source for saturated and unsaturated fats as shown below:

This is a poor performing response (0 marks awarded)

The body needs both saturated and unsaturated fats to remain healthy.

(b) Complete the table with **one** different food source for **each** type of fat.

(2)

Fat	Food Source
Saturated	Animal
Unsaturated	Plant

(Total for Question 5 = 4 marks)

This is a poor performing response (0 marks awarded).

The body needs both saturated and unsaturated fats to remain healthy.

(b) Complete the table with **one** different food source for **each** type of fat.

(2)

Fat	Food Source
Saturated	meat, fish
Unsaturated	Salad.

(Total for Question 5 = 4 marks)

Where learners only gained one mark, they often gave the correct answer A, Spaghetti and the incorrect answer B, Turkey as detailed below:

6 Identify the **two** foods that contain the most carbohydrates.

- A Spaghetti
- B Turkey
- C Mushrooms
- D Prawns
- E Bread

(Total for Question 6 = 2 marks)

Q07

Targeted Specification Area: Learning Aim A.3

This proved to be a challenging question for a number of learners where they were required to give two other ways other than to choose low sugar foods, sugar intake can be reduced. The majority gained only one of the two marks available with the popular answer related to not adding sugar to drinks or food as detailed below:

This response was mixed (1 mark awarded).

7 Eating too much sugar can lead to health problems. One way to reduce sugar intake is to choose low sugar foods.

Give **two** other ways sugar intake can be reduced.

1 Don't put sugar on your food or in drinks

2

(Total for Question 7 = 2 marks)

Although learners are aware of reducing the sugar intake, learners became too focused on not consuming any sweet item and omitting sugar from diet completely. The question was clearly not fully understood, leading to a loss of marks as the examples shows below:

This is a poor performing response (0 marks awarded).

7 Eating too much sugar can lead to health problems. One way to reduce sugar intake is to choose low sugar foods.

Give **two** other ways sugar intake can be reduced.

1 Have smaller portions of foods that include sugar.

2 Replace sugary foods with something different every so often

(Total for Question 7 = 2 marks)

This is a poor performing response (0 marks awarded).

7 Eating too much sugar can lead to health problems. One way to reduce sugar intake is to choose low sugar foods.

Give **two** other ways sugar intake can be reduced.

1 dont snack on sugary foods

2 eat food without sugar in it

(Total for Question 7 = 2 marks)

Q08a

Targeted Specification Area: Learning Aim B.1

Within this question learners were required to give two ways other than contributing to the health of patients, hospitals can provide world dishes for their patients. This item proved to be a challenge for learners with some only gaining one mark. Many answers focused on the variety of choice:

This is a poor performing response (0 marks awarded).

8 Hospitals provide world food dishes to contribute to the health of patients.

(a) Give **two** other reasons hospitals provide world food dishes for their patients.

(2)

1 So they can try different foods

2 Its easier to cook for the patients

There were, however, a few learners who did give the correct response and gained the full two marks as detailed below:

This was a high performing response (2 marks awarded).

8 Hospitals provide world food dishes to contribute to the health of patients.

(a) Give **two** other reasons hospitals provide world food dishes for their patients.

(2)

1 They do world foods because of religion, for example, the hospital may have a patient who is Muslim, this patient can only have Halal meat.

2 They may have somebody who is vegetarian or vegan so they have to provide a meal that meets the require nut nutrition.

Q08b

Targeted Specification Area: Learning Aim B.1

This proved to be a challenging question for a number of learners with few gaining only two of the four marks available. Some learners were able to explain two ways that serving regenerated food contributes to the healthy lifestyles of hospital patients as detailed below:

This was a high performing response (2 marks awarded).

(b) Explain **two** ways that serving regenerated food contributes to the healthy lifestyles of hospital patients.

(4)

- 1 contains many different nutrients ~~and~~ in a meal to make sure the patients grow fit and healthy.
- 2 meal size. The correct amount each patient needs to consume to get ~~healthier~~ fit and healthy again.

This response was mixed (2 marks awarded).

(b) Explain **two** ways that serving regenerated food contributes to the healthy lifestyles of hospital patients.

(4)

- 1 There will be a variety of nutrients that are needed in the selection of food that has been made.
- 2 The food is regenerated so there will be a sturdy supply of meals that are coming in for the ~~customers~~ patients, which will allow them to keep consistency in their diets.

There were however incorrect answers given that did not relate to the question being asked indicating that learners did not have knowledge of how serving regenerated food can contribute to the healthy lifestyles of hospital patients or it is possible that the question was not read correctly as demonstrated in the following response:

This is a poor performing response (0 marks awarded).

(b) Explain **two** ways that serving regenerated food contributes to the healthy lifestyles of hospital patients.

- (4)
- 1 Hospitals will always have enough food for their patients, this is important because then there will be no complaints
 - 2 Some of the foods wouldn't contain as much fat on them + its not gonna be out of date

Q09

Targeted Specification Area: Learning Aim B.1

This question was accessible to learners as it was a simple recall question from a part of the specification, with the majority able to identify and explain at least one way restaurants can provide healthier choices for their customers, with few learners identifying two as shown below:

This was a high performing response (2 marks awarded).

9 One way restaurants can provide healthier choices for their customers is by offering low fat and low sugar dishes.

State **two** other ways restaurants can provide healthier choices for their customers.

- 1 They could change their cooking methods (e.g. frying to grilling)
- 2 They could also add a under 500 calorie section to their menu.

(Total for Question 9 = 2 marks)

This was a high performing response (2 marks awarded).

9 One way restaurants can provide healthier choices for their customers is by offering low fat and low sugar dishes.

State **two** other ways restaurants can provide healthier choices for their customers.

- 1 Offer a smaller portion of food on the menu 'lighter bite' meals
- 2 Put the amount of calories the customer is eating on the menu next to the dish so they can check the amount of calories they're eating

(Total for Question 9 = 2 marks)

Learners frequently answered relating to 'providing healthier options' or them referring to meal deals rather than how to adapt their menu to offer healthier choices therefore not addressing the question, as in the following:

This is a poor performing response (0 marks awarded).

9 One way restaurants can provide healthier choices for their customers is by offering low fat and low sugar dishes.

State **two** other ways restaurants can provide healthier choices for their customers.

- 1 provide healthier choices such as high in minerals, vitamins, nutrients.
- 2 Find out the target ~~market~~ customer to know what do they like and what's good for them.

(Total for Question 9 = 2 marks)

This is a poor performing response (0 marks awarded).

9 One way restaurants can provide healthier choices for their customers is by offering low fat and low sugar dishes.

State **two** other ways restaurants can provide healthier choices for their customers.

- 1 Make healthier options cheaper than unhealthy
- 2 make deals on the healthier products.

(Total for Question 9 = 2 marks)

Q10a

Targeted Specification Area: Learning Aim A.3

This proved to be a challenging question for a number of learners where they were required to give two healthy cooking methods for steak other than barbecuing. The majority of learners were able to gain one of the two marks available and correctly identify 'grilling'. However, the popular second response was 'steaming' which is not an appropriate cooking method for steak as shown below:

This response was mixed (1 mark awarded).

10 Barbecuing is a healthy cooking method for steak.

(a) Give **two** other healthy cooking methods for steak.

(2)

- 1 Grilled
- 2 Steamed

This response was mixed (1 mark awarded).

10 Barbecuing is a healthy cooking method for steak.

(a) Give **two** other healthy cooking methods for steak.

(2)

1 Steamed

2 Grilled.

This was a high performing response (2 marks awarded).

10 Barbecuing is a healthy cooking method for steak.

(a) Give **two** other healthy cooking methods for steak.

(2)

1 Grilling

2 Cooking in an oven

Q10b

Targeted Specification Area: Learning Aim A.3

This question was not well answered. A minority of learners were able to identify and give two reasons why barbecuing is a healthy cooking method for steak.

Learners frequently responded with answers associated with maintaining the nutritional content and cooking in it's own juices rather than associating the method with the significant fat loss as shown below

This response was mixed (1 mark awarded).

(b) Give **two** reasons why barbecuing is a healthy cooking method for steak.

(2)

1 The fat drips off the steak and into the coal.

2 It cooks in its own juices.

(Total for Question 10 = 4 marks)

There were, however, a few learners who did give the correct response and gained the full two marks as detailed below:

This was a high performing response (2 marks awarded).

(b) Give **two** reasons why barbecuing is a healthy cooking method for steak.

(2)

1. No added seasoning is needed - like salt.
2. Don't need to add excess fat, all fat is drained & it isn't cooking in it.

(Total for Question 10 = 4 marks)

Q11a

Targeted Specification Area: Learning Aim B.2

This question was accessible to learners, with the majority able to explain two other ways opening a spa will impact the staffing of The Arrow as detailed below:

This was a high performing response (2 marks awarded)

Explain **two** other ways opening a spa will impact the staffing of The Arrow.

(4)

1. there will be more hours of work to cover because the spa will be another part of the business.
2. there will be needed to train or less hours because more staff have been employed

Learners frequently answered in relation to the customer requirements rather than what impact opening a spa will have on the staffing of The Arrow and did not address the question, as in the following:

This is a poor performing response (0 marks awarded)

(4)

1. Opening a spa would impact the arrow as it would cause more money to be taken in as more customers and people would want to come in and use the facilities.
2. It would also help the customers to relax and unwind and this would help the business and the customers to have a ~~rest~~ relaxed business

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

Q11b

Targeted Specification Area: Learning Aim B.3

This item was not well responded to as this proved to be a challenging question for a number of learners with the majority gaining two of the four marks available. In this item learners were asked to "explain." In questions with this as a command verb the format is that they receive a mark for identifying up to two points (one mark for each point) and a further mark if either or both points can be explained or linked to the subject (one mark for each explanation).

There were a few learners who did give the correct response and gained marks for identifying reasons why buying spa products is a constraint for Sam and also the expansion of detailed answers as shown below:

This was a high performing response (2 marks awarded).

(b) Explain **two** reasons why buying spa products is a constraint for Sam.

(4)

1. More Money May go because the Products may cost a lot of money.

2. He may not know what Products to use because he's never been to a SPA before

This was a high performing response (2 marks awarded).

(b) Explain **two** reasons why buying spa products is a constraint for Sam.

(4)

1. Sam might not know what products to buy for the spa, which means ~~that~~^{Sam's} going to get them wrong.

2. ~~Sam~~ Sam might have to pay a lot of money for the products which means there'll be less

There were however random answers given that did not relate to the question being asked as detailed below:

This is a poor performing response (0 marks awarded).

Sam will need to buy products for the spa. Buying products for the spa is a constraint for Sam.

(b) Explain **two** reasons why buying spa products is a constraint for Sam.

(4)
It is the best constraint because it saves the ^{more} most money

This is a poor performing response (0 marks awarded).

Sam will need to buy products for the spa. Buying products for the spa is a constraint for Sam.

(b) Explain **two** reasons why buying spa products is a constraint for Sam.

(4)
It will be expensive to fill in the pool and buy the spa products.

This type of response indicates that the learner has not fully read and understood the question, which was clearly asking about the constraint for Sam

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.

Q12a

Targeted Specification Area: Learning Aim A.2

This question proved to be partly accessible, with many learners gaining at least one mark of the two marks available. The majority of marks were gained for children having different portion sizes and the nutritional requirements of children. Few learners were able to develop their answers by explaining that the portion size may be exceeded by the choices of adults or that nutritional content for children may not be met by a regular menu to gain further marks as shown below:

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

This response was mixed (1 mark awarded).

12 Charlie's Bistro has introduced a children's menu as a promotional tool to encourage families to eat at his restaurant.

(a) Explain **one** reason why children need to have a separate menu in restaurants.

(2)

Children need separate menus because they may not be able to eat a adult portion size dish.

This response was mixed (1 mark awarded).

12 Charlie's Bistro has introduced a children's menu as a promotional tool to encourage families to eat at his restaurant.

(a) Explain **one** reason why children need to have a separate menu in restaurants.

(2)

because of their daily intake requirements

There were however random answers given where the answer and explanation given was a poor example of why a separate children's menu is required as detailed below:

This is a poor performing response (0 marks awarded).

12 Charlie's Bistro has introduced a children's menu as a promotional tool to encourage families to eat at his restaurant.

(a) Explain **one** reason why children need to have a separate menu in restaurants.

(2)

Children need a separate menu because they can then they can choose what they want off the childrens menu.

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.

Q12b

Targeted Specification Area: Learning Aim B.2

This question was again partly accessible. In the majority of cases learners were able to identify two reasons why using fresh foods will have an impact on the restaurant's profit margin, with the most common answers relating to waste

may be greater and fresh food is likely to cost more however these answers have not been expanded upon as detailed below:

This is a poor performing response (0 marks awarded).

Using only fresh foods will have an impact on the restaurant's profit margin.

(b) Explain **two** reasons why using only fresh foods will have an impact on the restaurant's profit margin.

(4)

1. ~~the~~ ~~work~~ they will have to have more deliveries throughout the week.

2. food may go to waste if ~~a~~ some dishes aren't as popular.

This response was mixed (2 marks awarded).

(b) Explain **two** reasons why using only fresh foods will have an impact on the restaurant's profit margin.

(4)

1. Using only fresh foods will have an impact on the restaurant's profit margin because it would cost a lot of money for them.

2. It will also have an impact on the restaurant's profit margin because there's so much and they won't have enough in their profit to afford it all.

The example below is of a learner who was able to gain the full marks for identifying and explaining the reasons with the expansion points evident as detailed below:

This was a high performing response (2 marks awarded).

(b) Explain **two** reasons why using only fresh foods will have an impact on the restaurant's profit margin.

(4)

1. Fresh food can be more expensive to buy, meaning Charles will potentially have to up his prices or lose profit.

2. Charles may have to employ better trained staff, which may cost more, increasing Charles's costs and decreasing profit.

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.

Q12c

Targeted Specification Area: Learning Aim B.2

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 with Many responses listed a range of ideas with Some answers very repetitive and only covering one point when discussing the possible impact on Charlie's Bistro of adding nutritional information to its menu.

Popular responses tended to focus on the detail of calorie content and their listings as opposed to customers being put off by seeing the amount of calories on the menu. In addition to this the breakdown of nutrients such as proteins, carbohydrates and vitamins etc. were explored rather than learners detailing the positive and negative implications of adding the nutritional information of products.

The following responses gained two marks, the learners identify a number of valid points but the justification for each is repetitive. Most points are generic

This is a poor performing response (2 marks awarded).

(c) Discuss the possible impact on Charlie's Bistro of adding nutritional information to its menus.

(8)

If Charlie's Bistro adds the nutritional information I think that more people will turn up because they will not have to ask about the nutritional information because it will already be on the menu.

This is a poor performing response (2 marks awarded).

(c) Discuss the possible impact on Charlie's Bistro of adding nutritional information to its menus.

(8)

if he shows the customers what calories, fats and sugars are in the festive menu and the foods. It could stop customers from coming or he could change the menu to healthier calories foods and it might ~~be~~ change the customers thoughts and they can tell other people when out...

These very same points were explored in detail, nutrition, calories, allergies, specific diets however again not in the detailed required to answer the question correctly. Possible impacts were overlooked and in most cases there was little expansion or no expansion for the discussion points identified as the example details below:

This is a poor performing response (1 mark awarded).

- nutritional information - calories, fat and sugar
- any food that may trigger allergies
- ~~special diet~~
- if the dish is suitable for special diets.

Charlie's Bistro restaurant is considering adding nutritional information like calories, fat and sugar that is in each dish but people might not want to see how many calories, fat and

This was a high performing response (2 marks awarded).

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.

An impact on Charlie's Biscuits is that it might lose customers. This could potentially happen because when they look at the nutritional information, they might see how unhealthy it is and decide not to go there anymore. On the other hand, if ^{the} food is healthy, customers might recommend it to friends & family. This will attract more business.

Another impact could be that customers look at

Summary of performance on the paper

Based on learner performance for this paper and in preparation for this external assessment, in the 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.
- Carefully consider the focus of the question, read the question stem carefully, noting the information already be given and knowing that this cannot gain marks if it is provided as an answer.
- Focus on ensuring learners can recognise the demands of a question with the 'explain' command verb as it is an important part of a learner's exam technique.
- 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.
- The use of practice papers under examination conditions will support learners to improve exam techniques whilst also supporting effective time management.
- 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.