

Examiners' Report/
Lead Examiner Feedback

June 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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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 fall back).

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: How The Hospitality Industry Contributes to Healthy Lifestyles June 2017

Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
Boundary Mark	0	15	23	31	39

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 eighth examination series for BTEC Next Generation Hospitality. Overall learners attempted the majority of questions and they applied themselves 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. Good justification was given in some cases and learner's demonstration of knowledge, understanding and gathering of detailed information was detailed.

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 ask 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 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.

The opportunity to 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 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.

Q1

Targeted Specification Area: Learning Aim A2

This question was multiple choice and proved accessible to the majority of learners where they were required and able to identify one reason for eating a controlled amount of saturated and unsaturated fats in our diet. This was through recall from a part of the specification gaining the one mark

Q2

Targeted Specification Area: Learning Aim A3

This question was accessible to learners as it was L1 recall from a part of the specification, with the majority able to give at least one way Michelle can eat healthily at home with many learners identifying two as shown below:

This response was given 1 mark.

2 Michelle wants to eat healthily at home.

Give **two** ways Michelle can eat healthily at home.

1 Eat ~~more~~ 5 a day of fruit and vegetables.

2 Cut out the junk foods if they are any.

(Total for Question 2 = 2 marks)

This response was given 1 mark.

2 Michelle wants to eat healthily at home.

Give **two** ways Michelle can eat healthily at home.

1 She can eat fruit and vegetables every tea time

2 She can also make food which is healthy for you so steak lamb and fish

(Total for Question 2 = 2 marks)

This response was given 2 marks.

2 Michelle wants to eat healthily at home.
Give **two** ways Michelle can eat healthily at home.

eat # 1 products with reduced fat
or low in calories

2 eat products with less additives
such as wholemeal bread not white bread.

(Total for Question 2 = 2 marks)

This responses was given 2 marks.

2 Michelle wants to eat healthily at home.
Give **two** ways Michelle can eat healthily at home.

1 She can eat balanced meals at regular
times each day.

2 She can limit the amount of sugar and fat in
her diet.

(Total for Question 2 = 2 marks)

This response was given 2 marks.

2 Michelle wants to eat healthily at home.
Give **two** ways Michelle can eat healthily at home.

1 She can eat foods that are less
oily and have more proteins & minerals.

2 she should include more fruits and
salad in her diet, and carbs.

(Total for Question 2 = 2 marks)

This responses was given 0 marks.

2 Michelle wants to eat healthily at home.

Give **two** ways Michelle can eat healthily at home.

1 change her diet

2 eat less take out

(Total for Question 2 = 2 marks)

Q3

Targeted Specification Area: Learning Aim A5

This question was well answered, with the majority of learners able to state one possible health problem caused by having too much salt in your diet as detailed below.

This response was given 1 mark.

3 State **one** possible health problem caused by having too much salt in your diet.

heart disease

(Total for Question 3 = 1 mark)

This response was given 1 mark.

3 State **one** possible health problem caused by having too much salt in your diet.

to much salt can course blood
pressure

(Total for Question 3 = 1 mark)

This response was given 1 mark.

3 State **one** possible health problem caused by having too much salt in your diet.

High blood pressure

(Total for Question 3 = 1 mark)

Although it was L1 recall from the specification, there was often confusion amongst learners as they gave answers relating to other health issues not associated with the question as detailed below:

This response was mixed (0 marks awarded)

3 State **one** possible health problem caused by having too much salt in your diet.

Liver Failure

(Total for Question 3 = 1 mark)

This question was generally well answered as the requirement for learners to understand the importance of the amount of salt in the diet has become well established in centres.

Q4a

Targeted Specification Area: Learning Aim A4

This question was well answered, with the majority of learners able to give two other foods that may trigger allergies, with wheat and nuts being the most popular response as detailed below

This response was given 2 marks.

4 Shellfish is a type of food that may trigger allergies.

(a) Give **two** other foods that may trigger allergies.

(2)

1 wheat

2 Nuts

This response was given 2 marks.

4 Shellfish is a type of food that may trigger allergies.

(a) Give **two** other foods that may trigger allergies.

(2)

1 wheat

2 ~~eggs~~ Peanuts

This response was given 2 marks.

4 Shellfish is a type of food that may trigger allergies.

(a) Give **two** other foods that may trigger allergies.

(2)

1 nuts

2 ~~eggs~~ Milk (dairy products)

This response was given 2 marks.

4 Shellfish is a type of food that may trigger allergies.

(a) Give **two** other foods that may trigger allergies.

(2)

1 Fish

2 nuts

Although it was L1 recall from the specification, there was often confusion amongst learners as they often gave answers relating to other food types as detailed below:

This response was given 1 mark.

4 Shellfish is a type of food that may trigger allergies.

(a) Give **two** other foods that may trigger allergies.

(2)

1 nuts

2 mushrooms

Q4b

Targeted Specification Area: Learning Aim A4

Learners were required and able to gain the two marks available by correctly identifying the two foods that should not be eaten by someone who is allergic to shellfish from the multiple choice options as detailed below. This question was from the same part of the specification as the previous question.

Where learners only gained one mark it was for the identification of the correct answer E- Seafood Paella and A- Scottish salmon fishcakes as the incorrect answer as detailed below:

This response was given 1 mark.

(b) Identify **two** foods that should **not** be eaten by someone who is allergic to shellfish.

(2)

- A Scottish salmon fishcakes
- B Prawn cocktail
- C Smoked haddock omelette
- D Plaice goujons
- E Seafood paella

(Total for Question 4 = 4 marks)

This response was given 1 mark.

(b) Identify **two** foods that should **not** be eaten by someone who is allergic to shellfish.

(2)

- A Scottish salmon fishcakes
- B Prawn cocktail
- C Smoked haddock omelette
- D Plaice goujons
- E Seafood paella

(Total for Question 4 = 4 marks)

Q5a

Targeted Specification Area: Learning Aim A3

The majority of learners were required and able to gain the two marks available by correctly giving two foods that are rich in vitamin C from the multiple choice options.

5 Omega-3 fatty acids can help to maintain a healthy diet.

(a) Identify **two** foods which are high in omega-3 fatty acids.

(2)

- A Mushrooms
- B Bananas
- C Nuts
- D Chicken
- E Mackerel

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

5 (a) Give **two** foods that are rich in Vitamin C.

(2)

- A Blackcurrants
- B Bananas
- C Bread
- D Broccoli
- E Butter

Where learners only gained one mark, they often gave the correct answer D Broccoli and the incorrect answer B, Bananas as detailed below:

5 (a) Give **two** foods that are rich in Vitamin C.

(2)

- A Blackcurrants
- B Bananas
- C Bread
- D Broccoli
- E Butter

Q5b

Targeted Specification Area: Learning Aim A2

Within this question learners were required to give two ways in which vitamins help to maintain a healthy body. This question tested to a mixed response, many answers focused on gaining energy as detailed below:

This response was given 0 marks.

(b) State **two** ways in which vitamins help to maintain a healthy body.

(2)

1 They give you energy

2 help with your growth.

(Total for Question 5 = 4 marks)

This response was given 0 marks.

(b) State **two** ways in which vitamins help to maintain a healthy body.

(2)

1 they bring your body to be more switched on

2 they help with blood systems

(Total for Question 5 = 4 marks)

Learners as detailed above did not understand the question as they did not link the purpose of vitamins and how they assist to maintain a healthy body.

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

This response was given 1 mark.

(b) State **two** ways in which vitamins help to maintain a healthy body.

(2)

1 helps to ~~red~~ regulate body fluids

2 Helps reduce cholesterol

(Total for Question 5 = 4 marks)

This response was given 1 mark.

(b) State **two** ways in which vitamins help to maintain a healthy body.

(2)

- 1 Vitamins help keep bones strong so if its damage vitamins can help restore it self
- 2 help with health problems like blood pressure heart attacks. things like that.

(Total for Question 5 = 4 marks)

There were learners who did give the correct response and gained full marks as detailed below:

This response was given 2 marks.

(b) State **two** ways in which vitamins help to maintain a healthy body.

(2)

- 1 Vitamin C ~~that~~ helps keep gums and skin healthy.
- 2 Vitamin D helps the immune system

(Total for Question 5 = 4 marks)

This response was given 2 marks.

(b) State **two** ways in which vitamins help to maintain a healthy body.

(2)

- 1 vitamin C gives you what you need from sunlight, etc.
- 2 other vitamins helps strengthen your bones and your immune system.

(Total for Question 5 = 4 marks)

This question was accessible to learners, with learners able to give two main food groups as it was L1 recall from the specification. The most popular answers were carbohydrates, fruit and vegetables as shown below:

This response was given 2 marks.

6 Dairy foods are one of the main food groups.

Give **two** other main food groups.

1 Carbohydrates

2 Fruit and vegetables

(Total for Question 6 = 2 marks)

This response was given 2 marks.

6 Dairy foods are one of the main food groups.

Give **two** other main food groups.

1 fruit and vegetables

2 fats

(Total for Question 6 = 2 marks)

This response was given 2 marks.

6 Dairy foods are one of the main food groups.

Give **two** other main food groups.

1 carbohydrates

2 protein

(Total for Question 6 = 2 marks)

Learners frequently answered with macronutrients and micronutrients, as detailed below:

This response was given 1 mark.

6 Dairy foods are one of the main food groups.

Give **two** other main food groups.

1 protein

2 fibre

(Total for Question 6 = 2 marks)

This response was given 1 mark

6 Dairy foods are one of the main food groups.

Give **two** other main food groups.

1 carbohydrates

2 ~~fat~~ vitamins and minerals
starch

(Total for Question 6 = 2 marks)

Learners frequently responded with answers associated with food and food related items as shown below:

This response was given 1 mark.

6 Dairy foods are one of the main food groups.

Give **two** other main food groups.

1 Carbohydrates

2 ~~fat~~ proteins meat/fish

(Total for Question 6 = 2 marks)

This response was given 0 marks.

6 Dairy foods are one of the main food groups.

Give **two** other main food groups.

1 fish

2 meats

(Total for Question 6 = 2 marks)

This response was given 0 marks.

6 Dairy foods are one of the main food groups.

Give **two** other main food groups.

1 ~~protein~~ sweet

2 starchy

(Total for Question 6 = 2 marks)

Q7

Targeted Specification Area: Learning Aim B3

This question was accessible to learners, with learners able to gain one of the two marks available when asked to state two major areas of government legislation and guidelines that need to be considered when running a restaurant. This again was L1 recall from the specification.

The most popular answers were health and safety and food hygiene, an example of two responses that gained the full two marks are detailed below:

This was response was given 2 marks.

7 State **two** major areas of government legislation and guidelines that need to be considered when running a restaurant.

1 Health and safety

2 Food hygiene

This was response was given 2 marks.

7 State **two** major areas of government legislation and guidelines that need to be considered when running a restaurant.

1 Health and safety checks so no regards occur on purpose

2 Hygiene checks as its vital your business is hygienic

(Total for Question 7 = 2 marks)

This was response was given 2 marks.

7 State **two** major areas of government legislation and guidelines that need to be considered when running a restaurant.

1 health and safety

2 Food safety legislation

(Total for Question 7 = 2 marks)

This question was well answered overall as the requirement for learners to understand the importance of government legislation and guidelines have become well established in centres.

This response was given 1 mark.

7 State **two** major areas of government legislation and guidelines that need to be considered when running a restaurant.

1 fresh food/meats.

2 health and safety.

(Total for Question 7 = 2 marks)

This response was given 1 mark.

7 State **two** major areas of government legislation and guidelines that need to be considered when running a restaurant.

1 health and safety actions

2 EHO

(Total for Question 7 = 2 marks)

This response was given 0 marks.

7 State **two** major areas of government legislation and guidelines that need to be considered when running a restaurant.

1 They need to know what they are buying for the restaurant

2 Also they need to make sure that everything is safe in the restaurant

(Total for Question 7 = 2 marks)

Within this question it was L1 recall from the specification, learners were required to state two ways the delicatessen can promote healthy food at the point of sale. This question proved to be a challenge for learners with some only gaining one of the two marks available. Many answers focused on healthy options as detailed below:.

This response was given 0 marks.

8 A delicatessen wants to encourage its customers to buy healthy food.

State **two** ways the delicatessen can promote healthy food at the point of sale.

1. *Recomend the healthy food choices*
2. *offer the healthy options at a discounted price.*

(Total for Question 8 = 2 marks)

This response was given 0 marks.

8 A delicatessen wants to encourage its customers to buy healthy food.

State **two** ways the delicatessen can promote healthy food at the point of sale.

1. *With Every meal is cheaper if you have a type of fruit or vegetable with it.*
2. *A buy one get one free option*

(Total for Question 8 = 2 marks)

This response was given 0 marks.

8 A delicatessen wants to encourage its customers to buy healthy food.

State **two** ways the delicatessen can promote healthy food at the point of sale.

1. *Have healthy salads that can be added to the main meal*
2. *Have By putting water dispensers next to the drink area.*

(Total for Question 8 = 2 marks)

This type of response above indicates that the learner has not fully read and understood the question. The term point of sale has not been understood

Many learners were confused by this term and may not have covered this part of the specification. Centres need to ensure that they teach the full range of the specification content, including key terms.

This response was given 2 marks.

8 A delicatessen wants to encourage its customers to buy healthy food.

State **two** ways the delicatessen can promote healthy food at the point of sale.

1 advertise fresh healthy food more

2 place healthier ~~meats~~ foods at front of shop

(Total for Question 8 = 2 marks)

Where learners gained the two marks, understanding of point of sale was shown. Centres should ensure that the full specification is taught to learners, and that the importance of reading questions fully is taught through exam technique

Q9

Targeted Specification Area: Learning Aim A5

This question was accessible to learners able to give two possible health benefits for Patrick of not drinking alcohol for a month with few learners identifying two as shown below:

This response was given 2 marks.

9 Patrick has decided to stop drinking alcohol for a month.

Give **two** possible health benefits for Patrick of **not** drinking any alcohol for a month.

1 his liver will be able to function better and would be much healthier

2 he could loose weight.

(Total for Question 9 = 2 marks)

This response was given 2 marks.

9 Patrick has decided to stop drinking alcohol for a month.

Give **two** possible health benefits for Patrick of **not** drinking any alcohol for a month.

- 1 his liver will be able to function better and would be much healthier
- 2 he could loose weight.

(Total for Question 9 = 2 marks)

Learners frequently answered relating to various health issues, as in the following:

This response was given 2 marks.

9 Patrick has decided to stop drinking alcohol for a month.

Give **two** possible health benefits for Patrick of **not** drinking any alcohol for a month.

- 1 healthy body liver
- 2 good working brain

(Total for Question 9 = 2 marks)

This response was given 1 mark.

9 Patrick has decided to stop drinking alcohol for a month.

Give **two** possible health benefits for Patrick of **not** drinking any alcohol for a month.

- 1 lowers the chance of kidney failure as it gives it time to ^{repair} ~~refire~~
- 2 lowers your cholesterol

(Total for Question 9 = 2 marks)

This response was given 0 marks.

9 Patrick has decided to stop drinking alcohol for a month.

Give **two** possible health benefits for Patrick of **not** drinking any alcohol for a month.

- 1 His immune system will be very strong, and all the toxic beverage will clear out.
- 2 Also you would not be that much dependent on it, which will make you happier.

(Total for Question 9 = 2 marks)

This response was given 0 marks

9 Patrick has decided to stop drinking alcohol for a month.

Give **two** possible health benefits for Patrick of **not** drinking any alcohol for a month.

- 1 ~~It~~ It will decrease his blood pressure
- 2 ~~His heart and liver will start functioning better.~~ Lower the risk of gum disease.

(Total for Question 9 = 2 marks)

Q10

Targeted Specification Area: Learning Aim A1

The majority of learners were able to gain the two marks available by giving two ways Joan can change her drinking habits to help her lose weight, as detailed below:

This response was given 2 marks.

Give **two** ways Joan can change her drinking habits to help her lose weight.

- 1 She can try having semi-skimmed milk instead of whole milk

This response was given 2 marks.

Give **two** ways Joan can change her drinking habits to help her lose weight.

1 She should drink more water as water is needed in the diet.

Where learners only gained one mark, they often gave answers relating to meals, it does state drinking habits in the question as detailed below:

Give **two** ways Joan can change her drinking habits to help her lose weight.

1 Stop having so many meals in between & limit herself to 3 meals a day.

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.

Q11

Targeted Specification Area: Learning Aim A4

This proved to be a challenging question for a number of learners with few gaining the two marks available. Some learners were able to give two reasons why using locally sourced food might appeal to customers of The Francis Arms Restaurant as detailed below:

This response was given 2 marks.

11 The owner of The Francis Arms Restaurant is aware that their customers like to make sure their food is sourced from local farmers and growers.

Give **two** reasons why using locally sourced food might appeal to customers of The Francis Arms Restaurant.

1 If the food is local they know where the food has come from and will know it's fresh food.
2 If the food is good and they enjoyed it because it's local they can then start buying food for home from this local supplier which the restaurant uses.

(Total for Question 11 = 2 marks)

This response was given 1 mark

11 The owner of The Francis Arms Restaurant is aware that their customers like to make sure their food is sourced from local farmers and growers.

Give **two** reasons why using locally sourced food might appeal to customers of The Francis Arms Restaurant.

- 1 Because it's more eco friendly as nothing is imported
- 2 They might like the fact that it is supporting a local business.

(Total for Question 11 = 2 marks)

This response was given 1 mark

11 The owner of The Francis Arms Restaurant is aware that their customers like to make sure their food is sourced from local farmers and growers.

Give **two** reasons why using locally sourced food might appeal to customers of The Francis Arms Restaurant.

- 1 Because they'd know it was fresh
- 2 They know it's been treated fairly

(Total for Question 11 = 2 marks)

There were however incorrect answers given that did not relate to the intention of the question being asked indicating that learners did not have knowledge of why locally sourced food might appeal to customers or it is possible that the question was not read correctly as demonstrated in the following response:

This response was given 0 marks.

11 The owner of The Francis Arms Restaurant is aware that their customers like to make sure their food is sourced from local farmers and growers.

Give **two** reasons why using locally sourced food might appeal to customers of The Francis Arms Restaurant.

- 1 Because they will know that there is nothing added to it
- 2

(Total for Question 11 = 2 marks)

This response was given 0 marks.

11 The owner of The Francis Arms Restaurant is aware that their customers like to make sure their food is sourced from local farmers and growers.

Give **two** reasons why using locally sourced food might appeal to customers of The Francis Arms Restaurant.

- 1 The customers may like & having the local food and know what they want
- 2 The farmers will be able to deliver to the customers.

(Total for Question 11 = 2 marks)

This type of response indicates that the learner has not fully read and understood the question, which was clearly asking about why locally sourced food might appeal to customers.

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

Q12

Targeted Specification Area: Learning Aim A2

This question was accessible to learners, with the majority able to explain with two ways the diet benefits Mark as detailed below:

This response was given 4 marks.

Explain **two** ways this diet benefits Marcus.

- 1 It provides all the energy he needs throughout the day so he can carry out his usual exercise plan.
- 2 It will replenish all the vitamins and minerals he uses up in a day so keeps him healthy

(Total for Question 12 = 4 marks)

This response was given 4 marks.

Explain **two** ways this diet benefits Marcus.

1. There is alot of protien ~~to~~ and fiber to help build and repair muscles
2. A good amount of carbohydrates and slow releasing energy food items to help him stay active.

(Total for Question 12 = 4 marks)

This response was given 4 marks.

Explain **two** ways this diet benefits Marcus.

1. This food is high in carbohydrates this will ensure he gets all the energy he needs for the physical activity he does.
2. This diet also provides him with the correct nutrients he needs - Carbs, Dairy, Protein, Fats, Fruit, veg, Vitamins from nuts as well

(Total for Question 12 = 4 marks)

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

This response was given 2 marks.

Explain **two** ways this diet benefits Marcus.

1. grilling the chicken will take all the juicy fat out of it
2. milk full of protein will help the bones grow

(Total for Question 12 = 4 marks)

This response was given 2 marks.

Explain **two** ways this diet benefits Marcus.

- 1 he is eating all healthy foods.
going to stay slim
- 2 good appetite
~~not going average~~ skin is healthy

(Total for Question 12 = 4 marks)

This response was given 0 marks.

Explain **two** ways this diet benefits Marcus.

- 1 He is eating all grown and
naturally produced food
- 2

(Total for Question 12 = 4 marks)

Q13

Targeted Specification Area: Learning Aim B1

This question was partly accessible. In the majority of cases learners were able to explain ways the smoking ban can benefit The Puffin Dragon's business and its customers, however these answers have not been explained and expanded upon as detailed below:

This response was given 2 marks.

13 In order to promote healthy lifestyles, The Puffing Dragon public house has decided to make its beer garden smoke-free.

Explain **two** ways this smoking ban can benefit The Puffing Dragon's business and its customers.

- 1 as it would be more chilled friendly
and would make more customers
- 2 and more space as sum people don't like
going outside as people smoke but if there
is a ban then they would go out

(Total for Question 13 = 4 marks)

This response was given 2 marks.

13 In order to promote healthy lifestyles, The Puffing Dragon public house has decided to make its beer garden smoke-free.

Explain **two** ways this smoking ban can benefit The Puffing Dragon's business and its customers.

- 1 Less cigarette butts which improves the image of the business.
- 2 Less risk of cigarettes being found in their food due to carelessness in hygiene standards.

(Total for Question 13 = 4 marks)

This response was given 2 marks.

13 In order to promote healthy lifestyles, The Puffing Dragon public house has decided to make its beer garden smoke-free.

Explain **two** ways this smoking ban can benefit The Puffing Dragon's business and its customers.

- 1 People who don't smoke will attend the public house more.
- 2 New customers will come ~~because~~ ~~they don't smoke~~ ~~the smoke~~ ~~anymore~~

This response was given 1 mark.

13 In order to promote healthy lifestyles, The Puffing Dragon public house has decided to make its beer garden smoke-free.

Explain **two** ways this smoking ban can benefit The Puffing Dragon's business and its customers.

- 1 It will keep other non-smokers breathing in the smoke which can make unpleasantly
- 2 Also because of the young kids who could go with their family

(Total for Question 13 = 4 marks)

This response was given 0 marks.

13 In order to promote healthy lifestyles, The Puffing Dragon public house has decided to make its beer garden smoke-free.

Explain **two** ways this smoking ban can benefit The Puffing Dragon's business and its customers.

- 1 It can increase even to drink so it can attract more people
- 2 It will allow people with healthier bodies to come.

(Total for Question 13 = 4 marks)

This response was given 0 marks.

13 In order to promote healthy lifestyles, The Puffing Dragon public house has decided to make its beer garden smoke-free.

Explain **two** ways this smoking ban can benefit The Puffing Dragon's business and its customers.

- 1 The customers may not want smoked food.
- 2 It wouldn't affect their health if they stopped eating smoked food.

The example below is learners who were able to gain the four marks available for identifying and explaining the reasons with the expansion points evident as detailed below:

This response was given 4 marks.

13 In order to promote healthy lifestyles, The Puffing Dragon public house has decided to make its beer garden smoke-free.

Explain **two** ways this smoking ban can benefit The Puffing Dragon's business and its customers.

- 1 Prevent risks of cigarette smoke substances going onto anyone so no health problems
- 2 Customers can be free from smokers affecting them when the smoke is inhaled passively.

(Total for Question 13 = 4 marks)

This response was given 4 marks.

13 In order to promote healthy lifestyles, The Puffing Dragon public house has decided to make its beer garden smoke-free.

Explain **two** ways this smoking ban can benefit The Puffing Dragon's business and its customers.

1 A lot of people in the modern day hate smoking so they will only go places with no smoking. The Puffing Dragon's no smoking rule will attract a lot of people and this will increase ~~the~~ their sales and profits.

2 Second hand smoke has been proven to cause cancer. The smoking ban eliminates second hand smoke in the pub, ~~and~~ this is a health benefit for customers.

(Total for Question 13 = 4 marks)

This response was given 4 marks.

13 In order to promote healthy lifestyles, The Puffing Dragon public house has decided to make its beer garden smoke-free.

Explain **two** ways this smoking ban can benefit The Puffing Dragon's business and its customers.

1 because people who don't smoke will feel more comfortable going knowing that they won't be inhaling ^{smoke}.

2 it can benefit the business because people with families will like going knowing people won't be leaving cigarettes around.

(Total for Question 13 = 4 marks)

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.

Q14

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 advantage for a restaurant and its guests of training staff in the promotion of healthy menu choices. The majority of marks were gained for staff advising on the nutritional content of food and menu choice. Very few learners were able to develop their answers by increasing the level of customer service leading to greater satisfaction, increased custom and increased profits 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 given 1 mark.

14 Explain **one** advantage for a restaurant and its guests of training staff in the promotion of healthy menu choices.

training staff up to high standards. They will know if customers ask about the healthy menu.

(Total for Question 14 = 2 marks)

This response was given 1 mark.

14 Explain **one** advantage for a restaurant and its guests of training staff in the promotion of healthy menu choices.

If the staff know the healthy options of the menu they can encourage customers to try the healthy food on the menu also that can promote it to athletes.

(Total for Question 14 = 2 marks)

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

This response was given 2 marks.

14 Explain **one** advantage for a restaurant and its guests of training staff in the promotion of healthy menu choices.

Guests are able to eat healthily and try new healthy things and staff are able to give the benefits about what customers are eating if asked.

(Total for Question 14 = 2 marks)

This response was given 2 marks.

14 Explain **one** advantage for a restaurant and its guests of training staff in the promotion of healthy menu choices.

Enables the staff to have a good knowledge on what they are serving and how it will benefit the customer therefore making them capable of making good suggestions

(Total for Question 14 = 2 marks)

This response was given 2 marks.

14 Explain **one** advantage for a restaurant and its guests of training staff in the promotion of healthy menu choices.

Staff will be promoting healthy food to all customers - probably just by recommending it. An advantage to the restaurant is that people will leave reviews about how the restaurant is healthy and it will get a good reputation and increase customers.

(Total for Question 14 = 2 marks)

Q15

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 the identification of events with few learners able to develop their answers further by the benefits of events to gain further marks as shown below:

The responses 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 given 2 marks.

15 William and Kate are local organic food producers.

Explain **two** kinds of events that could help William and Kate promote their local organic food.

- 1 They could take their produce to farmers markets as this would help as it opens their produce to customers directly
- 2 going to restaurants directly this is less expensive in regards

This response was given 2 marks.

15 William and Kate are local organic food producers.

Explain **two** kinds of events that could help William and Kate promote their local organic food.

- 1 ~~Basic competition~~ If they sell their food in the farmers market more customers would be aware ~~what~~ what types of food is being ~~from~~ sold.
- 2 Putting up an online page informing ~~interest~~

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 explained two kinds of events and also the expansion of detailed answers as shown below:

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

This response was given 4 marks.

15 William and Kate are local organic food producers.

Explain **two** kinds of events that could help William and Kate promote their local organic food.

1 At a garden festival, people might want to buy foods that have been grown

2 A market, is a event which will sell

This response was given 4 marks.

15 William and Kate are local organic food producers.

Explain **two** kinds of events that could help William and Kate promote their local organic food.

1 Farmers markets, as they can have a stall promoting their foods to the public.

2 Local street fairs where they are

This response was given 0 marks.

15 William and Kate are local organic food producers.

Explain **two** kinds of events that could help William and Kate promote their local organic food.

1 Selling their food to local restaurants or shops to send the word out.

2 Buy advertisement for a film

Learners as detailed above did not understand the question as they did not know and understand the term 'events' and how to expand upon the answer

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.

Q16

Targeted Specification Area: Learning Aim B1

This question was partly accessible. In the majority of cases learners were able to explain two ways that Giles can expand his facilities and services to attract more guests who want a healthy lifestyle holiday, however these answers have not been expanded upon as detailed below:

This response was given 2 marks.

16 Giles MacDonald rents out his farm barns as basic accommodation for a few guests. These guests often rent the barns because they want to experience life outdoors as part of a healthy lifestyle.

Explain **two** ways Giles can expand his facilities and services to attract more guests who want a healthy lifestyle holiday.

1 He could carry out events for healthy lifestyles and diets and show ways to have a healthy ~~life~~ lifestyle.

This response was given 2 marks.

16 Giles MacDonald rents out his farm barns as basic accommodation for a few guests. These guests often rent the barns because they want to experience life outdoors as part of a healthy lifestyle.

Explain **two** ways Giles can expand his facilities and services to attract more guests who want a healthy lifestyle holiday.

1 he could offer activities on the farm so their stay is more active

This response was given 1 mark.

16 Giles MacDonald rents out his farm barns as basic accommodation for a few guests. These guests often rent the barns because they want to experience life outdoors as part of a healthy lifestyle.

Explain **two** ways Giles can expand his facilities and services to attract more guests who want a healthy lifestyle holiday.

1 he can expand ^{make the bigger} the place where the guests will stay so that they can bring more people.

This response was given 1 mark.

16 Giles MacDonald rents out his farm barns as basic accommodation for a few guests. These guests often rent the barns because they want to experience life outdoors as part of a healthy lifestyle.

Explain **two** ways Giles can expand his facilities and services to attract more guests who want a healthy lifestyle holiday.

1 he can expand ^{make the bigger} the place where the guests will stay so that they can bring more people.

This response was given 0 marks.

1 They could set up healthy exercise if people like to exercise to keep healthy.

2 By hiring people to bring healthy food vans and not by eating unhealthy foods.

This response was given 0 marks.

1 He can expand his facilities and services by making a website and telling ^{everyone} his past ~~g~~ to share it so it gets around.

2 Get Giles to speak to his past guests and get them to spread the word so more people can come for a healthy lifestyle.

This response was given 0 marks

Explain **two** ways Giles can expand his facilities and services to attract more guests who want a healthy lifestyle holiday.

1 they can provide more of a service so that people get more for there money

2 they could do open evening so that people can see what they offer.

The example below is learners who were able to gain the four marks available for identifying and explaining the reasons with the expansion points evident as detailed below:

This response was given 4 marks.

16 Giles MacDonald rents out his farm barns as basic accommodation for a few guests. These guests often rent the barns because they want to experience life outdoors as part of a healthy lifestyle.

Explain **two** ways Giles can expand his facilities and services to attract more guests who want a healthy lifestyle holiday.

1 He could make more foot paths for the guests to walk around.

This response was given 3marks.

16 Giles MacDonald rents out his farm barns as basic accommodation for a few guests. These guests often rent the barns because they want to experience life outdoors as part of a healthy lifestyle.

Explain **two** ways Giles can expand his facilities and services to attract more guests who want a healthy lifestyle holiday.

1 expand the accomodation offered so more people can stay ~~at~~ at the same time. Also, ~~the~~ the owner organises tours around the farm while informing customers on how to live a healthy lifestyle

Again 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.

Q17 Targeted Specification Area: Learning Aim B4

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 ways the management of the hotel can look after the wellbeing of its staff and explain how doing this can benefit the hotel's business.

Popular responses tended to focus on providing staff meals and staff uniforms whilst ensuring they have sufficient breaks.

In addition to these activities for staff were explored rather than learners detailing a suitable environment, provision of sufficient relaxation areas and effective appraisals and reviews.

The following responses gained four marks, the learners identify a number of valid points but the justification is repetitive with most points being generic

This response was given 4 marks.

17 The new management of The Fenland Hotel knows it is important to look after its staff.

Discuss the ways the management of the hotel can look after the wellbeing of its staff **and** explain how doing this can benefit the hotel's business.

check up on staff to make sure personal life is ok.
daily this will ensure staff are happy and healthy happy staff
means they will work harder and better meaning better
performance which will mean better reviews and reputation.

This response was given 4 marks.

17 The new management of The Fenland Hotel knows it is important to look after its staff.

Discuss the ways the management of the hotel can look after the wellbeing of its staff **and** explain how doing this can benefit the hotel's business.

The manager of the hotel can look after the well being of its staff by making sure that they have enough time off so that they are not tired while they are working and so that they are not under any stress, this will benefit

These very same points were explored in detail, however again not in the detailed required to answer the question correctly. Improved productivity, better standards of work. Less staff leaving and improved reputation as an employer are mainly overlooked and in most cases there was little expansion or no expansion for the discussion points identified as the example details below:

This response was given 0 marks.

17 The new management of The Fenland Hotel knows it is important to look after its staff.

Discuss the ways the management of the hotel can look after the wellbeing of its staff **and** explain how doing this can benefit the hotel's business.

The first way of looking after the staff is to cook them ~~for~~ any food they want and also to give them roles in the job that they have never done before.

High scoring learners 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.

This responses was given 7 marks.

17 The new management of The Fenland Hotel knows it is important to look after its staff.

Discuss the ways the management of the hotel can look after the wellbeing of its staff **and** explain how doing this can benefit the hotel's business.

They can ensure the staff are not overworked as this could lead to job dissatisfaction and they will leave which would not benefit the hotel as they will get a reputation for low staff morale. To avoid this they can

This responses was given 6 marks.

17 The new management of The Fenland Hotel knows it is important to look after its staff.

Discuss the ways the management of the hotel can look after the wellbeing of its staff **and** explain how doing this can benefit the hotel's business.

The new management of The Fenland Hotel can look after the wellbeing of their staff by making sure each employee is up to date with all health and safety rules and what

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.
- 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 word 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

