

# **Lead Examiner Report January 2019**

**BTEC Level 1 / Level 2 First  
Award in Hospitality**

**Unit 9: How the Hospitality Industry  
Contributes to Healthy Lifestyles**

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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, at Distinction, Merit and Pass.

### Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external 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 is 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 external assessment 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 assessment, because then it would not take accessibility into account.

Grade boundaries for this, and all other papers, are on the website via this link:

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### Unit 9: How the Hospitality Industry Contributes to Healthy Lifestyles

Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
Boundary Mark	0	12	21	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 learners 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 learners 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 learners attempted the majority of questions and they applied themselves very well to the range of questions being asked of them. This demonstrated good knowledge and understanding of How the Hospitality Industry Contributes to Healthy Lifestyles.

Learners appeared to be challenged, especially on the longer extended answer questions towards the end of the paper where learners should be able to provide reasoned and detailed justified answers. Good justification was given in some cases and learners' 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. In addition, 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.

## Individual Questions

### Q1 Targeted Specification Area: Learning Aim A2

A well-answered question with the majority of learners were required and able to gain the one mark available by correctly identify the mineral that helps to promote healthy bone growth from the multiple-choice options.

Where learners gained the one mark, it was for the identification of the correct answer C – Calcium as detailed below:

Which mineral helps to promote healthy bone growth?

- A Zinc
- B Iodine
- C Calcium
- D Iron

The poor performing responses gave the common answer as iron (0 marks awarded)

Which mineral helps to promote healthy bone growth?

- A Zinc
- B Iodine
- C Calcium
- D Iron

## Q2 Targeted Specification Area: Learning Aim A4

A well-answered question with the majority of learners were required and able to gain the one mark available by correctly identify the common allergen from the multiple-choice options.

Where learners gained the one mark, it was for the identification of the correct answer D – Shellfish as detailed below:

2 Which **one** of these is a common allergen?

- A Meat
- B Vegetables
- C Fish
- D Shellfish

The poor performing responses gave the common answer as fish (0 marks awarded)

Which **one** of these is a common allergen?

- A Meat
- B Vegetables
- C Fish
- D Shellfish

## Q3 Targeted Specification Area: Learning Aim A1

This question proved to be difficult for learner with the majority of learners not able to state one healthy source of carbohydrate resulting in no marks awarded

Where learners gained no marks, they often referred to the function of carbohydrates as detailed below:

This was a poor performing response (0 marks awarded)

State **one** healthy source of carbohydrate.

it increases your energy levels.

This was also a poor performing response, again referring to the function of carbohydrates (0 marks awarded)

It gives you energy which we need on a everyday basis.

Where learners also gained no marks, answers were not in the context of 'healthy' and often referred to carbohydrates in general as detailed below:

This was a poor performing response (0 marks awarded)

State **one** healthy source of carbohydrate.

~~Carbohydrates provides a source of energy~~  
one healthy source is potatoes

This was also a poor performing response, again referring to carbohydrates in general (0 marks awarded)



State **one** healthy source of carbohydrate.

One healthy source of carbohydrate  
is phoebes one healthy source  
is bread or veg. (Total for Question 3 = 1 mark)

Where learners gained the one mark, it was for the correct identification of a 'healthy' carbohydrate where the common answer was brown bread as detailed below:

State **one** healthy source of carbohydrate.

brown Bread

Again, this was a high performing response (1 mark awarded)

State **one** healthy source of carbohydrate.

Whole foods  
brown bread, pasta

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

Again, centres should ensure that the full specification is covered

#### **Q4 Targeted Specification Area: Learning Aim A1**

The majority of learners were required and able to gain the one mark available by correctly stating what the 'eatwell plate' helps people to do

The most common responses were to have a balanced diet / eat healthily and select the correct amount of food, as detailed on the mark scheme and also below:

This was a high performing response (1 mark awarded)

State what the 'eatwell plate' helps people to do.

*the eatwell plate help people to eat healthy and have a balanced diet.*

Again, this was a high performing response (1 mark awarded)

4 State what the 'eatwell plate' helps people to do.

*The eatwell plate helps you portion your meat, veg, dairy, ect so you know how much of something your supposed to have* (Total for Question 4 = 1 mark)

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

This was a poor performing response (0 marks awarded)

*The eat well plate helps people lose weight by getting people to eat more fruit and vegetables and exercising more.* (Total for Question 4 = 1 mark)

Again, this poor performing response was not specific enough to answer the question (0 marks awarded)

4 State what the 'eatwell plate' helps people to do.

~~(Tell people what foods they eat)~~  
 Remind them ~~to~~ for what food they eat  
 eat for example rice (Total for Question 4 = 1 mark)

**Q5 Targeted Specification Area: Learning Aim A2**

This question was not well answered, with the majority of learners not able to name two foods that are high in vitamin C resulting in no marks awarded

Where learners gained no marks, they often referred to other nutrients or just random responses as detailed below:

This was a poor performing response (0 marks awarded)

Name two foods that are high in vitamin C.

1 shellfish protein - chicken, shellfish  
 2 Bananas pasta vitamins / mineral

This was also a poor performing response (0 marks awarded)

Name two foods that are high in vitamin C.

1 ~~rice~~ chips  
 2 eggs

Again, this was a poor performing response (0 marks awarded)

Name **two** foods that are high in vitamin C.

1 Carrots are high in vitamin C

2 Potatoes are also high in vitamins C.

This response was mixed (1 mark awarded)

Name **two** foods that are high in vitamin C.

1 Tomatoes

2 Oranges.

This was a high performing correct response and the most common (2 marks awarded)

Name **two** foods that are high in vitamin C.

1 Oranges

2 Lemons

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

Again, centres should ensure that the full specification is covered

## Q6a Targeted Specification Area: Learning Aim A4

The majority of learners were required and able to gain one mark for giving one reason why people might be on a low-salt diet

The most common responses was in relation to blood pressure and heart disease as detailed on the mark scheme and also below:

This was a high performing response (1 mark awarded)

(a) Give **one** reason why people might be on a low-salt diet.

(1)

because they have very high blood pressure.

This was a high performing response (1 mark awarded)

6 (a) Give **one** reason why people might be on a low-salt diet.

(1)

they do not want to get heart disease.

Where learners gained no marks, they often gave the incorrect response as cholesterol or obesity as detailed below:

This was a poor performing response (0 marks awarded)

6 (a) Give **one** reason why people might be on a low-salt diet.

(1)

They may have high cholesterol.

This was a poor performing response (0 marks awarded)

6 (a) Give **one** reason why people might be on a low-salt diet.

(1)

to prevent obesity

### Q6b Targeted Specification Area: Learning Aim A4

This question was not well answered, with the majority of learners not able to give two types of food that are high in salt as detailed below:

This question was from the same part of the specification as the previous question.

This response was mixed (1 mark awarded)

1 Processed food

2 ~~Sprayed~~ Currys or foods to

This was also a mixed response (1 mark awarded)

(b) Give **two** types of food that are high in salt.

(2)

1 processed meals

2

Again, this was a poor performing response where a popular response related to macronutrients of micronutrients (0 marks awarded)

(b) Give **two** types of food that are high in salt.

(2)

- 1 Fats
- 2 Carbohydrates

This was also a poor performing response where random responses were also a common occurrence (0 marks awarded)

- 1 roast potatoes
- 2 burgers

Candidates 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 learners to read exam questions carefully and by including exam technique sessions in the run up to the exam series

Again, centres should ensure that the full specification is covered

## Q7 Targeted Specification Area: Learning Aim A3

The majority of learners were required and able to gain one or the two marks available by giving two healthy cooking methods. The most popular responses were grilling and steaming as detailed below:

This demonstrated a high performing response (2 mark awarded)

Give **two** healthy cooking methods.

- 1 Steaming
- 2 Grilling

Where learners only gained the one mark, it was for the identification of steaming as detailed below:

This response was mixed (1 mark awarded)

Give **two** healthy cooking methods.

- 1 steaming
- 2 baking with less fat added or without any fat.

Learners quite often gave the incorrect response baking or oven cooking as detailed above and below:

Again, these responses were mixed (1 mark awarded)

Give **two** healthy cooking methods.

- 1 ~~baking~~ Grilling
- 2 ~~or~~ baking (or use of oven)

A poor performing response again detailing oven cooking



(0 marks awarded)

Give **two** healthy cooking methods.

1 SLOW COOK

2 OVEN COOK

Where learners also gained no marks, they often gave random responses not relating to the question as detailed below:

This was a poor performing response (0 marks awarded)

Give **two** healthy cooking methods.

1 washing the hands

2 clean the are of cooking

### Q8a Targeted Specification Area: Learning Aim A2

This question was not well answered, with the majority of learners not able to give two reasons why high-protein foods are considered healthy resulting in no marks awarded

Where learners gained no marks, they often responded with answers not specific enough to answer the question as detailed below:

This was a poor performing response (0 marks awarded)

(a) Give **two** reasons why high-protein foods are considered healthy.

(2)

- 1 because everyone needs protein in there diet and its good for you
- 2

This was also a poor performing response (0 marks awarded)

(a) Give **two** reasons why high-protein foods are considered healthy.

(2)

- 1 one reason is because protein is good for our health.
- 2 another it helps our body to  
I have no big idea!

Again, this was a poor performing response (0 marks awarded)

(a) Give **two** reasons why high-protein foods are considered healthy.

(2)

- 1 because protein is healthy
- 2 because protein keeps you fit.

This response was mixed (1 mark awarded)

(a) Give **two** reasons why high-protein foods are considered healthy.

(2)

- 1 they give you lots of energy.
- 2 they aren't saturated foods.

This was a high performing response where the most popular response was to provide energy (2 marks awarded)

(a) Give **two** reasons why high-protein foods are considered healthy.

(2)

- 1 help with growth
- 2 gives you energy

This was also a high performing response also demonstrating the most popular response (2 marks awarded)

(a) Give **two** reasons why high-protein foods are considered healthy.

(2)

- 1 because they contain nutrients that are good for growth and repair
- 2 it also contains fiber which is good for energy

Candidates 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 learners to read exam questions carefully and by including exam technique sessions in the run up to the exam series

Many learners were confused by the term high-protein 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.

## Q8b Targeted Specification Area: Learning Aim A2

This question proved to be a challenge to some learners with few learners gaining the full two marks available and being able to give two examples of high-protein foods as detailed below;

This is a poor performing response (0 marks awarded)

(2)

1 meat is high in protein

2 Fish is high in protein

This is also a poor performing response demonstrating the lack of understanding of question (0 marks awarded)

1 cereals

2 carbohydrates

Again, this is also a poor performing response demonstrating the lack of knowledge to answer question (0 marks awarded)

1 one example of is fruit e.g. apples, oranges  
grapes

2 another example is meat

This was a limited response demonstrating some understanding (1 mark awarded)

1 fruit - strawberries

2 ~~meat~~ chicken.

Again, this response was mixed with limited knowledge demonstrated  
(1 mark awarded)

1 Chicken

(2)

2 pasta

Again, this response was also mixed with limited knowledge demonstrated (1 marks awarded)

1 Potatoes

2 Eggs

Where learners gained the two marks available, one of the popular responses given was chicken and eggs as detailed below;

This was a high performing response (2 marks awarded)

1 Egg

2 Chicken

This was also a high performing response with another popular response given was eggs and red meat (2 marks awarded)

1 red meats

2 eggs

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 A1

This question proved to be a challenge to some learners with many learners gaining no marks out of a possible one mark available when asked to state why consumption of alcohol increases the risk of accidents as detailed below;

This is a poor performing response (0 marks awarded)

Emily goes to the pub every evening after work. She always drinks two or three large glasses of wine.

(a) State why consumption of alcohol increases the risk of accidents.

(1)

They get drunk and loose their conscience

This is also a poor performing response demonstrating a lack of understanding of the question (0 marks awarded)

9 Emily goes to the pub every evening after work. She always drinks two or three large glasses of wine.

(a) State why consumption of alcohol increases the risk of accidents.

(1)

she might arrive home drunk.

Again, this was also a poor response again with limited identification given (0 marks awarded)

9 Emily goes to the pub every evening after work. She always drinks two or three large glasses of wine.

(a) State why consumption of alcohol increases the risk of accidents.

(1)

because the alcohol takes over your body and you become <sup>tipsy</sup> tipsy and fall a lot

Where learners gained the one mark available, the correct responses given related to slow reaction times as detailed below;

This was a high performing response gaining the mark (1 mark awarded)

Emily goes to the pub every evening after work. She always drinks two or three large glasses of wine.

(a) State why consumption of alcohol increases the risk of accidents.

(1)

because it slows down the reaction time of the brain

This was also a high performing response with the response again relating to reaction time as identified below (1 mark awarded)

9 Emily goes to the pub every evening after work. She always drinks two or three large glasses of wine.

(a) State why consumption of alcohol increases the risk of accidents.

(1)

being intoxicated can hinder reaction time, which can cause accidents.

Candidates 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 learners to read exam questions carefully and by including exam technique sessions in the run up to the exam series

## Q9b Targeted Specification Area: Learning Aim A5

This question was answered well with a good response from learners where they understood the question and many gained the 1 or 2 marks available. Not many gained no marks as the majority of learners were able to give two ways that Emily could reduce her weekly alcohol consumption as detailed below:

This was a high performing response (2 marks awarded)

(b) Give **two** ways that Emily can reduce her weekly alcohol consumption.

(2)

1 She can lower the amount she drinks, instead of 2-3 just 1.  
2 She could spread out when she goes. (not every night)

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



(b) Give **two** ways that Emily can reduce her weekly alcohol consumption.

(2)

- 1 By only going to the pub a couple of nights after work.
- 2 By having small glasses of wine.

The most popular response was in relation to reducing the visits to the pub and reducing the size of the wine glass as detailed again below:

This was a high performing response (2 marks awarded)

(b) Give **two** ways that Emily can reduce her weekly alcohol consumption.

(2)

- 1 reduce the size of the glass in which she used
- 2 cut down the amount of days she goes to the pub each week

This was a mixed response gaining a mark for the one glass of wine (1 mark awarded)

(b) Give **two** ways that Emily can reduce her weekly alcohol consumption.

(2)

- By Being the car Driver
- By Drinking 1 glass of Wine.

Again, another mixed response (1 marks awarded)

(b) Give **two** ways that Emily can reduce her weekly alcohol consumption.

(2)

- 1 Go on the weekends.
- 2 or don't go every day after work

This was a poor performing response where the learner did not understand or read the question correctly (0 marks awarded)

(b) Give **two** ways that Emily can reduce her weekly alcohol consumption.

(2)

- following the eat well plate
- ASK for advice of doctors. - rehab  
don't buy alcohol.

Again, this was a poor performing response (0 marks awarded)

(b) Give **two** ways that Emily can reduce her weekly alcohol consumption.

(2)

- 1 Tell Emily to have 2-3 units of Alcohol  
a day
- 2

Although this was a well-answered question, centres should ensure that the importance of reading questions fully is communicated with learners through exam practice and technique

### Q9c Targeted Specification Area: Learning Aim A5

Many learners gave a positive response to the question gaining at least one mark out of the possible two available for giving two health problems that Emily may develop if

she does not reduce her alcohol consumption. The most popular response was liver damage / disease as detailed below:

Where learners only gained the one mark, it was for the identification of the correct answer liver problems and a common second answer relating to kidneys as detailed below:

This response was mixed (1 mark awarded)

1 Liver problems

2 Kidney infections

Again, another mixed response (1 mark awarded)

(c) Give **two** health problems that Emily may develop if she does not reduce her alcohol consumption.

~~obesity~~ Kidney failure

Liver failure

Learners quite often gave the incorrect responses kidney problems as detailed above and obesity as detailed below:

This was a poor performing response (0 marks awarded)

(c) Give **two** health problems that Emily may develop if she does not reduce her alcohol consumption.

(2)

Obesity

Kidney/lung problems

Again, another poor response (0 marks awarded)

(c) Give **two** health problems that Emily may develop if she does not reduce her alcohol consumption.

Brain damage.

~~Loose~~ Loose ~~body~~ body controll

Many learners identified the two correct showing an understanding of the question as detailed below:

This demonstrated a high performing response (2 mark awarded)

(c) Give **two** health problems that Emily may develop if she does not reduce her alcohol consumption.

(2)

1 one health problem is having bad livers

2 another health problem is possible heart disease

(Total for Question 9 = 5 marks)

Again, this demonstrated a high performing response (2 mark awarded)

(c) Give **two** health problems that Emily may develop if she does not reduce her alcohol consumption.

(2)

1 She may have long term liver or kidney problems.

2 She may get heart disease.

## Q10 Targeted Specification Area: Learning Aim B1

This question was accessible to learners, with the majority being able to gain the two marks available for giving two different types of activities that could be introduced.

The most popular response was physical activities as detailed below:

This was a high performing response (2 marks awarded)

Give **two** different types of activity that Jane could introduce.

1. ~~entertainment~~ ~~running~~ daytrips out
2. exercise classes

(Total for Question 10 = 2 marks)

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

Give **two** different types of activity that Jane could introduce.

1. playing board games and quizzes
2. physical exercise / going for walks.

Where learners only gained 1 mark, the common incorrect response was related to meals as detailed below:

This response was mixed (1 marks awarded)

Give **two** different types of activity that Jane could introduce.

1. Exercise - A small walk outside.
2. Try different healthy meals for them.

(Total for Question 10 = 2 marks)

This response was also mixed again with the incorrect response referring to healthy meals (1 marks awarded)

Give **two** different types of activity that Jane could introduce.

1. WALKS around the care home or to a local park
2. prepare healthier meals.

(Total for Question 10 = 2 marks)

Where learners did not gain any marks they gave random responses not specific enough to answer the question

This was a poor performing response (0 marks awarded)

Give **two** different types of activity that Jane could introduce.

1. ~~Be~~ Set up different activities a week
2. leave bowls of fruit on the tables

(Total for Question 10 = 2 marks)

Again, this was a poor performing response (0 marks awarded)

Give **two** different types of activity that Jane could introduce.

1. gi get them to speak to each other
2. give them three healthy meals a day

(Total for Question 10 = 2 marks)

## Q11 Targeted Specification Area: Learning Aim B1

This question was not answered well and proved difficult for learners when asked to give two benefits for children of eating a healthy breakfast. The most popular response correct response was increased energy however many incorrect responses were linked to nutrients but not specific enough to answer the question as detailed below:

This was a poor performing response (0 marks awarded)

Give **two** benefits for children of eating a healthy breakfast.

Helps the bones get stronger

~~repairs~~ not too much ~~fat~~ ~~fat~~  
fats and ~~sugar~~ salt

This was also a poor performing response (0 marks awarded)

Give **two** benefits for children of eating a healthy breakfast.

1 the children might become bored

2 the children might want a different breakfast

Where learners gained one mark, they often gave increased energy or concentration as the correct response as detailed below:

This response was mixed (1 mark awarded)

Give **two** benefits for children of eating a healthy breakfast.

Increases concentration throughout the day

allows digestion to work properly

Again, this response was mixed (1 mark awarded)

Give **two** benefits for children of eating a healthy breakfast.

1 helps get them ready for the day.

2 gives them energy.

This was a high performing response (2 marks awarded)

Give **two** benefits for children of eating a healthy breakfast.

- 1 They have enough energy to last them until lunch.
- 2 Improves their mood helping them to remain focused

Again, this was a high performing response (2 marks awarded)

Give **two** benefits for children of eating a healthy breakfast.

- more alert during the day
- slow release energy released food

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

Again, centres should ensure that the full specification is covered

### Q12a Targeted Specification Area: Learning Aim B3

This question proved accessible, with many learners gaining at least one marks of the two marks available for identifying and explaining staffing issues.

The majority of marks were gained for identifying the training of staff and skills requirement as detailed below:

This was a high performing response (2 marks awarded)



(a) Explain **one** staffing issue there might be for the owner because of the plan.

(2)

as it just used to be a local restaurant the staff might not know how to produce meals from scratch using fresh ingredients so the owner would have to retrain their staff

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

(a) Explain **one** staffing issue there might be for the owner because of the plan.

(2)

Not everyone will know how to make things from scratch resulting in taking time to teach the staff.

This was a mixed response where the learner failed to gain the full two marks for not expanding on the identification given (1 mark awarded)

(a) Explain **one** staffing issue there might be for the owner because of the plan.

(2)

The staff might not be able to cook new foods because they are used to the other dishes. waitress's might not know what's in the food.

Again, this was a mixed response (1 mark awarded)

(a) Explain **one** staffing issue there might be for the owner because of the plan.

(2)

The staff may be unprepared and not sure how to make the meals which will cause a problem for the new owner.

Where learners did not gain any marks they gave random responses again not answering the question asked

This was a poor performing response (0 marks awarded)

(a) Explain **one** staffing issue there might be for the owner because of the plan.

(2)

*the ingredients might come from different countries so it'll be hard to ship some over.*

This was also a poor performing response (0 marks awarded)

(a) Explain **one** staffing issue there might be for the owner because of the plan.

(2)

*If a different chef to take over the food won't taste the same*

Again, this was a poor performing response (0 marks awarded)

(a) Explain **one** staffing issue there might be for the owner because of the plan.

(2)

*There may be less customers due to new items on the menu. ~~increase~~*

Candidates 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 learners to read exam questions carefully and by including exam technique sessions in the run up to the exam series

**Q12b Targeted Specification Area: Learning Aim B3**

This question proved accessible, with many learners gaining at least one mark of the two marks available for Identifying and explaining the negative impacts on the business.

The majority of marks were gained for identifying that fresh ingredients can be more expensive as detailed below:

This was a high performing response (2 marks awarded)

(b) Explain one negative financial impact of this plan on the business.

(2)

They want to use fresh ingredients and this means the food will cost more to make. They would then have to sell the food at a higher price to get profit, but some customers may be put off by the price

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

(b) Explain one negative financial impact of this plan on the business.

(2)

The ingredients will be expensive also the owner will have to send them on training courses to gain loyalty which means it will cost a lot

This was a mixed response where the learner failed to gain the full two marks for not expanding on the identification given (1 mark awarded)

the ingredients are fresh so this means lots of vitamins and minerals

Again, this was a mixed response (1 mark awarded)

(b) Explain **one** negative financial impact of this plan on the business.

(2)

That they would need to order fresher products and it would cost more as it is fresh

Where learners did not gain any marks they gave random responses again not answering the question asked

This was a poor performing response (0 marks awarded)

because the customers would know it's healthy.

This was also a poor performing response (0 marks awarded)

fresh ingredients ensure there are no additives in the dishes served, therefore all food is as healthy as possible.

Again, this was a poor performing response (0 marks awarded)

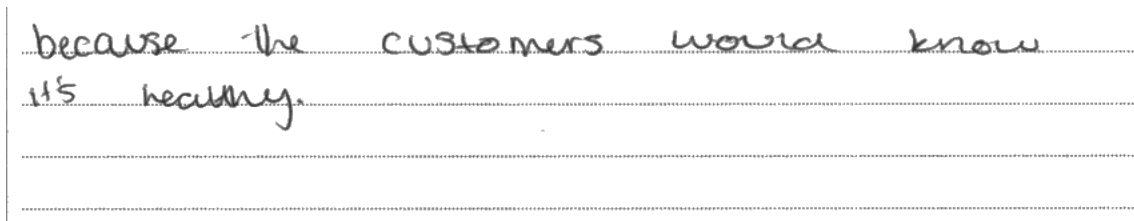
so that the customers know what goes in the food and that the staff can decide what ingredients are used.

### Q12c Targeted Specification Area: Learning Aim B2

This question proved to be a challenge to some learners with many learners gaining no marks when asked to explain ways that using fresh ingredients can help promote a business as a healthy eating venue as detailed below:

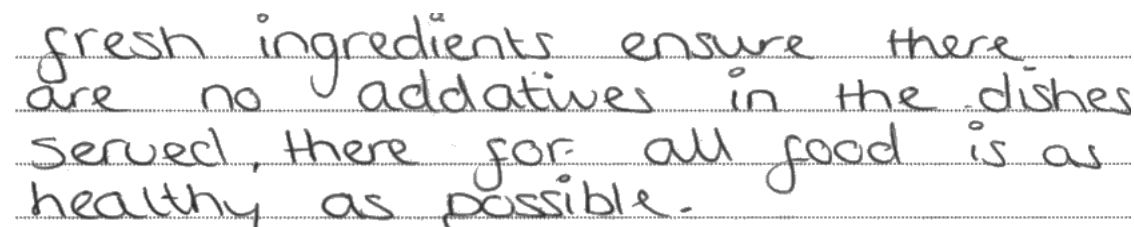
Learner responded with repetition of the question many times in relation to the ingredients being more fresh and healthy

This is a poor performing response (0 marks awarded)



because the customers would know  
it's healthy.

This is also a poor performing response demonstrating the lack of understanding of the question (0 marks awarded)



fresh ingredients ensure there  
are no additives in the dishes  
served, there for all food is as  
healthy as possible.

Where learners gained the one marks, the identification point was made however there was limited expansion as detailed below;

This was a mixed response with limited explanation given (1 mark awarded)

Fresh good has more nutrients and the <sup>(2)</sup> bistro can promote this on their menu

This response was also limited (1 mark awarded)

Because if the ingredients were not as fresh and ready brought frozen your not getting as much nutrients compared to what you would be buying fresh

**(Total for Question 12 = 6 marks)**

Again, this response was also limited (1 mark awarded)

Because the fresh ingredients will be full of nutrients. And will contain alot more than a meal that's not made from fresh ingredients.

Candidates 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 learners to read exam questions carefully and by including exam technique sessions in the run up to the exam series

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.

### Q13 Targeted Specification Area: Learning Aim B2

This question was accessible to learners, with the majority responding well, showing a good understanding gaining at least two or three marks from the four marks available for explaining two ways the restaurant can make the stall look different from the other stalls

Where learners gained the three or four marks, they were able to clearly identify and explain with the most popular response given referred to colourful designs and attracting customer's attention.

This was a high performing response (4 marks awarded)

Explain **two** ways the restaurant can make the stall look different from the other stalls.

1. The restaurant could use bright, vibrant colours to attract people to it
2. They could give testers to people so people know what their food tastes like.

Again, another high performing response, gaining the full marks (4marks awarded)

Explain **two** ways the restaurant can make the stall look different from the other stalls.

1. if the stall brands itself as a vegetarian stall, it can use bright, colourful signs that might draw in vegetarian customers.
2. it could offer free samples of vegetarian food which could draw people who would like to try/eat vegetarian food.

This was also a high performing response where two identifications were made with the expansion of one (3 marks awarded)

Explain **two** ways the restaurant can make the stall look different from the other stalls.

- 1 It can have bright and colourful colours to attract customers
- 2 it can offer free samples to people

This response was mixed with limited explanation to the identification points (2 marks awarded)

Explain **two** ways the restaurant can make the stall look different from the other stalls.

- 1 They could get foods of many different colours to make their stall stand out.
- 2 They could also make a really flashy sign to draw people's attention.

This was a poor performing response with no explanations given to the identification of adding more colour (1 marks awarded)

Explain **two** ways the restaurant can make the stall look different from the other stalls.

- 1 ~~add more colour to the stall~~  
Have the store bigger than anyone else's.
- 2 add more colour to the stall.



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

This was a poor performing response (0 marks awarded)

Explain **two** ways the restaurant can make the stall look different from the other stalls.

1. because if someone is vegetarian and they are looking for somewhere to eat then they want to stand out so people want to try it and ~~so~~<sup>know</sup> they sell vegetation.

2. The business might want ~~all~~ different kinds of people to try the foods and see what they like and feedback and the business could improve. and they might want to see how the business is getting on.

(Total for Question 13 = 4 marks)

### Q14 Targeted Specification Area: Learning Aim B4

This question was accessible to learners, with the majority responding well, showing a good understanding gaining at least two marks from the four marks available for explaining two ways that providing this package to staff will help to improve their wellbeing.

Where learners gained the three or four marks, they were able to clearly identify and explain. The the most popular response given was in relation to staff being encouraged to eat healthily

This was a high performing response (4 marks awarded)

Explain **two** ways that providing this package to staff will help to improve their wellbeing.

- 1 Staff will be more likely to go to the ~~gym~~ health club which will improve their health and emotional well being.
- 2 Staff will <sup>now</sup> most likely shop at the local health store which will make them buy healthier food with lots of nutrients which will benefit their health and increase their lifespan.

Another high performing response, gaining the full marks (4marks awarded)

Explain **two** ways that providing this package to staff will help to improve their wellbeing.

- 1 the staff will think that the company care's about them so they might perform better at work giving a new attitude to work for work
- 2 the staff will feel better about them selves going to a health club and having 10% of healthy food because if they eat healthy food it will help the immune system

Again, another high performing response, gaining the full marks (4marks awarded)

Explain **two** ways that providing this package to staff will help to improve their wellbeing.

- 1 It will encourage them to go to the health club and work out, which will increase their physical health. It will reduce belly fat and help build muscle strength which will help with long ~~stuffed~~ shifts at the hotel.
- 2 If discount is available then the staff are more likely to buy food from the health food store which will make them feel better in themselves ~~and~~ gives them more energy making them work better at the hotel.

(Total for Question 14 = 4 marks)

This was also a high performing response where two identifications were made with the expansion of one (3 marks awarded)

Explain **two** ways that providing this package to staff will help to improve their wellbeing.

1. When staff finish work they are likely to be tired ~~so~~ and go to sleep and have no time for exercise so whilst their at work they can stay healthy
2. It will also benefit their wellbeing because they get a discount at the health food ~~at~~ store which could help them stay healthy.

This response was mixed with limited explanation to the identification points (2 marks awarded)

Explain **two** ways that providing this package to staff will help to improve their wellbeing.

1. When staff finish work they are likely to be tired ~~so~~ and go to sleep and have no time for exercise so whilst their at work they can stay healthy
2. It will also benefit their wellbeing because they get a discount at the health food ~~at~~ store which could help them stay healthy.

This was a poor performing response with no explanations given to the identification of adding more colour (1 marks awarded)

Explain **two** ways that providing this package to staff will help to improve their wellbeing.

1. Some members of the staff might be struggling financially so this could help them a little bit.
2. Some members of the staff might not shop at healthy food stores so this might encourage them to eat more healthy.

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

This was a poor performing response (0 marks awarded)

**Explain two ways that providing this package to staff will help to improve their wellbeing.**

- The hotel is giving away a discount and separating health by giving away gym membership to help people get fit. By giving 10% discount it make customer want to go to the hotel.
- It would also put an impression on staff to make to show what the hotel is trying to do. It can help with recruiting by making the hotel known world wide by doing the participating.

**(Total for Question 14 = 4 marks)**

This was a poor performing response (0 marks awarded)

**Explain two ways that providing this package to staff will help to improve their wellbeing.**

- it will help them improve there wellbeing because they will learn new things they didn't know before.
- 

Candidates 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 learners to read exam questions carefully and by including exam technique sessions in the run up to the exam series

## Q15 Targeted Specification Area: Learning Aim B1

This question was answered well and proved accessible to learners showing a good understanding gaining at least two marks from the four marks available for explaining two issues the care home must consider when designing the new menu for the residents

Where learners gained the three or four marks, they were able to clearly identify and explain. The the most popular response given related to dietary requirements and balanced diets as detailed below:

This was a high performing response (4 marks awarded)

Explain **two** issues the care home must consider when designing the new menu for the residents.

- 1 Some of the elderly residents won't be able to chew as well as others so having soft food on the menu is very important.
- 2 has to be high high in nutrients because many of them will lack nutrients and ~~need~~ it for ~~extra~~ ~~over~~ have special dietary requirements.

Another high performing response, gaining the full marks (4marks awarded)

Explain **two** issues the care home must consider when designing the new menu for the residents.

- 1 The food needs to be soft because elderly people might have lost teeth which means that they will have problems ~~chewing~~ chewing their food so the menu will have to contain soft foods. they also need quick and easy meals.
- 2 They also need meals that are high high in fibre because elderly people have weak immune systems, so they need meals that are high in fibre to be ~~at~~ able to try and strengthen the elderly peoples immune systems.

Again, another high performing response, gaining the full marks (4marks awarded)

Explain **two** issues the care home must consider when designing the new menu for the residents.

- 1 They would need to consider any allergies. If any one is allergic to something for example nuts, they are more likely to die. Or wheat and dairy.
- 2 If any of the residents are on special or ~~spec~~ specific diets, also ~~reig~~ religion diets like, Halal. This would need to ~~take~~ be taken into ~~cont~~ considering.

This was also a high performing response where two identifications were made with the expansion of one (3 marks awarded)

Explain **two** issues the care home must consider when designing the new menu for the residents.

- 1 Many elderly residents may wear dentures or not have many teeth left so therefore whatever food is provided needs to be soft so that they can eat it.
  - 2 The care home must also be careful of portion sizes and not give elderly people too much to eat. This is because they aren't as active and so it may lead to weight gain if they eat too much.
- (Total for Question 15 = 4 marks)

Again, this was also a high performing response where two identifications were made with the expansion of one (3 marks awarded)



Explain **two** issues the care home must consider when designing the new menu for the residents.

- 1 they must be aware of any allergies as if someone was to have an allergy it could be a bad situation if they were to eat that thing, this could cause death.
- 2 they must ensure that the menu should include health products that would be needed for a healthy balanced diet.

This response was mixed with explanation to the one identification point given (2 marks awarded)

Explain **two** issues the care home must consider when designing the new menu for the residents.

- 1 They're not allowed any hard foods because ~~they're~~ ~~they~~ will be hard to chew.
- 2 food must be well seasoned so it's enjoyable.

Again, this response was limited with two identification points and no expansion given (2 marks awarded)

Explain **two** issues the care home must consider when designing the new menu for the residents.

- 1 if any of the residents have a special diet such as low sugar, low salt, diabetic, celiac
- 2 if any of the residents have any allergies or intolerances to anything in the food.

Where learners gained one mark, they often gave random responses not specific enough to the question or no explanation to the identification points given as detailed below:

This was a poor performing response with no explanations given to the identification of various options (1 marks awarded)

Explain **two** issues the care home must consider when designing the new menu for the residents.

- 1 Making sure there are different kind of products, so that they have options.
- 2 Make sure theres a healthy side, as some of the residents can only eat that

This was a poor performing response with no explanations given to the identification of various options (1 marks awarded)

Explain **two** issues the care home must consider when designing the new menu for the residents.

- 1 A healthy menu with offers like buy 1 healthy and get one free.
- 2 A vegaterians menu aswell so if ~~there~~ they are vegeterians then they ~~will~~ not feel left out.

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 B2

This question was in 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 to learners with many responses listing a range of ideas with some answers very repetitive and only covering one point when discussing how the coffee shop can encourage customers to choose the healthy options

Popular responses tended to focus on offering special offers, deals of the day, advertising and publicity

In addition to this particular healthy menu items available were described detailing the various options available

Displaying healthy options to encourage impulse buys and promotions was also explored further demonstration by learners showing a higher level of understanding to the question

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

This was a good level response with some points identified and explanation given. Points made were explored and were relevant to the scenario (5 marks awarded)

Discuss how the coffee shop can encourage customers to choose the healthy options.

The coffee shop can promote ~~#~~ healthy options by having meal deals e.g. coffee plus healthy sandwich for a reasonable price.

The coffee shop could advertise the ~~health~~ healthy options through posters and reward cards when they order a ~~certain~~ certain amount of food.

~~For customers~~ for customers to pick the ~~healthy~~ healthy options that can include ~~all~~ the ingredients that is in the products that they sell so more people will be interested.

The coffee shop can offer a special giveaway when a customer has collected points from their order.

Some of the very same points were explored, however not in the detailed required to answer the question to gain further marks

Healthy meal options were regularly identified with various advertisement and promotion ideas stated. Consideration of the changing of packaging to make the healthy options look more attractive was overlooked and in many cases there was little expansion or no expansion for the discussion points identified as the example details below;

The following responses gained three marks, the learners identify a number of valid points however the justification is not in depth with most points being generic

This response was mixed (3 marks awarded)

Discuss how the coffee shop can encourage customers to choose the healthy options.

One way the coffee shop can get customers to choose the healthy options is by having signs around the cafe saying how much fat, sugar and salt is in the food. Another way they can help customers to choose the healthy options is by put two or three unhealthy meals on the menu but having a lot of healthy meals.

Again, this response was mixed (3 marks awarded)

Discuss how the coffee shop can encourage customers to choose the healthy options.

by making some options cheaper, customers will most likely choose the cheaper / healthier option. It could also offer options with normal sugar / salt, and have the reduced options on the menu in case people wanted it. It could use social media to make more people aware of the reduced salt / sugar options. The shop could also use the award they won to attract business, either through social media or by using signs saying that they have healthy options.

Where learners gained only one or two marks were awarded, they often gave generic responses and few points identified with limited justification given as detailed below:

This was a poor performing response (2 marks awarded)

**Discuss how the coffee shop can encourage customers to choose the healthy options.**

They could encourage them to choose the healthy option by reducing the price of the healthier option and making the unhealthy options more expensive, they could also do a deal or incentive for the healthier options like a loyal card.

Again, this was a poor performing response identifying a few key points (2 marks awarded)

**Discuss how the coffee shop can encourage customers to choose the healthy options.**

The coffee shop can increased they customers by using catching name for the food and ~~the~~ making the shop ~~it~~ look eye catching. The shop can give the customer a 10% off all coffees if they get something healthy off the menu board. And give away a spritz for free. The coffee shop can give a away fruit for the customer if they buy something healthy.

This is a poor performing response where only one key point was identified with no detailed justification given (1 mark awarded)

Discuss how the coffee shop can encourage customers to choose the healthy options.

*they can they can put up signs saying choose the healthy options today.*

.....

.....

## 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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