

Examiners' Report/ Lead Examiner Feedback

June 2015

NQF BTEC Level 1/Level 2 Firsts in
Hospitality

Unit 1: Introducing the Hospitality
Industry (21541E)

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Introduction

This report has been written by the Lead Examiner for the BTEC Unit 1: Introduction to the Hospitality Industry. 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 answers where these help to provide additional guidance as to indicative responses. We hope this will help you to prepare your learners for future examination series.

General Comments

This was the third examination series for BTEC Next Generation Hospitality. Learners applied themselves well to the range of questions in the paper and demonstrated good knowledge and understanding of the hospitality industry.

Learners that did well on the extended writing questions did so because they applied their knowledge and understanding of the hospitality industry to the given context or scenario, writing answers that demonstrated the ability to synthesise knowledge.

Some learners did not note the information provided in the question stem. This resulted in them using the information already provided as a possible answer to the question, which could not be credited.

The longer and extended answer questions towards the end of the paper were not well answered by a number of learners. Marks can be obtained through learners writing key points that demonstrate they have some knowledge and understanding of the unit content being assessed.

Some consideration and possibly noting down key points prior to writing the answer would be beneficial if learners have difficulty in structuring an extended answer.

Feedback on specific questions

Q1

This question asked learners to state two ways in which travel agents provide support to the hospitality industry. This question was not answered well by the majority of learners with a small number providing one correct answer.

Learners appeared not to understand the support that travel agents give to the hospitality industry or may not have read the question correctly and focused on the word 'travel'. Many learners gave incorrect responses indicating types of transport eg taxis, trains, lorries.

Support given by travel agents to the hospitality industry is listed in the specification and reflected in the mark scheme. Marks were also awarded for transfers and advice/information.

Q2

This question was well answered by most learners with most learners gaining the full two marks for this question.

Q3

This question was not well answered by learners. The correct response 'disciplinary' was given by very few learners. Many learners simply did not answer this question or stated 'grievance'.

Q4

This question was not well answered by most learners. The mark scheme reflected the list of membership clubs given in the specification, including professional or employment associated clubs, politically affiliated clubs, clubs for particular cultural interests, sporting clubs. When answered learners tended to give examples of multiple sporting clubs eg golf clubs.

The example below is typical, with one mark awarded for 'sporting club'

4 Membership clubs are a type of business in the hospitality industry.

Name **two** different types of membership club.

1. Golf Club
2. Football Club

Q5

This question was not well answered, with only a minority correctly identifying the two types of hospitality businesses' that would use hospitality services. Most learners were able to identify that a college would do so, but few identified that a prison would use hospitality services.

Hospitality services is a sector of the hospitality industry that does not have the high profile that hotels or restaurants enjoy and often tends to get overlooked in the teaching of this unit. The different types of businesses in the hospitality industry are a key feature of the specification content and care should be taken to ensure that this topic is fully taught ahead of the exam.

Q6

This question proved to be accessible to most learners who were able to identify footfall, visibility and accessibility as benefits of locating a fast food chain in shopping centres.

Q7

This question was generally well answered. Most learners were able to identify the ability to 'buy in bulk' at a good price and ease of access as three advantages of a hospitality business purchasing goods from a cash and carry supplier.

7 Give **three** advantages of a hospitality business purchasing goods from a cash and carry supplier.

1 Supplier can be very reliable.

2 Cheap prices

3 bulk buy

Q8(a)

This question was answered well with most learners gaining the full two marks from this question. Learners appeared to be fully aware of the different types of business ownership.

Q8(b)

This question was answered well by most learners with many being able to suggest two advantages of owning a business as a partnership. Sharing responsibility and the management and operation of the business and sharing business profits were the most common responses given to this question.

Q9

Generally this question was well answered, the depth of the answers however varied greatly.

For this question the command word was 'explain'. Marks were awarded for identifying a negative impact (one mark) and then providing an explanation of how the negative impact affects the business (one mark). Learners tended to receive marks for identification, but did not provide the required detail to receive the additional mark for the explanation.

Most learners were able to identify two negative impacts on the business of opening 24 hours per day. The negative impact most identified by the learners was behaviour related to excessive drinking. Some responses were linked to loss of business and lack of staff, however these were often not fully justified.

Centres should focus on developing learners' exam technique to ensure that they read and fully understand what each question is asking, both in terms

of the command verb used and the perspective they are being asked to consider.

The following example was awarded 3 marks.

- 9 Xan owns a bar in a quiet seaside town. She has applied for a 24-hour alcohol licence. She plans to keep her bar open 24 hours a day at weekends.

Explain **two** negative impacts on Xan's business of opening her bar for 24 hours a day at weekends.

1. The staff would have to work longer hours at night.

2. The bar would be creating noise and pollution of fumes making residents around the bar complain.

Q10

This was answered well by most learners despite many learners misreading the question.

As with question 9, for this question the command word was 'explain'. Marks were awarded for identifying an advantage (one mark) and then providing an explanation as to how this could help sales and profitability (one mark).

The question relates to the use of a **daily market list** to purchase ingredients for dishes that are to appear on the specials board. Many learners only read daily market, and based their responses around this.

Despite this, the responses given clearly indicate that learners are familiar with the term and use of specials boards within restaurants and other outlets. Many of the answers given state that ingredients can be purchased so that different dishes can appear on the specials board, thus attracting different/new customers.

Some learners identified that prices on daily market lists fluctuated and that the business would be able to purchase ingredients when the price is low

and therefore increase their profits. This question tests topic B1 in the specification, types of suppliers and the advantages and disadvantages of types of suppliers for hospitality businesses. As with question five, the use of daily market lists is not a type of supplier that is as prominent as cash and carry and can easily be overlooked in the teaching of this part of the specification. All areas of the specification are tested so centres should take every effort to fully cover the specification in full during teaching.

The example below was given three marks. Two marks for the first response, being able to buy special/different ingredients (1 mark) and to be able to charge more for this item on the menu (1 mark). One mark is awarded for the second response for the freshness of the product (1 mark). No marks have been awarded for being cheaper than going to the show as this is not necessarily the case with daily market lists where prices are likely to fluctuate depending on many given factors.

10 The Stuffed Pear is a fine dining restaurant. The restaurant uses a daily market list to buy ingredients for the dishes on its specials board. These dishes are decided based on the ingredients available each day.

Explain **two** ways purchasing ingredients for the specials board from a daily market list can help the restaurant improve its sales and profit.

1. Depending on the ingredients on the day you might have a special fish so then you can charge more on that day for your sales.
2. Ingredients on a market are fresh and would be cheaper than going to local shops.

Q11

This question was not answered well by most learners.

For this question the command word was 'explain'. Marks were awarded for identifying an equal opportunity measure (one mark) and then providing an explanation as to how this measure could help reduce staff turnover (one mark).

Many responses indicated that learners do have a basic understanding of equal opportunity issues and the responses tended to reflect this. Examples

of responses were "give all staff the same hours". The example below is typical of the responses given and was awarded no marks.

11 The Quay Hotel and Spa wants to reduce staff turnover. To do this, the owners want to ensure that they provide equal opportunities for all their staff.

Explain **two** ways the Quay Hotel and Spa can reduce staff turnover by providing equal opportunities for staff.

1 Give the staff an equal amount of money ~~the~~ that they have made.

2 Give ~~the~~ some staff a pay rise or a day off to make it fair.

Q12

Another question where the command word was 'explain'. Marks were awarded for identifying a way customer service will be improved (one mark) and then providing an explanation point as to why customer service will be improved (one mark).

There were some good responses relating to staff becoming more experienced and guests getting to know the staff. In general learners were able to provide two identifications but were only able to fully justify one of these.

Q13

This is the first of the Section B questions that relate to the given scenario. This question was not well answered with very few learners providing one correct answer. Most of the answers related to equal opportunities. The question stem clearly states "One ethical trend that Toni has responded to is the increasing importance of equal opportunities for staff" followed by the question "State **two other** ethical trends that affect businesses in the hospitality industry". The repeated equal opportunity responses would suggest that the learners had failed to read the question correctly. This is likely to be down to exam technique. Learners would benefit from centres

providing additional guidance on how to fully read and understand the question and provide a response from the appropriate perspective.

The example below is typical of the responses given and was awarded no marks.

Toni Kahn owns TK Coffee, a chain of coffee shops based in city centres across the UK. The coffee shops sell hot drinks, cakes, sandwiches and light snacks.

Toni is opening a new coffee shop in the next month. All outlets in the TK Coffee chain must maintain the same quality and brand standards.

Toni monitors trends and issues that impact on the hospitality industry to identify new business opportunities.

Use the information about TK Coffee to answer questions 13–17.

13 One ethical trend that Toni has responded to is the increasing importance of equal opportunities for staff.

State **two** other ethical trends that affect businesses in the hospitality industry.

1. They could have longer breaks or either more breaks for 15 minutes each.
2. Staff could work for 8 hours per day and change with another person for part-time.

Q14

This question was well answered by the majority of learners. Most learners were able to give two reasons why it is important for TK Coffee to maintain quality and brand standards across all its outlets.

Q15

This question was not well answered by the majority of learners. The question stem states that social media is going to be used to launch the new TK Coffee outlet and the question asks for two other ways the business owner could use online marketing to promote the outlet. The mark scheme was looking for any other on-line marketing method other than social media:

- Use of the website
- App for the coffee shop
- QR codes on promotional leaflets

- Email marketing
- YouTube

Many learners answered this question with named examples of social media eg Twitter, Facebook. As with Q13, it is likely that poor exam technique prevented learners from gaining more marks on this question. Learners would benefit from centres providing guidance to learners on how to fully read and understand the question and provide a response from the appropriate perspective.

Q16

This question was well answered when attempted by learners. Most responses revolved around attracting young people as a result of their friends working there and in many cases the responses were fully developed for the required 'explain' response.

Q17

A 'discuss' question indicates to learners that they need to apply their learning from the unit to the given scenario. Learners could possibly benefit from being reminded to re-read the scenario prior to attempting this extended writing question and make use of the reading time allowed on this paper. It may also be beneficial for some learners to note down key points they think will help to answer the question, prior to starting to write the answer.

Marks are not specifically awarded for points learners write down. Learners can achieve maximum marks for writing an answer that covers only one or two points, which are well explained and demonstrate a thorough understanding of the unit content and which are well applied to the given scenario.

In preparing learners for the exam, it is worth teachers and learners looking at the levels based marking grid in the mark scheme and discussing how marks are awarded for the given scenario. The majority of answers lacked application to the scenario, missing the key focus of the question, and were generic lists of points with no evaluation or analysis.

The example shown below was awarded 7 marks. This response gives a comprehensive discussion of how to respond to trends and how this can improve the business. The answer would have been awarded the full 8

marks if reference had been made to opening new stores or expanding the business in some way.

17 The trend of healthy eating has become increasingly popular. Toni wants to use this trend to grow his business.

Discuss how Toni could respond to the trend of healthy eating to help him grow his business.

Toni could introduce more healthy foods onto his menus. ^{This will attract customers.} Toni could add more variety of healthy foods onto his menus. ^{This could attract new customers.} Toni could ask suggestions from his customers, which shows the customers that he cares about healthy eating which will make the business more popular. Toni could ask the customers for feedback on the already healthy items available and the idea of more healthy foods that can be added. ^{from feedback} The suggestions from the customers could make the business more popular because the customers feel as though their opinions matter. It could also improve the menu and positive word-of-mouth will be spread. Toni could give out free samples of healthy food and state the benefits of the healthy food to the customers. This will ~~make~~ make his business more popular because customers will be aware that TK coffee is a healthy place and part of this popular trend. Toni could advertise how healthy the business is so customers are ~~aware~~ aware of this, which increases **(Total for Question 17 = 8 marks)**

TOTAL FOR SECTION B = 16 MARKS
TOTAL FOR PAPER = 50 MARKS
Toni could also have ^{nutrient} facts and other health benefits of eating healthy to attract customers, encourage the customers to purchase the food and to show that TK coffee is a healthy ^{business}.

Summary of performance on the paper

In preparing for this external assessment, the following should be noted.

Learners should:

- know how to recognise the command verbs and the marks the answer attracts;
- read the question stem carefully, noting the information already given and knowing that this cannot be given marks if it is provided as an answer;
- carefully consider the focus of the question ie if advantages are required, who are the advantages for;
- not be put off by the extended answer questions and be encouraged to note down the information they do know, even if they cannot construct an extended writing answer;
- prepare their answers: this paper is allocated 15 minutes additional time for reading the questions, scenarios and contexts thoroughly before attempting to answer questions;
- learn time management and use practice papers under exam conditions to support and improve exam technique.

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