

Lead Examiner Report June 2019

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

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

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What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, 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	13	22	31	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 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. 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 A3

A well-answered question with the majority of learners were required and able to gain the one mark available by correctly identify which is the healthiest way of cooking eggs from the multiple-choice options.

Where learners gained the one mark, it was for the identification of the correct answer C – Poaching

Q2 Targeted Specification Area: Learning Aim A1

A well-answered question with the majority of learners being able to gain the one mark available by correctly giving one way obese people could lose weight

Where learners gained the one mark, it was for the common response of physical activity as detailed below:

This was a high performing response (1 mark awarded)

2 Give one way obese people could lose weight.

Exercise

(Total for Question 2 = 1 mark)

Another common response related to portion control also as detailed below:

This was a high performing response (1 mark awarded)

2 Give **one** way obese people could lose weight.

They could go to the gym and eat smaller food portions or healthier options.

(Total for Question 2 = 1 mark)

Q3 Targeted Specification Area: Learning Aim A1

The majority of learners were required and able to gain the one mark available by correctly giving one health benefit for Ahmed of taking enough rest and relaxation.

The most common response was to reduce stress, as detailed on the mark scheme and also below:

This was a high performing response (1 mark awarded)

3 Ahmed has a very demanding job, but he takes regular holidays for rest and relaxation.
Give **one** health benefit for Ahmed of taking enough rest and relaxation.

Reduces stress.

(Total for Question 3 = 1 mark)

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

3 Ahmed has a very demanding job, but he takes regular holidays for rest and relaxation.
Give **one** health benefit for Ahmed of taking enough rest and relaxation.

Stress relief / no stress

(Total for Question 3 = 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)

**3 Ahmed has a very demanding job, but he takes regular holidays for rest and relaxation.
Give one health benefit for Ahmed of taking enough rest and relaxation.**

Helps his muscles to relax.

(Total for Question 3 = 1 mark)

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

**3 Ahmed has a very demanding job, but he takes regular holidays for rest and relaxation.
Give one health benefit for Ahmed of taking enough rest and relaxation.**

boosts memory

(Total for Question 3 = 1 mark)

Q4 Targeted Specification Area: Learning Aim A5

The majority of learners were required and able to gain one mark for stating two health problems that Luis might suffer from if he continues eating processed meats

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

This was a high performing response (1 mark awarded)

**4 Luis eats a lot of processed meats.
State two health problems that Luis might suffer from if he continues eating processed meats.**

1 Obesity

2 Heart disease

(Total for Question 4 = 2 marks)

This was also a high performing response (1 mark awarded)

4 Luis eats a lot of processed meats.

State **two** health problems that Luis might suffer from if he continues eating processed meats.

1 heart diese

2 stroke

(Total for Question 4 = 2 marks)

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

4 Luis eats a lot of processed meats.

State **two** health problems that Luis might suffer from if he continues eating processed meats.

1 Obesity

2 Stroke

(Total for Question 4 = 2 marks)

Where learners gained only the one mark, they often gave a random incorrect second response as detailed below:

This was a mixed response (1 mark awarded)

4 Luis eats a lot of processed meats.

State **two** health problems that Luis might suffer from if he continues eating processed meats.

1 heart disease

2 processed meats.

(Total for Question 4 = 2 marks)

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

4 Luis eats a lot of processed meats.

State **two** health problems that Luis might suffer from if he continues eating processed meats.

1 obesity

2 mag delivape

(Total for Question 4 = 2 marks)

Q5 Targeted Specification Area: Learning Aim A4

This question proved to be difficult for learner with the majority of learners not able to give one kind of additive that can cause an allergic reaction resulting in no marks awarded

Where many learners gained no marks, they often referred gave nuts as the answer as detailed below:

This was a poor performing response (0 marks awarded)

5 Give **one** kind of additive that can cause an allergic reaction.

Nuts

(Total for Question 5 = 1 mark)

This was also a poor performing response, again referring to nuts as the answer (0 marks awarded)

5 Give **one** kind of additive that can cause an allergic reaction.

Nuts Pecanuts

(Total for Question 5 = 1 mark)

Again where learners gained no marks, answers did not relate to additives and again often referred to foods that may trigger allergies as detailed below:

This was a poor performing response (0 marks awarded)

5 Give one kind of additive that can cause an allergic reaction.

Shellfish

(Total for Question 5 = 1 mark)

This was also a poor performing response, again not referring to additives (0 marks awarded)

5 Give one kind of additive that can cause an allergic reaction.

nut oils / fish oils / shell fish

(Total for Question 5 = 1 mark)

Where learners gained the one mark, it was for the correct identification of artificial flavourings as detailed on the mark scheme as detailed below:

5 Give one kind of additive that can cause an allergic reaction.

artificial flavouring

(Total for Question 5 = 1 mark)

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

Many learners were confused by the word 'additive' and may not have covered this part of the specification as answers often referred to foods that trigger allergic reactions. Centres need to ensure that they teach the full range of the specification content, including key terms.

Q6 Targeted Specification Area: Learning Aim B4

This question was not well answered, with the majority of learners not able to give one way a hospitality business can help staff working on late shifts resulting in no marks awarded

Where learners gained no marks, they often referred to taking breaks as detailed below:

This was a poor performing response (0 marks awarded)

6 Staff working in hospitality businesses may have to work late or unsociable hours.

Give **one** way a hospitality business can help staff working on late shifts.

provide regular breaks.

(Total for Question 6 = 1 mark)

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

6 Staff working in hospitality businesses may have to work late or unsociable hours.

Give **one** way a hospitality business can help staff working on late shifts.

ensure that they have a break, for a suitable amount of time

(Total for Question 6 = 1 mark)

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

6 Staff working in hospitality businesses may have to work late or unsociable hours.

Give **one** way a hospitality business can help staff working on late shifts.

give them breaks to go outside or relax for a bit

(Total for Question 6 = 1 mark)

Where learners gained the 1 marks available the most common response related to providing meals as detailed below:

This was a high performing correct response (mark awarded)

6 Staff working in hospitality businesses may have to work late or unsociable hours.

Give **one** way a hospitality business can help staff working on late shifts.

could give you a meal

(Total for Question 6 = 1 mark)

This was also a high performing correct response (1 mark awarded)

6 Staff working in hospitality businesses may have to work late or unsociable hours.

Give **one** way a hospitality business can help staff working on late shifts.

by providing them with food and water

(Total for Question 6 = 1 mark)

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

Q7 Targeted Specification Area: Learning Aim B2

The majority of learners were required and able to gain the one mark available by correctly giving one way a delicatessen can make of its healthy menu items at the till point.

The most common responses referred to having posters arounds, as detailed on the mark scheme and also below:

This was a high performing response (1 mark awarded)

7 Give **one** way a delicatessen can make customers aware of its healthy menu items at the till point.

POSTERS ^{around} ~~near~~ the till.

(Total for Question 7 = 1 mark)

This was a high performing response (1 mark awarded)

7 Give **one** way a delicatessen can make customers aware of its healthy menu items at the till point.

menu leaflets and posters

(Total for Question 7 = 1 mark)

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

7 Give **one** way a delicatessen can make customers aware of its healthy menu items at the till point.

posters

(Total for Question 7 = 1 mark)

Where learners gained no marks, they often gave responses out of context to the question being asked as detailed below:

This was a poor performing response (0 marks awarded)

7 Give **one** way a delicatessen can make customers aware of its healthy menu items at the till point.

social media

(Total for Question 7 = 1 mark)

Q8 Targeted Specification Area: Learning Aim A2

The majority of learners were required and able to gain one mark for naming one mineral that is found in a healthy diet

The most common responses was iron as detailed on the mark scheme and also below:

This was a high performing response (1 mark awarded)

8 A healthy diet should include foods containing essential minerals.

Name **one** mineral that is found in a healthy diet.

iron

(Total for Question 8 = 1 mark)

Where learners gained no marks, they often gave incorrect random responses not in connection to the question being asked as detailed below:

This was a poor performing response (0 marks awarded)

8 A healthy diet should include foods containing essential minerals.

Name **one** mineral that is found in a healthy diet.

Water

Chicken

(Total for Question 8 = 1 mark)

This was a poor performing response (0 marks awarded)

8 A healthy diet should include foods containing essential minerals.

Name **one** mineral that is found in a healthy diet.

one mineral is protein its found in chicken

(Total for Question 8 = 1 mark)

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

Q9a Targeted Specification Area: Learning Aim A2

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 symptoms of dehydration as detailed below:

This was a high performing response (2 marks awarded)

9 People often do not drink enough water and they become dehydrated.

(a) Give **two** symptoms of dehydration.

(2)

- 1 You will have your lips very dry.
- 2 Your face will be breaking out and you won't have a clear face.

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

9 People often do not drink enough water and they become dehydrated.

(a) Give **two** symptoms of dehydration.

(2)

- 1 Dry skin
- 2 Tiredness and fatigue

The most popular response was in relation to headaches and tiredness as detailed below:

This was a high performing response (2 marks awarded)

9 People often do not drink enough water and they become dehydrated.

(a) Give **two** symptoms of dehydration.

(2)

- 1 Tiredness
- 2 Headaches

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

9 People often do not drink enough water and they become dehydrated.

(a) Give **two** symptoms of dehydration.

(2)

1 Headaches

2 Dizziness

Q9b Targeted Specification Area: Learning Aim A3

Many learners gave a positive response to the question gaining at least one mark out of the possible two available for giving two foods high in water content that can help to rehydrate the body. The most popular response was fruit as detailed below:

Where learners only gained the one mark, it was for the identification of the correct answer related to fruit and the wrong response relating to a random food item as detailed below:

This response was mixed (1 mark awarded)

(b) Give **two** foods high in water content that can help to rehydrate the body.

(2)

1 red meats, such as beef.

2 watermelon.

(Total for Question 9 = 4 marks)

Again, another mixed response where the incorrect first answer formed part of the question (1 mark awarded)

(b) Give **two** foods high in water content that can help to rehydrate the body.

(2)

1 water

2 smoothies

(Total for Question 9 = 4 marks)

Many learners identified the two correct answers showing an understanding of the question, the comon responses related to fruit and vegetables as detailed below:

This demonstrated a high performing response (2 mark awarded)

(b) Give **two** foods high in water content that can help to rehydrate the body.

(2)

1 Watermelon

2 ~~Broccoli~~ Broccoli

(Total for Question 9 = 4 marks)

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

(b) Give **two** foods high in water content that can help to rehydrate the body.

(2)

1 Fruits (oranges, lemon, lime, ~~Apple~~ Apples, grapes, watermelon, pear, kiwi)

2 vegetable (broccoli, cauliflower, ~~broccoli~~ sprouts, ~~Asparragus~~ Asparragus, carrots)

(Total for Question 9 = 4 marks)

Q10 Targeted Specification Area: Learning Aim B2

This question was accessible to learners, with the majority being able to gain the two marks available for giving two types of nutritional information that should be listed on prepacked food labels

The most popular response related to calories as detailed below:

10 Give two types of nutritional information that should be listed on prepacked food labels.

- 1 The amount of calories
- 2 The amount of fat and other nutrients.

(Total for Question 10 = 2 marks)

This was a high performing response (2 marks awarded)

10 Give two types of nutritional information that should be listed on prepacked food labels.

- 1 how many calories
- 2 how much sugars/fats

(Total for Question 10 = 2 marks)

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

10 Give two types of nutritional information that should be listed on prepacked food labels.

- 1 calories + serving sizes
 - 2 list of things such as fat and how much the food contains
- |
nutritional information

(Total for Question 10 = 2 marks)

Where learners only gained 1 mark, the common incorrect response did not relate to the nutritional information required as detailed below:

This response was mixed (1 marks awarded)

10 Give two types of nutritional information that should be listed on prepacked food labels.

- 1 ingredients
- 2 best before date

(Total for Question 10 = 2 marks)

This response was also mixed again with the incorrect response not relating to the nutritional information required (1 marks awarded)

10 Give two types of nutritional information that should be listed on prepacked food labels.

1 ingredients

2 expiry date

(Total for Question 10 = 2 marks)

Where learners did not gain any marks they gave random responses not relating to the question being asked as detailed below:

This was a poor performing response (0 marks awarded)

10 Give two types of nutritional information that should be listed on prepacked food labels.

1 calcium

2 protein

(Total for Question 10 = 2 marks)

Q11 Targeted Specification Area: Learning Aim B1

The majority of learners were required and able to gain one mark for giving one way school canteens can do this

The most common responses was in relation introducing a salad bar as detailed on the mark scheme and also below:

This was a high performing response (1 mark awarded)

11 School canteens should offer healthy eating and drinking options.

Give one way school canteens can do this.

By providing a salad bar and having water dispensers around the canteen

(Total for Question 11 = 1 mark)

This was also a high performing response (1 mark awarded)

11 School canteens should offer healthy eating and drinking options.

Give **one** way school canteens can do this.

Salad bar.

(Total for Question 11 = 1 mark)

Again, this was also a high performing response detailing replacing fizzy drinks (1 mark awarded)

11 School canteens should offer healthy eating and drinking options.

Give **one** way school canteens can do this.

A salad bar and instead of fizzy drinks
fruit juices and water.

(Total for Question 11 = 1 mark)

Where learners gained only the one mark, they often gave a random response not specific enough to answer the question as detailed below:

This was a mixed response (1 mark awarded)

11 School canteens should offer healthy eating and drinking options.

Give **one** way school canteens can do this.

Have a stall specifically for healthy eating.

(Total for Question 11 = 1 mark)

Q12 Targeted Specification Area: Learning Aim A4

The majority of learners were required and able to gain the one mark available by correctly giving one reason why hens producing free range eggs benefit from better animal welfare

The most common responses related to hens being free to roam and hens having more space, as detailed on the mark scheme and also below:

This was a high performing response (1 mark awarded)

12 Free range eggs are now popular with customers who link animal welfare with eating healthily.

Give **one** reason why hens producing free range eggs benefit from better animal welfare.

Because they're aloud to range
freely ^{on} at the farm.

(Total for Question 12 = 1 mark)

This was a high performing response (1 mark awarded)

12 Free range eggs are now popular with customers who link animal welfare with eating healthily.

Give **one** reason why hens producing free range eggs benefit from better animal welfare.

~~They~~ The hens are treated better by
they have more space so healthier
eggs

(Total for Question 12 = 1 mark)

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

12 Free range eggs are now popular with customers who link animal welfare with eating healthily.

Give **one** reason why hens producing free range eggs benefit from better animal welfare.

they are free to walk about and
are not held in coops

(Total for Question 12 = 1 mark)

Where learners gained no marks, they often gave responses out of context to the question being asked as detailed below:

This was a poor performing response (0 marks awarded)

12 Free range eggs are now popular with customers who link animal welfare with eating healthily.

Give **one** reason why hens producing free range eggs benefit from better animal welfare.

Because no chickens are being killed in the process.

(Total for Question 12 = 1 mark)

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

12 Free range eggs are now popular with customers who link animal welfare with eating healthily.

Give **one** reason why hens producing free range eggs benefit from better animal welfare.

The animal is fine.

(Total for Question 12 = 1 mark)

Q13 Targeted Specification Area: Learning Aim B2/B3

This question was not well answered, with the majority of learners not able to give two reasons why some restaurants do not offer locally sourced foods resulting in no marks awarded

Where learners gained no marks, they often related to random responses as detailed below:

This was a poor performing response (0 marks awarded)

13 Give **two** reasons why some restaurants do not offer locally-sourced foods.

1 The food sourced close to them is not the best.

2 The restaurant could be based on another country.

(Total for Question 13 = 2 marks)

This response was mixed (1 mark awarded)

13 Give two reasons why some restaurants do not offer locally-sourced foods.

- 1 Because it may be too dear and they cannot afford it.
- 2 maybe because they make all their food from scratch.

(Total for Question 13 = 2 marks)

This response was also had a mixed response (1 mark awarded)

13 Give two reasons why some restaurants do not offer locally-sourced foods.

- 1 Low variety of food choices
- 2 They're more expensive

(Total for Question 13 = 2 marks)

This was a high performing correct response with the most common response relating to the price (2 marks awarded)

13 Give two reasons why some restaurants do not offer locally-sourced foods.

- 1 local foods may be more expensive to buy.
- 2 local suppliers may not stock ^{specialist} ingredients that the restaurant wants.

(Total for Question 13 = 2 marks)

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

Q14 Targeted Specification Area: Learning Aim A1

The majority of learners were required and able to gain the two marks available for explaining one benefit to elderly people who live alone of attending a lunch club at a local day centre

The most common responses was in relation to social interaction as detailed on the mark scheme and also below:

This was a high performing response (2 marks awarded)

14 Explain one benefit to elderly people who live alone of attending a lunch club at a local day centre.

By attending a lunch club the elderly can interact with other people their age. This benefits them with their mental health as it can stop them feeling lonely.

(Total for Question 14 = 2 marks)

This was a high performing response (1 mark awarded)

14 Explain one benefit to elderly people who live alone of attending a lunch club at a local day centre.

They are able to meet or up with others and socialise, rather than being stuck in their homes doing nothing. This is really good for the elderly's emotional health, along with their mental health.

(Total for Question 14 = 2 marks)

Where learners gained 1 mark, they often gave the correct identification point without expansion of the answer as detailed below:

This was a mixed response (1 mark awarded)

14 Explain **one** benefit to elderly people who live alone of attending a lunch club at a local day centre.

They get a chance to socialize with people their age.

(Total for Question 14 = 2 marks)

This was a poor performing response not specific enough to answer the question (0 marks awarded)

14 Explain **one** benefit to elderly people who live alone of attending a lunch club at a local day centre.

They will get the right portions of food

(Total for Question 14 = 2 marks)

Q15 Targeted Specification Area: Learning Aim A3

A well-answered question with the majority of learners being able to gain the one mark available by correctly giving one reason why a ready-prepared vegetarian burger is not always a healthy option

Where learners gained the one mark, it was for the common response of being processed as detailed in the mark scheme and below:

This was a high performing response (1 mark awarded)

15 Give **one** reason why a ready-prepared vegetarian burger is not always a healthy option.

Because it is not fresh ingredients and instead is processed which doesn't contain many nutrients.

(Total for Question 15 = 1 mark)

Another common response related to salt also detailed in the mark scheme and below:

This was also a high performing response (1 mark awarded)

15 Give one reason why a ready-prepared vegetarian burger is not always a healthy option.

As it may be high in salt, which can cause heart diseases or high blood pressure

(Total for Question 15 = 1 mark)

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

This was a poor performing response (0 marks awarded)

15 Give one reason why a ready-prepared vegetarian burger is not always a healthy option.

A ready prepared burger isn't guaranteed to be healthy or made fresh it could also be made from other old food products.

(Total for Question 15 = 1 mark)

Again, this was a poor performing response with a very limited specific response (0 marks awarded)

15 Give one reason why a ready-prepared vegetarian burger is not always a healthy option.

This might not be a healthy option because this burger could be frozen or been ready for days

(Total for Question 15 = 1 mark)

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

Q16a Targeted Specification Area: Learning Aim B1

This question was not well answered, with the majority of learners not able to give two benefits for the hospital of using regenerated meals

Many answers referred to the benefits to the patients and not the hospital as detailed below:

This response was mixed (1 mark awarded)

16 A hospital uses regenerated meals to cater for its patients.

(a) Give **two** benefits for the hospital of using regenerated meals.

(2)

1 easier and quicker to cook.

2 wider variety of food choices.

This was also a mixed response (1 mark awarded)

16 A hospital uses regenerated meals to cater for its patients.

(a) Give **two** benefits for the hospital of using regenerated meals.

(2)

1 easier to make

2 more variety of meals.

Again, this was a poor performing response where a popular response related to the benefits to the patients and not the hospital (0 marks awarded)

16 A hospital uses regenerated meals to cater for its patients.

(a) Give **two** benefits for the hospital of using regenerated meals.

(2)

1 regenerated meats are low in salt.

2 regenerated meats still have all it's vitamins.

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

16 A hospital uses regenerated meals to cater for its patients.

(a) Give **two** benefits for the hospital of using regenerated meals.

(2)

1. nothing will go to waste.

2. less pollution

This was a high performing correct response with the most common response relating to the ease of preparation (2 marks awarded)

16 A hospital uses regenerated meals to cater for its patients.

(a) Give **two** benefits for the hospital of using regenerated meals.

(2)

1. It is faster for them to make

2. more cost effective for the NHS

This was a high performing correct response with the most common response relating the ease of preparation (2 marks awarded)

16 A hospital uses regenerated meals to cater for its patients.

(a) Give **two** benefits for the hospital of using regenerated meals.

(2)

1. It is quick to prepare not wasting staff time

2. less staff training is needed in preparing food ~~more~~

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

Q16b Targeted Specification Area: Learning Aim B1

This question was not well answered, with the majority of learners not able to give two benefits for patients of the hospital using regenerated meals

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

This was a poor performing response (1 marks awarded)

(b) Explain **one** benefit for patients of the hospital using regenerated meals.

(2)

~~_____~~ ~~_____~~ ~~_____~~ ~~_____~~ ~~_____~~ ~~_____~~ ~~_____~~
~~_____~~ ~~_____~~ Their meals are warm

(Total for Question 16 = 4 marks)

Where learners only gained the 1 mark, the identification was given in getting the nutrients they need however there was no expansion to the response detailed below:

This response was mixed (1 mark awarded)

(b) Explain **one** benefit for patients of the hospital using regenerated meals.

(2)

they can still get all the nutrients
 they need
 they can get their food fast

(Total for Question 16 = 4 marks)

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

(b) Explain **one** benefit for patients of the hospital using regenerated meals.

(2)

The benefit is it will be the right portion that will fill you up till dinner or lunch time.

(Total for Question 16 = 4 marks)

This response was mixed again showing no expansion to choosing from a wider choice (1 mark awarded)

(b) Explain **one** benefit for patients of the hospital using regenerated meals.

(2)

The patients will be able to choose from a wide variety of meals.

(Total for Question 16 = 4 marks)

This was a high performing response demonstrating one of the popular responses in having wider choices and meeting dietary needs (2 marks awarded)

(b) Explain **one** benefit for patients of the hospital using regenerated meals.

(2)

The patients will ~~have~~ have more choice of healthy meals. This benefits them as it means they get variety in their diet as well as the correct nutrients which will help with their recovery.

(Total for Question 16 = 4 marks)

Again this was a high performing response relating again to meeting their individual need (2 marks awarded)

(b) Explain **one** benefit for patients of the hospital using regenerated meals.

(2)

It ~~would~~^{will} be good for the patients diet because the meals are very healthy and say if a patient can't chew the food it will be mashed up

(Total for Question 16 = 4 marks)

Again this was a high performing response where another of the most popular response was portion control agin to meet individual need (2 marks awarded)

(b) Explain **one** benefit for patients of the hospital using regenerated meals.

(2)

They are given correct portion sizes, so they aren't over or under eating. This is important as if they aren't eating the correct portion size then they may not be able to fully heal.

(Total for Question 16 = 4 marks)

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.

Q17a Targeted Specification Area: Learning Aim B2

This question proved accessible, with many learners gaining at least one marks of the two marks available for giving two ways the hotel could help Gillian by changing her working pattern

The majority of marks were gained for introducing a phased return to work as detailed below:

This was a high performing response (2 marks awarded)

17 Gillian works as a marketing manager in a large hotel and has recently returned to work after a serious illness.

(a) Give **two** ways the hotel could help Gillian by changing her working pattern.

- (2)
- 1 They can give her more manageable hours so that she's not working too early or too late to reduce stress.
 - 2 They could give her slightly less shifts ^{when she comes} ~~at the~~ back so she can ease into her work slowly.

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

17 Gillian works as a marketing manager in a large hotel and has recently returned to work after a serious illness.

(a) Give **two** ways the hotel could help Gillian by changing her working pattern.

- (2)
- 1 Shorten her shifts for a few weeks to allow her to get back slowly.
 - 2 Provide her with regular breaks so she can rest and relax.

This was a mixed response again relating to a phased return to work (1 mark awarded)

17 Gillian works as a marketing manager in a large hotel and has recently returned to work after a serious illness.

(a) Give **two** ways the hotel could help Gillian by changing her working pattern.

- (2)
- 1 Start her off on not many hours & get her used to it
 - 2 Don't give her unassociable hours to work

Again, this was a mixed response where the learner gained marks for different hours of work however there was no expansion on the identification given (1 mark awarded)

17 Gillian works as a marketing manager in a large hotel and has recently returned to work after a serious illness.

(a) Give **two** ways the hotel could help Gillian by changing her working pattern.

- (2)
- 1 Hire a co manager to help share the work load.
 - 2 different hours to work.

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)

17 Gillian works as a marketing manager in a large hotel and has recently returned to work after a serious illness.

(a) Give two ways the hotel could help Gillian by changing her working pattern.

(2)

1 Have no late night shifts

2 Have well spaced out breaks

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

17 Gillian works as a marketing manager in a large hotel and has recently returned to work after a serious illness.

(a) Give two ways the hotel could help Gillian by changing her working pattern.

(2)

1 Give her more hours so more pay.

2 She can have her wages boosted for a while

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

Q17b Targeted Specification Area: Learning Aim B4

This question proved to be a challenge to some learners with few learners gaining the full four marks available and being able to give two ways adapting Gillian's pattern could also benefit the hotel as detailed below;

Responses demonstrated were often not specific enough to answer the question

This is a poor performing response (0 marks awarded)

(b) Explain **two** ways adapting Gillian's working pattern could also benefit the hotel. (4)

- 1 If she's working at more convenient times she can help to manage the hotel effectively.
- 2 she might be able to change the way she's marketing for the better.

(Total for Question 17 = 6 marks)

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

(b) Explain **two** ways adapting Gillian's working pattern could also benefit the hotel. (4)

- 1 They could employ other part-time workers to fill in for Gillian's hours. This would benefit the business as work would get done more efficiently.
- 2 They can provide better hours for staff as Gillian won't be working her full shift, this will allow staff to find better fitted hours, tailored to them.

(Total for Question 17 = 6 marks)

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

(b) Explain **two** ways adapting Gillian's working pattern could also benefit the hotel. (4)

- 1 employ more people who are willing to work night shifts so they don't have to worry about people calling in sick.
- 2 ~~be~~ Give employees time and a half for those who are willing to work the long shifts and this will make them more dedicated towards their job.

(Total for Question 17 = 6 marks)

Where learners gained the two marks available, one of the popular responses given was in relation to staff remaining loyal as detailed below;

This was a limited common response demonstrating some understanding (2 marks awarded)

(b) Explain **two** ways adapting Gillian's working pattern could also benefit the hotel. (4)

- 1 It would show that the hotel cares for their staff and would increase staff loyalty
- 2 They wouldn't have to pay her as much therefore increasing profit

(Total for Question 17 = 6 marks)

Where learners gained the higher marks available, learners were able to identify and expand on their answers in relation to the question asked detailed below;

This was a high performing response (4 marks awarded)

(b) Explain **two** ways adapting Gillian's working pattern could also benefit the hotel. (4)

- 1 You will gain staff loyalty so they will be more eager to work for you which will increase their performance.
- 2 It will boost the staff's mood which will improve customer service, this means customers are likely to come back therefore increasing profit.

(Total for Question 17 = 6 marks)

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

(b) Explain **two** ways adapting Gillian's working pattern could also benefit the hotel. (4)

- 1 Adapting Gillian's working pattern means that the hotel will have a better reputation for providing a happy healthy environment for staff meaning more people will want to work there
- 2 If Gillian has a good working pattern she is more likely to have a better work ethic and do things more efficiently which benefits the hotel as they know the marketing department will be run smoothly and efficiently.

(Total for Question 17 = 6 marks)

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

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.

Q18a Targeted Specification Area: Learning Aim B1

This question was not answered well and proved difficult for learners when asked to explain two reason why staying on campsites can be good for your health.

Few responses were not specific enough to answer the question being asked and related to not needing many items as detailed below:

This was a poor performing response (1 mark awarded)

18 Campsites are usually located in the countryside and on the coast.

(a) Explain **two** reasons why staying on campsites can be good for your health.

(4)

1 you will have ~~others things~~ you need to have in the campsite
 but clean water and good food and it is peaceful and quiet
 and the air around it is usually good

2

Where learners gained two mark, they often gave pollution as the correct response however identification points were not expanded on as demonstrated in the mark scheme as detailed below:

This response was mixed (2 marks awarded)

18 Campsites are usually located in the countryside and on the coast.

(a) Explain **two** reasons why staying on campsites can be good for your health.

(4)

1 There is less pollution in the country
 side because there is less cars,
 industries ~~industries~~ and toxic fumes

2 There is loads of nature trees and
 sea air that is all good to
 breathe in

Again, this response was mixed (2 marks awarded)

18 Campsites are usually located in the countryside and on the coast.

(a) Explain **two** reasons why staying on campsites can be good for your health.

(4)

1 The countryside is less polluted, it is safer to breathe in oxygen because it is less polluted.

2

The few learners demonstrating good knowledge and understanding were able to answer the question in detail with the most popular responses relating to the fresh air This was a high performing response (4 marks awarded)

18 Campsites are usually located in the countryside and on the coast.

(a) Explain **two** reasons why staying on campsites can be good for your health.

(4)

1 Because you are getting fresh air and sunlight which can provide you with nutrients such as vitamin D.

2 It can get people active and social which can lead to people having a better well being compared to people who sit inside all day.

Again, this was a high performing response (4 marks awarded)

18 Campsites are usually located in the countryside and on the coast.

(a) Explain **two** reasons why staying on campsites can be good for your health.

(4)

1 Staying in rural, remote areas can be good for mental health as it reduces stress and makes you feel relaxed. This is because of the peace and quiet away from large towns and cities.

2 Campsites in the countryside and on the coast are also good for your health as there are lots of places to go ~~walking~~ ^{walking} and do other exercise which helps lose weight.

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

Q18b Targeted Specification Area: Learning Aim B2

This question proved to be a challenge to some learners with many learners gaining no marks out of a possible two mark available when asked to explain one reason why the accommodation and facilities on campsites are often basic as detailed below;

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

(b) Explain **one** reason why the accommodation and facilities on campsites are often basic.

(2)

Because it is important that their facilities are used effectively and appropriately.

(Total for Question 18 = 6 marks)

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

(b) Explain **one** reason why the accommodation and facilities on campsites are often basic.

(2)

So that you're able to explore the area and not just stay on the campsite at all times, as this could cause your muscles to weaker as you won't be exercising enough.

(Total for Question 18 = 6 marks)

Again, this was also a poor response again demonstrating a lack of understanding to the question (0 marks awarded)

(b) Explain **one** reason why the accommodation and facilities on campsites are often basic.

(2)

Because you are out in middle of nowhere with benches, pop up beds and very few bits of equipment.

(Total for Question 18 = 6 marks)

Where learners gained the one mark, the identification point was recognised however there was no expansion to this as detailed on the mark scheme as detailed below;

This was a mixed response gaining the mark (1 mark awarded)

(b) Explain **one** reason why the accommodation and facilities on campsites are often basic.

(2)

They are often basic as a campsite is usually a bit of space you do self catering so it's basic because camping is basic.

(Total for Question 18 = 6 marks)

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

(b) Explain **one** reason why the accommodation and facilities on campsites are often basic.

(2)

Because they are basic because the fees are not big which means you save money.

(Total for Question 18 = 6 marks)

This was a one of the very few high performing response gaining the full marks in relation to price,atching the facilities on offer (2 marks awarded)

(b) Explain **one** reason why the accommodation and facilities on campsites are often basic.

(2)

Because you aren't paying the price you work for facilities in a luxury hotel so they are more basic facilities

(Total for Question 18 = 6 marks)

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.

Q19 Targeted Specification Area: Learning Aim A5

This question proved to be a challenge to some learners with many learners gaining two marks out of the possible four marks available when asked to explain two reasons why excess sugar consumption is bad for children's health. The most popular responses related to tooth decay, obesity and diabetes

Many learners responded with answers not specific enough to fully answer the questions and answered in general terms as detailed below:

This is a poor performing response (1 mark awarded)

19 A children's play centre has changed its party menu for children under the age of eight. It has taken sugary snacks and drinks off the menu.

Explain **two** reasons why excess sugar consumption is bad for children's health.

- 1 Because this can lead to the child having health problems which will cause the child to become really ill
- 2 It can also cause child obesity within the age group and the children might get addicted to sugary things at such a young age.

(Total for Question 19 = 4 marks)

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

19 A children's play centre has changed its party menu for children under the age of eight. It has taken sugary snacks and drinks off the menu.

Explain **two** reasons why excess sugar consumption is bad for children's health.

- 1 They could become obese because the sugar intake could be high and sugary foods & snacks are fatty anyways
- 2 That could set them on a path for when they grow up to always ~~regularly~~ regularly eating sugar foods and snacks and then they could get heart disease

(Total for Question 19 = 4 marks)

Again, this is also a poor performing response demonstrating a lack of detail and the question not fully answered (1 marks awarded)

19 A children's play centre has changed its party menu for children under the age of eight. It has taken sugary snacks and drinks off the menu.

Explain **two** reasons why excess sugar consumption is bad for children's health.

- 1 It will increase the chance of getting diabetes from a young age which could lead to problems heart's problems sugar hole life.
- 2

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

This was a mixed response with limited explanation given (2 mark awarded)

Explain two reasons why excess sugar consumption is bad for children's health.

- 1 ~~not~~ excess sugar consumption is bad for children's health because it can lead to child obesity which is getting quite popular.
 - 2 it's also bad as it can cause many problems for the ~~you~~ growing children such as high blood sugars, obesity and diabetes e.t.c.
- (Total for Question 19 = 4 marks)

This response was also limited (2 mark awarded)

19 A children's play centre has changed its party menu for children under the age of eight. It has taken sugary snacks and drinks off the menu.

Explain two reasons why excess sugar consumption is bad for children's health.

- 1 excess sugar consumption is bad for children as it can lead to diabetes
 - 2 high sugar for children can make them put on weight and rot's ~~teeth~~ teeth.
- (Total for Question 19 = 4 marks)

Again, this response was also limited (2 mark awarded)

19 A children's play centre has changed its party menu for children under the age of eight. It has taken sugary snacks and drinks off the menu.

Explain **two** reasons why excess sugar consumption is bad for children's health.

1. It can cause the younger children's teeth to rot if they consume a lot of sugary products.
2. May cause serious illnesses in the future, such as obesity, which will have many impacts on them in the future.

The few learners demonstrating good knowledge and understanding were able to answer the question in detail with the most popular responses again relating to tooth decay, diabetes and obesity

This was a high performing response (4 marks awarded)

19 A children's play centre has changed its party menu for children under the age of eight. It has taken sugary snacks and drinks off the menu.

Explain **two** reasons why excess sugar consumption is bad for children's health.

1. If they eat, or ingest too much sugar it can lead to obesity ^{which is} not healthy. Since it can lead to heart problems and other health issues later in life. And increased chances of strokes, and diabetes.
2. If the kids eat too much sugar it can also weaken your teeth and cause them to fall out which people only have two sets of teeth or it can cause tooth decay which can be ^{painful}.

(Total for Question 19 = 4 marks)

Again, this was a high performing response (4 marks awarded)

19 A children's play centre has changed its party menu for children under the age of eight. It has taken sugary snacks and drinks off the menu.

Explain **two** reasons why excess sugar consumption is bad for children's health.

- 1 Excess sugar consumption can lead to childhood obesity, and often type 2 diabetes. This is bad as it can lead to further health problems later in life like CHD and diabetes
- 2 Excess sugar consumption can also lead to tooth decay. ~~in~~ This can lead to children having to have fillings on their teeth and may even result in tooth loss in later life.

(Total for Question 19 = 4 marks)

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.

Q20 Targeted Specification Area: Learning Aim A2

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 pub can encourage its customers to purchase the healthier items on the food and drink menu

A focus upon offering special offers, deals of the day, advertising and publicity were popular responses

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

Healthy menu items available were described detailing the various options available for both food and drink

The 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 high performing response where a range of key areas described are relevant and have been explained in depth with clear links made to the scenario. (7 marks awarded)

20 A city centre pub is relaunching its food menus and the range of drinks that it offers. The focus is now on encouraging customers to eat and drink healthily.

Discuss how the pub can encourage its customers to purchase the healthier items on the food and drink menus.

The pub could ~~carry out~~ ^{provide} ~~themed~~ ^{discount} nights where they put a deal on healthy foods such as 2 for 1 on salads. This will then encourage customers to go to the pub to buy this meal as it sounds like a good deal.

The pub could also make the healthier options cheaper so that customers are more likely to purchase the cheaper foods and drinks.

In order to make the healthier drinks options more appealing to customers they could make them into non-alcoholic cocktails. These will encourage customers to purchase them as they sound fancy and appeal to customers more than the healthy drink on their own. Especially during the summer months these drinks will be extremely popular and refreshing.

Finally the pub could promote healthy food and drinks as part of their brand image, this way customers will recognise them for healthy options and want to buy them there.

(Total for Question 20 = 8 marks)

This was a good level response with some points identified and explanation given. Points made were explored and were relevant to the scenario (4 marks awarded)

20 A city centre pub is relaunching its food menus and the range of drinks that it offers. The focus is now on encouraging customers to eat and drink healthily.

Discuss how the pub can encourage its customers to purchase the healthier items on the food and drink menus.

The pub can encourage its customers to eat healthier products showing the risk that for example fast food can bring to their life, such as becoming obese or having health problem. They should put like leaflets encouraging ~~health~~ healthy foods such as fish dishes, salad and many more. Also they should promote that they have different types of diets, such a low-sugar diet or a vegetarian ~~diet~~ diet because this are ~~healthy~~ healthy as well. Also they should promote the way they cook to make their dishes healthy. They should say that they avoid frying and prefer boiling or steaming.

Similar points were explored, however not in the detailed required to answer the question to gain further marks

Various advertisement and promotion ideas were stated and healthy meal options were regularly identified.

Consideration of the sponsorship was overlooked as part of the marketing and advertising materials 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 (2 marks awarded)

20 A city centre pub is relaunching its food menus and the range of drinks that it offers. The focus is now on encouraging customers to eat and drink healthily.

Discuss how the pub can encourage its customers to purchase the healthier items on the food and drink menus.

They can advertise their food to attract loads of customers. whilst advertising, they can show examples of how their food is different to ~~others types~~ other types of food to make sure people understand why their food is healthier. They can do deals with their more healthier foods to encourage people to buy it.

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)

20 A city centre pub is relaunching its food menus and the range of drinks that it offers. The focus is now on encouraging customers to eat and drink healthily.

Discuss how the pub can encourage its customers to purchase the healthier items on the food and drink menus.

They can advertise their food to attract loads of customers. whilst advertising, they can show examples of how their food is different to ~~others types~~ other types of food to make sure people understand why their food is healthier. They can do deals with their more healthier foods to encourage people to buy it.

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

20 A city centre pub is relaunching its food menus and the range of drinks that it offers. The focus is now on encouraging customers to eat and drink healthily.

Discuss how the pub can encourage its customers to purchase the healthier items on the food and drink menus.

First off the pub can stop offering unhealthy food and drinks but the customers might not want to come back to the pub if its not offering their favorite food and drink.

The pub can then limit the much food and drink that goes out in one day eg 12 plates of unhealthy food and 10 bottles of beer.

The pub could offer non alcoholic beer or even no sugar beer and keep the same stuff but only sugar free and hope they dont lose profit.

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.
- 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
- 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
- Direct and encourage learners to prepare their questions, use the additional time for reading the questions, scenarios and contexts thoroughly before attempting to answer

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