L2 Lead Examiner Report 1801

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Level 2 BTEC First in Hospitality

Unit 1: How the Hospitality Industry Contributes To a Healthy Lifestyle (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 students receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure students 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 students 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

June 2018

Grade Unclassified		Level 1	Level 2		
Grade	Grade Unclassified	Pass	Pass	Merit	Distinction
Boundary Mark	0	10	20	30	40

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 students performed overall in the exam. For each question there is a brief analysis of learner responses. You will also find example learner responses to the questions both well and poorly answered. These should help to provide additional guidance as to indicative responses.

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

Introduction to the Overall Performance of the Unit

This was the tenth examination series for BTEC Next Generation Hospitality. Overall, most students 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 the unit.

Students appeared to be challenged, especially on the longer extended answer questions towards the end of the paper where students 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.

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

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

The opportunity to all students 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 students 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 students. Teachers are reminded that the entire specification is in the range for this examination so all learning aims have to be taught. Students need to have studied each aspect of the unit before taking this paper.

Q1a Targeted Specification Area: Learning Aim A2

This question tested well among students with many able to achieve at least one mark. The question-required learner's identity two foods that are a useful source of fat in the form of a multiple choice question.

Where one mark was achieved most students identified `Salmon' as the correct answer.

This response was awarded one mark.

1 (a) Which **two** of the following foods are useful and nutritious sources of fat in our diet?

		(-)	
			A ANT DRAM-SU
A	Salmon		 F. SPAR V. SPEC PRESS MERL P. SPEC
B	Ice cream		
с	Bread		Contraction Contraction Contraction Contraction
D	Broccoli		
E	Avocado pears		NOT OT ON LOOK
	B C D	C Bread D Broccoli	 A Salmon B Ice cream C Bread D Broccoli

There was a small amount of students identified the two correct answers A – Salamon and E – Avocado pears

This response was awarded 2 marks

1 (a) Which two of the following foods are useful and nutritious sources of fat in our diet?

	our		(2)
X	A	Salmon	- 1969
X	B	lce cream	
X	c	Bread	یند است مربعه ۱۹۹۳ ۲۰ ۱۹۹۳ ۲۰
	D	Broccoli	ראשונים אין אין אין אין אין אין על אין אין אין
	E	Avocado pears	- 1990 1990 1992 1972 1975 1975 1975 1975 1975

(2)

Targeted Specification Area: Learning Aim A2

This question was not well answered, with many students only able to provide one reason why fat is needed in a healthy diet. This resulted in a high number of students only achieving one mark.

This topic has been tested in previous papers, in the same format.

This response was awarded 1 mark

Q1b

(b) Give two reasons why we need to include some fat in a healthy diet.	
	(2)
1 To barrie out our diet	
und for energy	
\mathcal{N}	
2 Arso for the growth and Repair.	
()	

This question was targeted at level one recall however many students provided responses relating to the need for protein in a diet.

This response was awarded 1 mark.

(b) Give two reasons why we need to include some fat in a healthy diet.	(2)
1 fat helps as absorb vitamins.	(2)
	J>>98884444444++++>9>>998994444444
2 Fat helps growth and repair for be	udy
Lissue.	

This response was awarded 0 marks.

(b) Give two reasons why we need to include some fat in a healthy diet.	(2)
1 So it evens out the level of nutrity	() []
we get	
2 So we don't caose to much weight	
1 is balancea.	

Centres should ensure that the full specification is delivered to students, and that the importance of reading questions fully is taught through exam technique. For this question students had to identify two healthy ways to cook potatoes. This was a multiple-choice question with two responses. The correct responses were B- Steaming and C- Baking.

A high numbers of students were only able to achieve one of the possible two marks for these questions. Often the one mark came from the identification of B-Steaming.

Common incorrect responses identified 'Boiling' as an answer.

This response was awarded 1 mark.

____ ._ .

- 2 Which two of the following are the healthiest ways to cook potatoes?
 - 🖾 A Roasting
 - B Steaming
 - C Baking
 - D Deep-frying
 - 🙇 E Boiling

This response was awarded 1 mark.

- 2 Which two of the following are the healthiest ways to cook potatoes?
 - 🖾 🗛 Roasting
 - B Steaming
 - 🖾 C Baking
 - D Deep-frying
 - 🖾 E Boiling

Students should be encouraged to fully read and understand the question and provide a response from the appropriate perspective.

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

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

Q2

This question asked students to list two good food sources and one possible health problems caused by a deficiency in fibre and calcium. Students had to give their responses in the table provided.

Students answered this question to a high level with many archiving at least 3 marks. Students were able to identify deficiencies in fibre and calcium, list the ideal food sources and state a possible health problem gaining the high marks available as detailed below:

Deficiency	List two good food sources for each item	Give one possible health problem caused by a deficiency in each item
Fibre	oranges Potatoes With the Skin on them,	Consipation
Calcium	M:14 Cheese.	brittle bone disease

This response was awarded 6 marks.

This response was awarded 5 marks.

Deficiency	List two good food sources for each item	problem caused by a deficiency in each item
Fibre	Bread Oats	Constapped Low energy
Calcium	Milk Cheese	Week bones Bad teeth

This response awarded 2 marks.

Deficiency	List two good food sources for each item	Give one possible health problem caused by a deficiency in each item
Fibre	bread, rice	high blood pressure
Calcium	Milk, Cheese	

This response was awarded 2 marks.

Deficiency	List two good food sources for each item	problem caused by a deficiency in each item
Fibre	Pustu	too much
	Bread	fuk
Calcium	Cheese	too much
	Yoquart	Filt

This response was awarded 1 mark.

Deficiency	List two good food sources for each item	problem caused by a deficiency in each item
Fibre		Forces and Forces free guten free
Calcium	Milk	lactose ona Totorare

This response was awarded 1 mark.

Deficiency	List two good food sources for each item	Give one possible health problem caused by a deficiency in each item
Fibre	Red Ment	
	Meut	
Calcium	Milk	Anciemici

This question asked students to give two ways support could be given to staff to enable them to be more active during their working day.

Common correct responses related to the gym.

Where students did not achieve marks, it was due to them focusing on staff members being active instead of doing their job or providing examples the David could not do himself.

This response was awarded 0 marks.

Give two ways David could support his staff to be more active during their working day. can gielle them more work 1 David then they cannot be seated to most of the work. make sure then east something in morning then they can (Total for Question 4 = 2 marks) heache

This response was awarded 0 marks.

Give **two** ways David could support his staff to be more active during their working day.

1 he can sives Each Staff a timetable on What to du 2 her 2 q course by them to working or give thema or faid rise.

Q4

This response was awarded 1 mark.

Give **two** ways David could support his staff to be more active during their working day.

staff to do oction aet. his 1 David family rostume (WO With the e.0 \cap 2 David et. C 5 Staff hI therr In OOIFEIRO break (Total for Question 4 = 2 marks)

This response was awarded 2 marks.

Give two ways David could support his staff to be more active during their working day. (Ohld ize Θŀ 00 MORTHE Prize have G alt :1 LIGIK STOWN (Total for Question 4 = 2 marks)

Students should be encouraged to fully read and understand the question and provide a response from the appropriate perspective.

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

Q5a Targeted Specification Area: Learning Aim A4

For this question students were asked to give two reasons why a fad diet with a restricted amount of protein and carbohydrates would be unhealthy.

Many students were able to achieve at least one mark for this question; many were able to identify the unhealthy aspect of the diet. Responses seen included the risk if illness, not eating one of the five a day the lack of balance in the diet.

This response was awarded 1 mark.

- **5** Bethany has been following a fad diet for the last year, which contains a restricted range of fast releasing carbohydrates and protein in small portions.
 - (a) Give two reasons why this diet might be unhealthy.

(2)recully ne

This response was awarded 1 mark.

5 Bethany has been following a fad diet for the last year, which contains a restricted range of fast releasing carbohydrates and protein in small portions.

(a) Give two reasons why this diet might be unhealthy. (2) reed Ciber other bergive þ Jer OF VITERMINS

Where students gained the full 2 mark they identified nutritional requirements, the need for a balanced diet also relating to the amount of food consumed the majority of time as the correct answer. T

This response was awarded 2 marks.

5 Bethany has been following a fad diet for the last year, which contains a restricted range of fast releasing carbohydrates and protein in small portions.

(a) Give two reasons why this diet might be unhealthy. (2) anced 1 grou portions omall JAVINA 2 meals a dai Sized balanced

Where students did not gain marks, they often gave random responses not specific to the question as detailed below:

This response was awarded 0 marks.

5 Bethany has been following a fad diet for the last year, which contains a restricted range of fast releasing carbohydrates and protein in small portions.

(a) Give two reasons why this diet might be unhealthy. (2)other bergule NOCH 201 Of Nitemin

Q5b Targeted Specification Area: Learning Aim A5

This question was a continuation from Q5a, and not well answered by students. Many students were not able to state two health problems that could be cause by such a diet.

Where no marks were awarded students often referred to health issues related to heart problems, strokes and blood pressure as detailed below:

This response was awarded 0 marks.

(b) State **two** health problems that can be caused by following such a fad diet.

1 you can get heart disease 2 you can have a heart attack if you are not careful

This response was awarded 1 mark.

(b) State two health problems that can be caused by following such a fad diet.

1 too much carbo will sive a great risk of gaining weight 2 Body will Faild due to the no intele dirag-no milk news no caicun banes will become weaker

This response was awarded 2 marks.

(b) State **two** health problems that can be caused by following such a fad diet.

1 She could have weat bang 2 She could nove a growth problem

(2)

(2)

(2)

This question asked students to explain one way in, which 'Daniel could check to see if a restaurant is able to serve gluten-free meals.'

Many students achieved two marks on this question by providing the correct response of calling the restaurant and ask in advance.

This response was awarded 2 marks.

Explain **one** way in which Daniel could check whether a restaurant is able to serve him a gluten-free meal.

by looking at the monus they have and asking the staff that work there if they do gluton-free meals and by checking with the manager if they do and if they don't to can ask the manager if they can start doing it meals (Total for Question 6 = 2 marks)

This response was awarded 2 marks.

Explain **one** way in which Daniel could check whether a restaurant is able to serve him a gluten-free meal.

asic	me	white	v (start	-Ç	hey	serve	glure	~
	mean							
Nr ee	meane	on ne	-en co	<i>JUCA CV</i>	<u>a</u>	The M	<i>w</i> .u.c.	<i></i>
Sel	if it	Scuss	cinyr	ning.			*******	({{{_{+++++++++++++++++++++++++++++++++
			J					

Q6

Targeted Specification Area: Learning Aim A1

This question proved to be accessible to students with the majority being able to gain the two marks available when asked to give two ways staff can eat healthily whilst at work.

Where students did not gain marks response focused more on cooking methods.

This response was awarded 2 marks.

Q7a

(a) Give two ways staff can eat healthily while at work. (2)own packed lunch nni oit. Smaller portions of their reals Pak

This response was awarded 1 mark.

(a) Give two ways staff can eat healthily while at work.	
(2)	
1 They can bring a pade lunch with	
them and eat whenever they get a chance	2
2 Have something healthy to snack on	
all the time like unsalted nuts or fruit.	
	- 1

This response was awarded 0 marks.

(a) Give two ways staff can eat healthily while at work. (2) e grilled 1Ar bes instead of 20falt make sure Use healt ina have to steemin SIL OF their can

Q7b Targeted Specification Area: Learning Aim B4

As this question was a continuation of Q7a it also proved to be accessible, with the majority being able to gain the two marks available.

Many students were able to explain at least one way in which vending machines can provide staff with healthy meals gaining two marks out of a possible 4 marks

The most common response was healthy options being available in the machine.

This response was awarded 2 marks.

1 They could provide healthily kaps and sandulids freshly made that Morning.

2 It could provide heatthily and Well blanced nuturbianal meals such as saled balles as the Vending machien can be chilled, to 1

This response was awarded 1 mark.

(4) 1 Vending machines are open 24-So state that work late night shifts could go to the rendin machine 2

Q8a Targeted Specification Area: Learning Aim A1

This question was well answered, with the majority of students able to give two ways that rest and relaxation can help people to recover from upset or illness gaining the two marks available as detailed below:

Where students gained the two marks available, the most common response given was reducing stress and blood pressure.

This repsonses was awarded 2 marks.

- 8 The Sand Dunes Hotel has large, well-maintained gardens. The owners of the hotel feel the gardens have huge potential in attracting customers who wish to recover after a recent upset or illness.
 - (a) Give **two** ways that rest and relaxation can help people to recover from upset or illness.

1 Rawces stress of the customer

2 Mentions has total reduces high blood pressure.

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

- 8 The Sand Dunes Hotel has large, well-maintained gardens. The owners of the hotel feel the gardens have huge potential in attracting customers who wish to recover after a recent upset or illness.
 - (a) Give **two** ways that rest and relaxation can help people to recover from upset or illness.

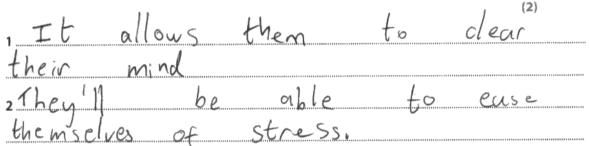
(2)levers. *leavees* Stress SUPPORts the immune a150

(2)

Where students gained the 1 mark, again they identified stress levels

This response was awarded 1 mark.

- 8 The Sand Dunes Hotel has large, well-maintained gardens. The owners of the hotel feel the gardens have huge potential in attracting customers who wish to recover after a recent upset or illness.
 - (a) Give **two** ways that rest and relaxation can help people to recover from upset or illness.



This response was awarded 0 marks.

- 8 The Sand Dunes Hotel has large, well-maintained gardens. The owners of the hotel feel the gardens have huge potential in attracting customers who wish to recover after a recent upset or illness.
 - (a) Give **two** ways that rest and relaxation can help people to recover from upset or illness.

(2)body WAI heranse 1 IL when Satt Shuts 900 Sleep RR illness because Will Lel with Neshing a/2 bow/

Targeted Specification Area: Learning Aim B1

This question proved to be accessible with students. Students were able to gain at least marks of the four marks available when asked to explain two ways in which the owners of The Sand Dunes Hotel can develop their gardens to improve their customers' recovery and health.

The majority of marks were gained for identifying one way in, which the various activities and expanding on the answer.

This response was awarded 4 marks.

08b

(b) Explain **two** ways in which the owners of The Sand Dunes Hotel can develop their gardens to improve their customers' recovery and health.

1 They	Could	<u>Se</u>	e If	any	of	the	Customers
want Y	0 he	ip in	the c	Jarden	+0	mprove	
mental	Alne	55		0			
	0						
2 They	could	use	the	gaid	lens	for	outdoor
activites	t0	help	WHA	fitne	<u>55</u>		

This response was awarded 3 marks.

(b) Explain **two** ways in which the owners of The Sand Dunes Hotel can develop their gardens to improve their customers' recovery and health.

(4)

(4)

(4)

1 They would get some animals in the garden and people what love an imals litre dogs and cats can go there and spend line with paper.

2 or the could have some sort of achivities in the equarden so people can have fun in the norden.

This response was awarded 2 marks.

(b) Explain **two** ways in which the owners of The Sand Dunes Hotel can develop their gardens to improve their customers' recovery and health.

(4) The sand dones hotel mun thevelor 191 X 2The soud dunes H GI ΔTOC 1901 JUG

 \cap

This response was awarded 0 marks.

0

(b) Explain **two** ways in which the owners of The Sand Dunes Hotel can develop their gardens to improve their customers' recovery and health.

(4) Something Dat Coll their Minds recoveri , *P*(2Sonet llee \subset M C Ø TILAPSS nolf

(4)

(4)

Q8c Targeted Specification Area: Learning Aim B3

This proved to be a challenging question for a number of students with few gaining the two marks available and many gaining no marks

There was often confusion amongst students as the many were not able to explain one constraint that the owners of The Sand Dunes Hotel could face when implementing their plans

This response was awarded 0 marks.

(c) Explain one constraint that the owners of The Sand Dunes Hotel could face when implementing their plans.

(2)

This response was awarded 0 marks.

(c) Explain **one** constraint that the owners of The Sand Dunes Hotel could face when implementing their plans.

(2) mance sure it is well cletch bed and that DC Safe anyone you wouldn't want anyone cletting nurt anuthino

Again, there were incorrect answers given that did not relate to the intention of the question being asked indicating that students did not have knowledge of the term constraint or it is possible that the question was not read correctly.

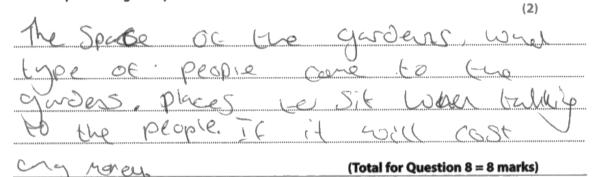
This response was awarded 1 mark.

(c) Explain **one** constraint that the owners of The Sand Dunes Hotel could face when implementing their plans.

(2) Planna thou WILL Potmission need Wacs Ci) Į 2005 WIL menu then (1)14) be needin 21 (Total for Question 8 = 8 marks)

This response was awarded 1 mark.

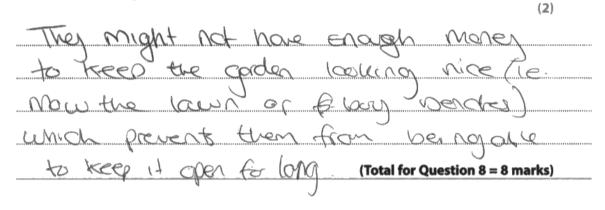
(c) Explain **one** constraint that the owners of The Sand Dunes Hotel could face when implementing their plans.



Where students gained the two marks available they often identified money issues as one of the correct answer, as detailed below:

This responses was awarded 2 marks.

(c) Explain **one** constraint that the owners of The Sand Dunes Hotel could face when implementing their plans.



This responses was awarded 2 marks.

(c) Explain **one** constraint that the owners of The Sand Dunes Hotel could face when implementing their plans.

(2)can have money issues when Making Thou in the garden because the price of improvements up and that could effect business and the workers that work there

This type of response above indicates that the learner has not fully read and understood the question; the term constraint has not been understood.

Many students 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 question proved to be accessible to students, with the majority able to explain at least one reason why it is important for food service staff to be aware of the ingredients used in food products to meet the needs of customers

Where students gained the three or four marks available, the most common responses given were the identification of allergies and dietry requirements as detailed below:

This response was awarded 4 marks.

9 Food service staff need to be aware of the ingredients used in food products to meet the needs of customers.

Explain two other reasons why this is important.

1 customers may have allergies, and it would
be up to the resturant to make sure they are
aware on the Ingridents that they add to their
dishes to prevent allergies occuring.
2 Some customers may be regerterian which would
Means the resturant could provide dishes with
Suitable inardents for the customers to eat at

This responses was awarded 3 marks.

9 Food service staff need to be aware of the ingredients used in food products to meet the needs of customers.

Explain two other reasons why this is important.

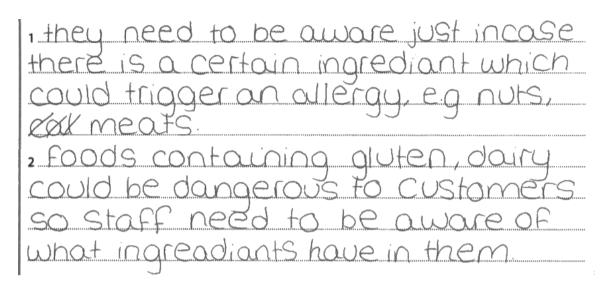
, So the Start don't Regive the astomer the wrong food little giving meat to a vesant

2 and so it someone askis a question on the lines litte what is in this disk' they can tell then eractly whats in the dish.

This response awarded 2 marks.

9 Food service staff need to be aware of the ingredients used in food products to meet the needs of customers.

Explain **two** other reasons why this is important.



Where students gained no marks, they often gave random responses not specific enough to the question as detailed below:

This response was awarded 0 mark.

9 Food service staff need to be aware of the ingredients used in food products to meet the needs of customers.

Explain **two** other reasons why this is important.

11.6 1 eredt To make the feed 1GGK 2. longen

Q10 Targeted Specification Area: Learning Aim B1

This question proved to be a challenge to some students with few gaining the full four marks and were unable to explain two reasons why alternatives to meat are becoming more popular as detailed below;

This response was awarded 0 marks.

10 Alternatives to meat such as tofu and vegetable protein are becoming increasingly popular in some restaurants as they are seen as being healthy.

Explain two other reasons why alternatives to meat are becoming more popular.

This response was awarded 0 marks.

10 Alternatives to meat such as tofu and vegetable protein are becoming increasingly popular in some restaurants as they are seen as being healthy.

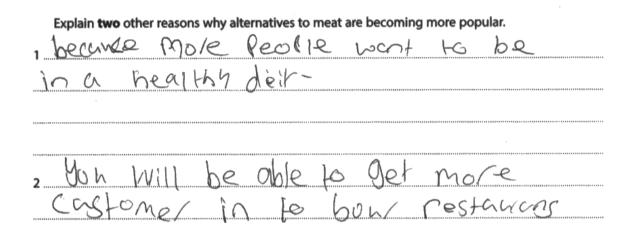
Explain **two** other reasons why alternatives to meat are becoming more popular.

1 Because you or Maa muscle easi turn an it into nice Vanae Somothing 90 ealthy balance

This response was awarded 1 mark.

10 Alternatives to meat such as tofu and vegetable protein are becoming increasingly popular in some restaurants as they are seen as being healthy.

Explain two other reasons why alternatives to meat are becoming more popular.



This response was awarded 1 mark.

10 Alternatives to meat such as tofu and vegetable protein are becoming increasingly popular in some restaurants as they are seen as being healthy.

Explain two other reasons why alternatives to meat are becoming more popular.

Because thes are more hourtheir than normal

2 Ales un otherveason is because it can udd to the Resular dails Intake. This response was awarded 2 marks.

10 Alternatives to meat such as tofu and vegetable protein are becoming increasingly popular in some restaurants as they are seen as being healthy.

Explain **two** other reasons why alternatives to meat are becoming more popular.

becoming venetarians so they are 1 Manu MODE OTP. how much meat is in foods; this SO then Vegetarians ĬS Teducing the is because it have more of a choice of what to eat, meat in. does not have anu preser cating regetables than meat as reople 2 Manu healthier option. most of the meat 892 as do not like it as fatty so man people Knowadaus 15 Used much as they 600

This response was awarded 3 marks.

10 Alternatives to meat such as tofu and vegetable protein are becoming increasingly popular in some restaurants as they are seen as being healthy.

Explain **two** other reasons why alternatives to meat are becoming more popular.

ulternatives becoming Popular Menti WY More because errery one Quiny les 1m win Pating which Kend Menns 239 Pople Pail Meats. Processee 10. 01150 Mert Nem Peoplo Which (1004) Nor NOW option for Cheor Per as

30

This response was awarded 4 marks.

10 Alternatives to meat such as tofu and vegetable protein are becoming increasingly popular in some restaurants as they are seen as being healthy.

Explain **two** other reasons why alternatives to meat are becoming more popular.

beconiña 1 because more regale are dont eat meat, so there replacements. 2 meat is more expensive usually in restr able not seme_ ∞ reor meals meat in

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 when answering 'explain' questions.

Q11 Targeted Specification Area: Learning Aim B1

This question was in a different format from the others on the paper and allowed students to demonstrate their extended writing and evaluative skills.

It did prove to be challenging for students with many responses listing a range of ideas with repetive answers and covering only one point when discussing what hospitality managers could do to assist with the wellbeing of the business traveller.

Common responses tended to focus on the suitability of dishes, nutritional values and options all relating to healthy eating. In addition to this particular food options available to the business traveller were explored detailing various options available.

Leisure facilities and the wellbeing of the business traveller was also explored further demonstration by students showing a higher level of understanding to the question

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

This response was awarded 6 marks (Level 2)

11 Business travellers are a very important target market for many hotels. It can be difficult for business travellers to maintain a healthy lifestyle. Discuss what hospitality managers could do to assist with the wellbeing of the business traveller. They can provide healthy and nutrious meals which would give the business travellets a balanced and realthy diet whilst staying at the pospitality. managert hotel. tospitality managers could provide a businese travellers package deal. This could is dude accell to the hotel gym and wellikeing facilities This would provide a realthier use-style for the business travellet as they are beeping active . and larning off any excess calones of prom wheat the toods they may have consumed on their travele prior to arriving at the hotel. Another way pospitality managers could assist with The well-being of business travelless is by using quality matresses within the hoter. This would help with the went being of the business travelles as they are getting a good nights skep and time to relax and while .

The following responses gained three marks, the learner identifying a number of valid points but the justification is repetitive with most points being generic

This response was awarded 3 marks.

11 Business travellers are a very important target market for many hotels. It can be difficult for business travellers to maintain a healthy lifestyle. Discuss what hospitality managers could do to assist with the wellbeing of the business traveller. DI ¥

(Total for Question 11 = 8 marks)

Healthy meal options were identified with leisure facilities, availability of various services to aid the traveller's wellbeing mainly overlooked and in most cases, there was little expansion or no expansion for the discussion points identified.

This response was awarded 1 mark.

11 Business traveliers are a very important target market for many hotels. It can be difficult for business travellers to maintain a healthy lifestyle. Discuss what hospitality managers could do to assist with the wellbeing of the business traveller. hospitaliti that Stlu 1. think 1 OFFR ŕ n nner t liter n DCODC (Total for Question 11 = 8 marks) 21000

Where students gained no marks, they often gave responses not relating to and not answering the question.

This response was awarded 0 marks.

11 Business travellers are a very important target market for many hotels. It can be difficult for business travellers to maintain a healthy lifestyle. Discuss what hospitality managers could do to assist with the wellbeing of the business traveller. ness Manager can Vecame 11Li bot ok bi ald here ... Cherry GUG6 and a e [ecol area F.L. BLASIDESS Mast Shal Grau hall Confi address SGRA HAMA Cores De 6466198

Summary

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 students 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 students 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 students 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 students to improve exam techniques whilst also supporting effective time management
- Direct and encourage students to prepare their questions, use the additional time for reading the questions, scenarios and contexts thoroughly before attempting to answer
- Support students 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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