

Principal Examiner Feedback

Summer 2012

PL Hospitality (HO101)
Paper 01

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Unit 1: Introducing Hospitality Services

Principle Examiner Report

Although there were only a small number of candidates who entered this externally assessed unit for Level 1 Principal Learning in Hospitality, it is pleasing to note that the general standards of learner response to the questions, continues to reach the same standards as previously, and many learners are demonstrating a reasonable depth of knowledge in this subject. Furthermore it is good to note that many learners were seen to be able to answer the questions that demonstrated their application to realistic scenarios, in what is after all a very practically based subject area.

It is important to note that while the Principal Learning Outcomes are similar to schemes in related subjects (for example BTEC First and National programmes), it may not be helpful to make comparisons with these schemes. Indeed it is possible that where teachers have used learning materials designed for other programmes, this may affect candidates' responses in this paper. External assessment could mean that the nature and style of the questions are unexpected by the candidates, and it might be necessary to give learners further support in how to respond to certain types of questions. It is particularly important that learners understand the descriptor verbs such as 'identify', 'describe' or 'evaluate'. Teachers are encouraged to use the contents of this report to support their future learning planning.

Learner responses to most of the questions were very encouraging and there were some clear, 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 at the end of this report.

HO101/01

On the whole this exam paper performed as expected, which resulted in candidates performing well for the most part.

Q1

The question, relating to Learning Outcome 1 (LO1), required four different hospitality businesses to be listed. Most candidates scored at least three out of the four possible marks and many successfully identified four such businesses.

Q2

This question, again relating to LO1, was a multi-choice question requiring candidates to select the non-hospitality business. Most candidates were

able to achieve this, although the number of candidates selecting a hostel suggests that they could be confused. This may be the result of a lack of exposure to different establishments that an industrial visit would have resolved.

Q3

This question refers to LO2. Candidates are asked to identify the correct service or produce to the establishment. This was achieved by connecting the service/product to the establishment with a line. Most candidates were able to identify four of the five possibilities. However, it seems that a large number of learners were not fully aware of the nature of fine dining, many learners associating a ploughman's lunch or a trouser press with fine dining. As in question 2 (above) this might well be attributed to learners not being exposed to fine dining, which could be corrected with a visit.

Q4

Candidates were required for this question to list four different types of restaurant found in the UK. This was answered fully by the majority of candidates, although a small number listed fewer than the four required for the maximum mark.

Q5

This multi-choice question asked candidates to select the style of food service most likely to be used in aviation. Clearly most candidates were able to answer this successfully, but a large number of candidates used distracters. It might be important to cover airline catering within the learning, especially as nowadays many people use budget airlines where catering is an optional extra.

Q6

Most of the candidates responded positively to question 6 gaining full marks. However there were candidates who stated general products or services which are not specifically to attract customers with children, for example a business centre. This may be attributable to the number of visits the candidates have taken part in.

Q7

The majority of candidates were able to list four foods which some people have allergies to. However there were a number who were not specific enough to score, for example by using general terms like fruit or spice. Candidates should be encouraged to be specific in future series.

Q8

Relates to LO2 and required learners to name four types of hospitality service available in a sports stadium. Although most candidates were able

to name two or three, many candidates also added inappropriate answers, for example 'changing rooms' and 'spectator seating'.

Q9

In part a) candidates were asked to explain the impact of good customer service. Many candidates could name the main features of customer service, but were unable to expand this into an explanation relevant to the scenario. This may be a possible area for learner development in order for them to provide a fuller answer.

Part b) required learners to discuss what could be done to improve customer service. Many learners discussed uniform and appearance, which is a small part of the issue. However there was very little application to the situation in this part of the question.

This question relates to LO3. This is a realistic scenario within hospitality and most candidates should have studied the different levels of customer service that a restaurant offers to its clients. This is the difficult part of the question that ensures that it is an A* grade discriminator, and asks the candidate to discuss the improvements to make to customer service.

Q10

This question also addressed LO3 and customer service. Many candidates attempted the question although some chose not to attempt it, which may be attributed to them ascribing insufficient time to complete the last question. Many candidates described the job of the hall porter, which is not what the question required. There were a range of responses to this question, with the majority of candidates gaining at least two out of the possible six marks. Some of the candidates went into some detail within their response. Clearly some candidates seemed confused about what was being asked of them.

The question worked well to clearly differentiate the A and A* responses as a direct result of this higher order required response.

Recommendations

- Candidates need to understand the active verbs 'identify', 'describe' and 'evaluate' etc when considering their response.
- Visits to businesses within the hospitality industry could support the learning.
- Candidates should take care to read the questions in detail.
- Candidates could be encouraged to practice exam techniques.
- Ensure that candidates are aware of the content of the Specification for the unit.
- Practitioners can attend Edexcel training events to support their delivery.

Further guidance and support

Centres are reminded that a range of tutor materials, including example schemes of work and assignment briefs, are available to support this qualification. A range of training opportunities are also available to support centre assessors. Further details can be found at Edexcel Online: www.edexcel.com/resources/training

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