

# Examiners' Report/ Principal Examiner Feedback

## Summer 2010

PRINCIPAL LEARNING

### Hospitality HO101 Introducing Hospitality Services

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Summer 2010

Publications Code DP024159

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# Level 1 Unit 1 Introducing Hospitality Services

## Introduction

This is the second external assessment series for the Level 1 Principal Learning in Hospitality. Although there were only a small number of centres who put forward learners for this series, it is pleasing to report that the general standard of responses to the questions continues to be good, with many learners showing a good depth of knowledge in their responses.

Because Principal Learning is still new in Hospitality, comparisons with related subjects may not be helpful, although, there are clear relationships with these. Naturally the content of related subject specification must by their very nature be similar, because the subject area is similar.

Indeed teachers may well have used learning materials previously used with other specifications. However, the fact that this unit is externally examined means that the nature or style of the questions might be new to the learners. Learners might well need support in question answering style and in understanding what is required by the descriptor words, like identify, describe and explain. Teachers are encouraged to take note of the contents of this report in order to support their future learning planning.

It is also pleasing to report that the majority of learners were seen to be able to answer questions that demonstrated application to realistic scenarios and fulfilled the requirements for applied learning.

Once again the learners' responses to most of the questions were very encouraging and there were some clearly well thought out responses to many of the questions. It is hoped that this is a trend that will continue in future series of this external assessment and with this in mind, recommendations have been made below.

## Recommendations

- Learners need to understand the difference between identification, outline and description to assist them in responding to questions.
- Learners need to be aware of the difference between a service and a product.
- Learners should take care when reading the questions in detail.
- Learners could be encouraged to practise exam technique.
- Ensure that learners are aware of the content of the specification for HO101/01
- Practitioners can attend Edexcel training events e.g. feedback on assessments events.

## Level 1 Unit 1 - Introducing Hospitality Services

### General comments

On the whole this exam paper performed as expected, resulting in learners performing well.

### Q1 and Q2

Questions 1 and 2 were designed to ease the learners into the paper; both questions 1 and 2 were answered correctly by the majority of the learners.

### Q3

The question required learners to simply 'identify'. However, whilst the majority of learners gave one word answers, some learners wrote a sentence. Most learners did manage to identify three types of hospitality businesses that served alcohol, yet the answers were on the whole limited. Although these are correct and full marks were awarded if stated correctly, the responses did not cover some of the less familiar places that alcohol is served within the hospitality industry, i.e. Theatre, Cruise ships, Concert halls, Bed and Breakfasts.

### Q4

Some learners had difficulty differentiating between a service and a product. Some learners listed items instead of identifying the service.

Teachers are advised to ensure that their learners are aware of additional examples of the range of services available with a hotel.

### Q5

Most learners successfully responded with at least one difference between a one and five star establishment, however only a small percentage of the learners successfully managed to outline more than two differences between the two establishments.

Many learners listed differences, when the question asks for an outline of the differences. A brief explanation for the learners' choice would have enhanced the marks awarded to the learner.

### Q6

Most learners answered this question well, with a clear understanding of what the question was asking of them. Almost all the learners were successful in gaining at least three of the four marks available for this question.

### Q7

In this question the learners had to link the type of hospitality business to the theme or style of business they would most likely provide. Most learners found this question challenging and were unable to make the required responses between the theme and the type of business.

#### Q8

There was a range of responses to this question, with the majority of learners gaining at least two out of the possible four marks. Some learners repeated the same responses within the gaps, when different responses were required.

#### Q9

This question was generally very well answered with most of the learners gaining full marks on this question. It was pleasing to read some of the examples given by the learners and the responses given indicated that the learners had an in-depth understanding of the needs a customer in wheel chair has and how to cater for those different needs.

#### Q10a

This question was one of the more challenging ones for learners. Many learners did manage to successfully identify four different impacts to the business. Some learners stated the closure of the business which may be a result of poor customer service if continued over time but not as a direct result of this scenario.

#### Q10b

The learners that successfully responded to 10a also correctly responded to 10b. Most learners successfully gave a least two valid actions that could be taken with an outlined rational to support their suggestions. Some learners gave very good responses to this question and demonstrated some in-depth knowledge that was very pleasing at this level.

#### Q11

Learners would have covered the requirements of Learning Outcome 5 in the specification. Some of the learners did not attempt this question. Only a small percentage of learners gave a comprehensive response and went into a level of detail to explain their answer. Some learners gave a list of recommendations that had acceptable value but failed to give a rational behind the list.

# Statistics

## Level 1 Unit 1 Introducing Hospitality Services

	Max. Mark	A*	A	B
Raw boundary mark	45	38	28	19
Points Score	4	3	2	1

### Notes

Centres are reminded that this is the first summer examination for this new specification and that boundaries may change in the following series.

**Maximum Mark (raw):** the mark corresponding to the sum total of the marks shown on the mark scheme or mark grids.

**Raw boundary mark:** the minimum mark required by a learner to qualify for a given grade.

**Grade boundaries** may vary from year to year and from subject to subject, depending on the demands of the question paper.

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