



# Examiners' Report/ Lead Examiner Feedback

**January 2017**

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 2017

Publications Code 21617E\_1701\_ER

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## Grade Boundaries

### 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 2017

Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
Boundary Mark	0	14	22	30	38

## **Introduction**

This report for January 2017 has been written to help you understand how learners have performed in the external assessment. It 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 external assessment. 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.

We hope this will help you to prepare your learners for future external assessments.

## Summary

This is the sixth external assessment taken by learners for this unit. Overall, most learners attempted the majority of questions and they applied themselves very well to the range of questions being asked. This demonstrated good knowledge and understanding of this unit.

Learners performed less well on the longer extended answer questions where they were expected to provide reasoned and detailed answers. There was good justification given in some cases and learners' demonstration of knowledge, understanding was seen.

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.

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 asked learners to "explain" something where two marks are possible for each part of the answer and learners only listed points with no expansion

The extended answer question overall at the end of the paper was answered well by a number of learners. However, some learners listed a response and did not expand on this demonstrating their lack of knowledge and understanding of the unit content. Learners should be able to understand command verbs used in questions. Teachers should encourage learners to look at the level based grids in the mark scheme in preparation for these extended questions.

The opportunity for all learners 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.

There are still elements of the specification that have not been taught 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 assessment.

**Q01**

**Targeted Specification Area: Learning Aim A2**

This question was answered well with majority learners being able to give one benefit of a nutritionally balanced diet.

This response was awarded 1 mark.

1 Give **one** benefit of a nutritionally balanced diet.

Your body will have all the minerals and vitamins needed to function healthily.

This response was awarded 0 marks.

1 Give **one** benefit of a nutritionally balanced diet.

you are getting in every part of the eatwell plate

**Q02a**

**Targeted Specification Area: Learning Aim A1**

This question was multiple choice and proved accessible to the majority of learners where they were required and able to identify one food that does not appear on the 'eatwell plate' by recalling from a part of the specification gaining the one mark.

This response was awarded 1 mark.

2 The 'eatwell plate' shows how different foods contribute to a healthy diet for most people.

(a) Which **one** of the following does **not** appear on the 'eatwell plate'?

- A Fruit and vegetables
- B Dairy foods
- C Meat and fish
- D Processed foods

**Q02b**

**Targeted Specification Area: Learning Aim A1**

The majority of learners were able to gain the two marks available by correctly identifying the two statements that the 'eatwell plate' does not apply to from the multiple choice options. This required the same level of demand as the previous question as it was from the same part of the specification.

This response was awarded 2 marks.

(b) Which **two** of the following does the 'eatwell plate' **not** apply to?

(2)

- A** People who are overweight
- B** People who are under medical supervision
- C** People of Asian origin
- D** People who are vegetarian
- E** People with special dietary needs

**Q03**

**Targeted Specification Area: Learning Aim A5**

This question was accessible to learners as it was simple recall from the specification, with majority learners being able to give at least one way in which drinking too much alcohol could damage your health.

This response was awarded 2 marks.

**3** Give **two** ways in which drinking too much alcohol can damage your health.

1. increases your chance of getting in an accident
2. increases your chance of getting heart disease.

**Q04**

**Targeted Specification Area: Learning Aim A3**

Learners were required to correctly identify two examples of processed food from the multiple choice options. This required the same level of demand as the previous multiple choice questions.

This response was awarded 2 marks.

**4** Which **two** of the following are examples of processed food?

- A** Honey
- B** Boiled eggs
- C** White bread
- D** Bananas
- E** Sausages

This response was awarded 1 mark.

**4** Which **two** of the following are examples of processed food?

- A** Honey
- B** Boiled eggs
- C** White bread
- D** Bananas
- E** Sausages

**Q05**

**Targeted Specification Area: Learning Aim A3**

Learners were required to give one benefit of keeping the skins on when cooking potatoes. This item proved to be a challenge for learners with some not gaining any marks. Many answers focused on the quality of the finished cooked product rather than identifying the nutritional content of the skin as detailed below:

This response was awarded 1 mark.

**5** Give **one** benefit of keeping the skins on when cooking potatoes.

more Vitamins will stay in the potatoes.

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This response was awarded 0 marks.

5 Give **one** benefit of keeping the skins on when cooking potatoes.

They ~~will~~ will be <sup>more</sup> ~~crispy~~ crispy.

These types of response indicates that the learner has not fully read and understood the question, which was clearly asking about the benefits of keeping the skins on potatoes.

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.

**Q06a** Targeted Specification Area: Learning Aim A2

This question was accessible to learners, with the majority being able to gain one of the two marks available when asked to give two minerals that can be found in the foods we eat as it again was simple recall from a part of the specification. The most popular answer was calcium.

This response was awarded 2 marks.

6 (a) Give **two** minerals that can be found in the foods we eat.

(2)

1 Iron  
2 Calcium

This response was awarded 1 mark.

6 (a) Give **two** minerals that can be found in the foods we eat.

1 water  
2 Calcium

This response was awarded 0 marks.

6 (a) Give **two** minerals that can be found in the foods we eat.

(2)

1 ~~water~~ nuts

2 fruits

**Q06b Targeted Specification Area: Learning Aim A2**

This question was accessible to learners, with the majority able to state two reasons why we need a range of minerals in our diet.

This response was awarded 2 marks.

(b) Give **two** reasons why we need a range of minerals in our diet.

1 To keep a balanced diet

2 keep bones strong

This response was awarded 1 mark.

(b) Give **two** reasons why we need a range of minerals in our diet.

1 To help with a variety of things in our body

2 To have a balanced diet

This response was awarded 0 marks.

(b) Give **two** reasons why we need a range of minerals in our diet.

- 1 we need vitamin A
- 2 we need vitamin C

**Q07** Targeted Specification Area: Learning Aim B4

This question was accessible to learners with the majority being able to gain one of the two marks available when asked to give ways a hospital manager can make sure staff do not work long hours over a long period of time.

This response was awarded 2 marks.

7 Staff in the hospitality industry sometimes have to work under pressure for long hours over a long period of time.

Give **two** ways a hospitality manager can make sure staff do not work long hours over a long period of time.

- 1 The manager could hire more staff so they are having to do less
- 2 The manager could give longer breaks

This response was awarded 1 mark.

7 Staff in the hospitality industry sometimes have to work under pressure for long hours over a long period of time.

Give **two** ways a hospitality manager can make sure staff do not work long hours over a long period of time.

- 1 He or She could allow their staff longer breaks.
- 2 Also the manager could give their staff more frequent breaks

**Q08**

**Targeted Specification Area: Learning Aim A3**

This proved to be a challenging question for a number of learners with very few gaining the two marks available when asked to identify the two correct measures of daily food intake from the multiple choice options. This required the same level of demand as the previous multiple choice item.

This response was awarded 2 marks.

**8** Identify the **two** correct measures of daily food intake.

- A** Calories
- B** Kilojoules
- C** Ounces
- D** Kilograms
- E** Litres

This response was awarded 1 mark.

**B** Identify the **two** correct measures of daily food intake.

- A** Calories
- B** Kilojoules
- C** Ounces
- D** Kilograms
- E** Litres

Q09a

**Targeted Specification Area: Learning Aim A1**

This question was accessible to learners, with the majority of learners able to state two ways in which dancing is good for people of pension age.

This response was awarded 2 marks.

9 Peter owns the Cat and Fiddle pub.

He has a large function room and is introducing tea dances to attract customers of pension age.

(a) State **two** ways in which dancing is good for people of pension age.

1 contributes to their exercise needs. (2)

2 keeps their mood up.

This response was awarded 1 mark.

9 Peter owns the Cat and Fiddle pub.

He has a large function room and is introducing tea dances to attract customers of pension age.

(a) State **two** ways in which dancing is good for people of pension age.

1 exercise to get fit (2)

2 encourage you to exercise so you live longer

Q09b

Targeted Specification Area: Learning Aim B2

This question was accessible to learners, with the majority being able to gain one of the two marks available when asked to give two ways that Peter can inform customers about his increased range of soft drinks and non-alcoholic drinks at the point of sale.

This response was awarded 2 marks.

(b) Peter wants to promote his increased range of soft and non-alcoholic drinks at the point of sale.

Give **two** ways that Peter can inform customers about his increased range of soft drinks and non-alcoholic drinks at the point of sale.

(2)

tell people about them before he takes  
their order  
put signs up saying telling people about  
the drinks

This response was awarded 1 mark.

(b) Peter wants to promote his increased range of soft and non-alcoholic drinks at the point of sale.

Give **two** ways that Peter can inform customers about his increased range of soft drinks and non-alcoholic drinks at the point of sale.

(2)

1 he can use posters around the place  
2 he can promote it on his menu so people  
will see it.

**Q10**

**Targeted Specification Area: Learning Aim B3**

This proved to be a challenging question for a number of learners with none gaining the four marks available. Some learners were able to explain two staffing constraints.

This response was awarded 2 marks.

Explain **two** staffing constraints that Sue will need to consider.

- 1 One constraint is that Sue will need to employ more staff to make the meals and prepare them.
- 2 Her staff might not be trained well enough, and if she gets more staff, they will need training.

This response was awarded 1 mark.

**10** Sue owns a contract catering company that employs a small number of staff. She has won a contract to provide pre-prepared in-flight meals for a regional airline.

Explain **two** staffing constraints that Sue will need to consider.

- 1 If they have had any past experience working in this type of business.

This response was awarded 0 marks.

Explain **two** advantages for Gladys' diet of using a specialist frozen food company to deliver frozen ready meals.

- 1 She knows when she will get them  
- when she orders them they can then give her a date in which they will arrive at her house.
- 2 She knows how much it costs  
- she will have an invoice and know exactly what she's paying and what she's paying for.

**Q11a** Targeted Specification Area: Learning Aim A4

This question was accessible to learners, with the majority able to state one type of milk that is suitable for vegans gaining the one mark with soya milk being the most common response.

This response was awarded 1 mark.

**11** Vegans do **not** eat any kind of animal product.

(a) State **one** type of milk that is suitable for vegans.

soya milk

This response was awarded 0 marks.

**11** Vegans do **not** eat any kind of animal product.

(a) State **one** type of milk that is suitable for vegans.

Whole fat



**Q11b**

**Targeted Specification Area: Learning Aim A4**

This question challenged the learners, with the majority being only able to gain one of the two marks available with mark gaining no marks when asked to give two foods that vegans can get protein from.

This response was awarded 2 marks.

(b) Give **two** foods that vegans can get protein from.

1 nuts

2 pulses for example beans, chickpeas etc.

This response was awarded 1 mark.

(b) Give **two** foods that vegans can get protein from.

1 cereal

2 eggs

This response was awarded 0 marks.

(b) Give **two** foods that vegans can get protein from.

1 Eggs.

2 Meat and poultry - (Fish).

Q12a

Targeted Specification Area: Learning Aim B2

This question was accessible to learners, with the majority being able to gain one of the two marks available when asked to explain one possible advantage to the restaurant of the marketing campaign.

This response was awarded 2 marks.

12 The Guelder Rose Restaurant is planning to promote its Healthy Eating Fortnight by employing a local celebrity chef to join the usual kitchen team. The restaurant will also give customers dietary information and offer a range of meal incentives, including 'children eat free' and specially priced meal and drink offers.

(a) Explain **one** possible advantage to the restaurant of this marketing campaign.

(2)

more people may want to go knowing a celebrity is there, more customers is good for money and profit and also the reputation.

This response was awarded 1 mark.

(a) Explain **one** possible advantage to the restaurant of this marketing campaign.

(2)

The celebrity chef will attract many food lovers from across the local area.

This response was awarded 0 marks.

(a) Explain **one** possible advantage to the restaurant of this marketing campaign.

(2)

It helps promote healthy eating and it encourages people to eat healthy.

**Q12b**

**Targeted Specification Area: Learning Aim B2**

This question proved to be partly accessible, with many learners gaining at least one mark of the two marks available for explaining one possible disadvantage of the marketing campaign.

This response was awarded 2 marks.

(b) Explain **one** possible disadvantage to the restaurant of this marketing campaign.

(2)

Customers will come for the fortnight  
the the food will go back to normal  
and they will not come back because  
the food isn't as healthy.

This response was awarded 1 mark.

(b) Explain **one** possible disadvantage to the restaurant of this marketing campaign.

(2)

People may see the "children eat free"  
and lie about their child's age in order  
to get a meal or two for free.

**Q13**

**Targeted Specification Area: Learning Aim B1**

This question proved accessible, with many learners gaining at least two marks of the four marks available. The majority of marks were gained for identifying the number of calories alongside each dish on the menu with the expansion point to allow customers to make an informed choice.

This response was awarded 4 marks.

Explain **two** ways Giuseppe could do this.

1. He can put how many calories each meal is next to the meal option on the menu this will let the customers know and will also make them make better choices.
2. Add more healthy and small amount of calorie meals for the healthy customers and for a better choice for other customers.

This response was awarded 2 marks.

Explain **two** ways Giuseppe could do this.

1. Stating the number of calories on the menu or advertisements. This is to inform people.
2. ensuring that the food that is sold is healthy, and advertising it as that.

The ability to recognise the demands of a question with the 'explain' command verb 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.

**Q14** **Targeted Specification Area: Learning Aim B4**

This question proved to be partly accessible, with many learners gaining at least one mark of the two marks available for explaining one way the Verde wine bar could try to help its staff with a high rate of staff absence and large quantities of alcohol disappearing so that the business benefits.

This response was awarded 2 marks.

Explain **one** way the Verde wine bar could try to help its staff so that the business benefits.

to make them go on courses about what large amounts of alcohol can do to your body. As a result of this it will worry them and they stop drinking.

This response was awarded 1 mark.

Explain **one** way the Verde wine bar could try to help its staff so that the business benefits.

Have private meeting with each staff member and confront them about it. or offer them rehab or help.

Q15

Targeted Specification Area: Learning Aim B2

This question was partly accessible. In the majority of cases, learners were able to explain two ways that Mark can ensure the safe handling and storage of his seafood so that it does not cause a risk to customers.

This response was awarded 3 marks.

Explain **two** ways that Mark can ensure the safe handling and storage of his seafood so that it does **not** cause a risk to customers.

1 don't put the fish, shellfish and meat or vegetables together in the same fridge so it doesn't cause cross-contamination doesn't ~~occur~~ ~~there~~ happen.

2 Make sure they are in a freezer and the freezer is at the right temperature.

This response was awarded 2 marks.

Explain **two** ways that Mark can ensure the safe handling and storage of his seafood so that it does **not** cause a risk to customers.

- 1 make sure they are put on ice as soon as possible and do not take them off until they are needed for use.
- 2 make sure they are all properly cleaned.

This response was awarded 1 mark.

Explain **two** ways that Mark can ensure the safe handling and storage of his seafood so that it does **not** cause a risk to customers.

1 make sure he hires the most reliable and efficient of suppliers.

2 ~~ES~~ and find another supplier with less risky methods.

Q16

Targeted Specification Area: Learning Aim B4

This question 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 were very repetitive and only covered one point when discussing how the catering manager could adapt the menu to ensure that learners were receiving a variety of healthy meals that were suitable for their age range.

This response was awarded 8 marks.

\* special diet  
\* religion/culture  
\* healthy options  
\* average portion sizes  
\* options for picky children  
\* options for age groups.

16 The Fendyke School is a residential school for 11-16 year olds. Its kitchen provides three meals a day for the learners. Discuss how the catering manager can adapt the menu to ensure that learners are receiving a variety of healthy meals that are suitable for their age range.

They must do a variety of meals which must be different portion sizes, for example first do a small portion of healthy products such as fruit and vegetables, then create a larger meal size which includes protein for both meat eaters and vegans or vegetarians, and the last meal should consist of either a small portion of fatty foods or dairy products including students with special diets such as coeliac disease or lactose intolerance. This is in order to make sure the learners are receiving a healthy balanced diet. They must also consider different age groups to make sure there are appealing options to all of the learners whether they are 11 years of age or 16. Also they must make the meals appealing as particularly younger children can be very picky about what they will eat and can also be stubborn until they get exactly what they are wanting. (Total for Question 16 = 8 marks)

This response was awarded 7 marks.

16 The Fendyke School is a residential school for 11-16 year olds. Its kitchen provides three meals a day for the learners.

Discuss how the catering manager can adapt the menu to ensure that learners are receiving a variety of healthy meals that are suitable for their age range.

First of all he needs to make sure that the three meals will add up to the right Calorie Consumption per day, then make sure foods they have are healthy and contain vitamins, minerals ect...

They need to have milk, egg, meat, vegetables and two fruits a day.

One of the meals will have to be meat/chicken with vegetables.

Other meal should be smaller and better with less fats, such as the last meal before they go to sleep.

Change with meals because that age group will get bored of the same thing over and over again.

meat, chicken, fish over the week and they can also have something different once a week like pizza, burger ect...

but should always be controlled.



This response was awarded 4 marks.

Discuss how the catering manager can adapt the menu to ensure that learners are receiving a variety of healthy meals that are suitable for their age range.

To include the eat well plate in the meals provided so learners are having a balanced diet. To include certain things younger learners will need for example dairy foods that include calcium to help the growth of bones and teeth as they are still growing. Maybe to include a fourth meal on the menu which is only a snack but a healthy snack like fruits and vegetables.

This response was awarded 3 marks.

**16** The Fendyke School is a residential school for 11–16 year olds. Its kitchen provides three meals a day for the learners.

Discuss how the catering manager can adapt the menu to ensure that learners are receiving a variety of healthy meals that are suitable for their age range.

They could adapt their menu by adding certain healthier options to the menu such as fruit or vegetables or maybe a salad. They could reduce the portion size for the younger people because they won't be able to eat that much and they could increase the portion size for the older people. They could include healthier options for drinks such as apple juice, orange juice or even cranberry juice instead of coke or lemonade.

This response was awarded 0 marks.

**16** The Fendyke School is a residential school for 11–16 year olds. Its kitchen provides three meals a day for the learners.

Discuss how the catering manager can adapt the menu to ensure that learners are receiving a variety of healthy meals that are suitable for their age range.

~~Make sure that~~

One way is to give the children a choice of what foods they would like that day - for example  
↳ vegetarian pizza or Roast beef.

Something else you could do is to once a week give them something would really  
~~be~~ enjoy → for example  
↳ on a Friday give them fish and chips or burger and chips.

## Summary of performance on the paper

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

- 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.
- 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
- 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.
- 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.
- 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.
- The use of practice papers under examination conditions will support learners to improve exam techniques whilst also supporting effective time management
- Direct and encourage learners to prepare their questions, use the additional time for reading the questions, scenarios and contexts thoroughly before attempting to answer
- 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

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