

Examiners' Report/ Lead Examiner Feedback

January 2015

NQF BTEC Level 1/Level 2 Firsts in
Hospitality

Unit 9: How the Hospitality Industry
Contributes to Healthy Lifestyles
(21617E)

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Introduction

This report has been written by the lead examiner for the BTEC unit 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 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 second examination series for BTEC Next Generation Hospitality.

Overall, most candidates attempted the majority of questions. However, learners appeared to find this paper challenging, especially the extended answer questions where the development of a response is required. Very little justification was given and learner demonstration of knowledge and information limited.

Learners need to note the command verbs used to determine what evidence is required for the response. Many learners did not take note of information and used examples already provided in the question stem.

Centres should focus on ensuring the full range of content from the unit specification is taught in preparation for the exam. In addition, learners should be given the opportunity 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.

Feedback on specific questions

Q1, Q2 and Q3

These questions were multiple choice and proved accessible to the majority of learners, who identified the correct answers in each question.

Q4

This question was not answered well. Many learners failed to gain a mark as they did not state the macronutrient essential for the growth and repair of body tissue. Some learners appeared to lack the basic understanding of the key term, as demonstrated in the following response:

4 Water is essential for the body to function. 0 Q04

State which other macronutrient is essential for the growth and repair of body tissue.

milk helps teeth and bones repair.

(Total for Question 4 = 1 mark) 0

This learner did not understand the question as they did not know the key term macronutrient. Centres need to ensure that they teach the full range of the specification content, including key terms.

0Q5(a)

The majority of learners were able to identify a health problem caused by eating too much salt, with the most popular answers relating to heart disease as shown below:

5 Eating too much salt and sugar can cause health problems.

(a) Give **one** health problem caused by eating too much salt. (1) 1 Q05a

Heart problems / Heart Disease.

Heart attacks.

This learner only gained one mark for this response as, although they had provided three separate answers they are all a rewording of the same response. Centres should ensure learners develop exam technique to ensure they do not miss out of marks in this way.

Q5(b)

This question was not well answered with the majority of learners being able to identify only one health problem caused by eating too much sugar. A number of learners gave the answer 'diabetes' which could not be credited, as shown in the following response:

(b) Give **two** health problems caused by eating too much sugar. (2) **1** Q05b

1 Too much sugar can cause gaining weight which can lead to obesity.

2 If you have too much sugar all the time in your system it can lead to diabetes.

(Total for Question 5 = 3 marks) **1**

Although this learner was aware of a link between sugar and diabetes it was clearly not fully understood, leading to a loss of marks on this question.

Q6

This question was not well answered. A minority of learners managed to identify a good source of vitamin D, with the most common response being 'cheese'.

Q7(a)

This question was not well answered. A minority of learners were able to identify one reason why wholemeal bread is a healthier alternative to white bread. Learners frequently answered with the ingredients of wholemeal and white bread, or gave generic answers and did not address the question, as in the following:

(a) Give **two** other reasons why wholemeal bread is a healthier alternative to white bread. (2) **0** Q07a

1 It does not contain as much fat as white bread.

2 It is healthier for you to eat.

In this answer the first response was incorrect and the second was a rephrasing of the information already provided.

Centres need to make sure that all areas of the specification content have been taught ahead of the exam. Learners should also be encouraged to take advantage of the extra reading time that is allowed for this paper to ensure they read the questions fully. This can be achieved through practicing exam technique.

Q7(b)

The majority of learners were able to identify an example of a vegetable and a fruit, with the most frequent answers being 'carrots', 'potatoes', 'oranges', 'apples' and 'bananas'. There were very few responses given for pulses, indicating that learners did not have knowledge of this food group, as demonstrated in the following response:

(b) Give an example of a food high in fibre for each of the following **three** food groups. (3) 2 Q07b

Pulses
.....
meat.

Vegetables
.....
Carrots

Fruit
.....
~~apples~~ oranges

Pulses are a food group listed in the specification. Learners should be familiar with all main food groups.

Many learners gave more than one response to each category, demonstrating a lack of exam technique. Learners need to plan their time during an exam and provide the number of responses asked in the question.

Q8(a)

The majority of learners identified one way of presenting RDI with very few identifying two. A number of learners did not seem to have fully understood that the question was about customers making healthier choices, and instead gave answers relating to how Ravi could change the packaging, as in the following example:

(a) State **two** ways that presenting RDI information in this way helps customers make healthier choices. (2) 0 Q08a

1. Ravi could list the problems if you don't get your recommended daily intake.

2. Ravi could put a picture in to attract its customers more.

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.

Q8(b)

This question was not easily accessible. A minority of learners were able to identify one other way of presenting RDI information which helps customers make healthier choices. Frequently responses instead related to ways the cakes could be made healthier:

- 1 Ravi could sell cakes with less fat e.g. carrot cake.
- 2 Ravi could use fruit for a healthier choice e.g. fruit cake.

This type of response indicates that the learner has not fully read and understood the question, which was clearly asking about methods of displaying products. Centres should ensure that the full specification is taught to learners, and that the importance of reading questions fully is taught through exam technique sessions.

Q9(a)

This question proved to be accessible to the majority of learners, with a large number identifying at least one dish that would not be suitable for a person with celiac disease. However, a number of learners did not fully read the question and identified dishes that would be suitable for a celiac disease sufferer.

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.

Q9(b)

A minority of learners were able to give one way of preventing triggering allergic reactions. The most popular correct answer related to using separate work areas to avoid cross-contamination:

(b) Explain **one** other way the chef can prevent triggering an allergic reaction in the guest with a peanut allergy.

(2) 2 Q09b

He can make that guests food where no peanuts are. this will mean that the guest wont have come into contact or their food wont have been near nuts due to this designated area.

This learner gained the full two marks for providing a full, linked explanation as required by the command verb 'explain'. The first mark was gained for identifying a designated food preparation area, and the second mark was gained for expanding on this point to say that this means the guest/food won't have come into contact with peanuts.

Learners frequently gave answers relating to offering an alternative dish, which could not be credited as it was given in the question stem:

(b) Explain **one** other way the chef can prevent triggering an allergic reaction in the guest with a peanut allergy.

(2) 0 Q09b

Take away any peanut ingredience
and maybe serve with dry fruit
instead.

This indicates that learners did not fully read and understand the question and the information provided with it. Centres should ensure that learners take advantage of the reading time that is allowed for this paper to read the scenarios and questions fully.

Q10(a)

This question was not well answered, with a minority of learners gaining one of the two marks available. Learners seemed able to identify a constraint, but the explanation points given indicated that they did not fully understand the terminology, as in the following:

(a) Explain **one** staffing constraint on Peabody's that would affect its ability to cook all dishes to order.

All the staff will have to learn about
the healthier menu and know how to
cook it so the customers will get a nice
healthy meal.

This learner was able to gain one mark for identifying that staff will need to be trained, but the expansion point that customers will get a healthy meal does not address the question. Centres should ensure that the full range of the specification content is taught ahead of the exam.

The following response gained the full two marks available:

- (a) Explain **one** staffing constraint on Peabody's that would affect its ability to cook all dishes to order.

(2)2 Q10a

That all the staff would need training, which would have to be paid out for, so they know how to cook all the foods in a proper way.

This learner identified the constraint that staff need to be trained, then goes on to explain that this would have a financial impact using the linking word 'which'.

Q10(b)

This was a challenging question that proved to be inaccessible for the majority of learners. Those learners that gained a mark did so for identifying that the restaurant would have a lower carbon footprint, but failed to expand on why this would help with a relaunch, as in the following example:

- (b) Explain **one** reason why using local suppliers will help Glyn to relaunch Peabody's as a health food restaurant.

(2)1 Q10b

This will help Glyn relaunch Peabody's as a health food restaurant because its local food has using and reduces his carbon footprint because he doesn't have to travel far to get food and the food doesn't have to be shipped out or delivered to him.

(Total for Question 10 = 4 marks) 2

This learner has identified the benefit of local produce, but has taken the restaurant's perspective rather than considering the appeal to customers.

One response that gained the full two marks:

(b) Explain **one** reason why using local suppliers will help Glyn to relaunch Peabody's as a health food restaurant.

(2)2 Q10b

It will help because people follow social issues and will therefore have a piece of mind that their food is fresh and is helping local businesses as well as reducing their carbon footprint, they will know their food is packed with nutrients, rather than chemicals.

(Total for Question 10 = 4 marks) 3

This learner has identified a number of valid reasons that could have been credited with a mark - helping local businesses, reducing carbon footprint - and has provided the explanation point that this will give customers peace of mind.

Although this learner was awarded the full two marks for their response, with better exam technique they could have written a more concise response, allowing them more time elsewhere in the paper.

Q11(a)

The question was not well answered, with the majority of learners only gaining two of the four marks available. Frequently learners were able to explain one response, but then simply reworded the same idea for the second response:

(a) Explain **two** ways the reward system will help encourage healthy lifestyles for the schoolchildren.

(4)2 Q11a

1. The children will want to beat each other at the game so it encourages them to choose the healthier option, and build up their points to gain a reward at the end.

2. The reward system distracts them from eating unhealthy. For example cheeseburger and chips is 1 point, if most children pick the meal with the most points, then it will become a popular trend.

The majority of correct responses were focused on the appeal of prizes, with few learners giving answers that touched on the education aspect of the competition.

Q11(b)

This question was accessible to learners, with the majority able to identify at least one way Katie's Kitchen could encourage healthy eating. The most common answers related to offering healthy snacks at break time and free or cheap healthy snacks.

Q12(a)

This question proved to be partly accessible, with a majority of learners able to gain one or two marks. The majority of marks gained were for initial identification points, with few learners able to develop their answers to gain a second mark, as in the following:

(a) Explain **two** reasons why offering these courses will attract more families to Tree Parks.

(4) 2 Q12a

1 one reason is that the courses can include every family member which will attract more families

2 all ages can do these activities which will attract more families.

The response has two valid identification points, however in both cases the expansion point is a repeat of the question. Learners should be encouraged to practice writing linked responses as required by the command verb 'explain'.

Q12(b)

This question was again partly accessible. In the majority of cases learners were only able to identify one drawback, with the most common answers relating to customers feeling intimidated by the fitness check.

(b) Explain **two** drawbacks to Tree Parks of promoting its new range of courses in this way.

(4) 2 Q12b

1 The personal trainer may recommend an activity that the person does not enjoy and will not want to take part in.

2 The customers mightn't feel confident discussing their fitness levels with a personal trainer.

This learner identified valid disadvantages, but has failed to expand on why these disadvantages are drawbacks to the campsite and focused on the customer's perspective instead.

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.

Centres should also encourage candidates to fully read and understand the question and provide a response from the appropriate perspective.

Q12(c)

This question was 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 as the majority of learners were awarded marks from the Level 1 band. Learners were usually able to identify two valid ways that the owners could contribute to the healthy lifestyles of their staff with only a minority able to provide context and discussion around their identified reasons.

Popular responses tended to refer the offering of healthy food at reasonable prices or free of charge. 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.

The following response was a mid-level 2 response. The learner identifies a number of valid points but the justification for each is repetitive. Most points are generic.

(c) Discuss how the owners of Tree Parks can contribute to the healthy lifestyles of their permanent and seasonal staff.

(8)5 Q12c

There are many things Tree parks could do to ~~help~~ help there staff with a healthy lifestyle. For example they could make sure they get healthy balanced meals. They could offer vending machines with healthy snacks in. They could make sure there staff ^{get} long enough and ~~often~~ often enough breaks so they dont ~~to~~ become stressed and over worked. They ^{could} make sure they dont have split shifts so that have time to do things that they want to do. They could offer all there staff a free gym membership so that they can excercise or ~~once~~ once a month they could give them a spa voucher so they can go and relax.

Summary of performance on the paper

Based on learner performance on this paper, in future centres should:

- Allow discussion on the unit content so that teachers are aware of any preconceived ideas that may exist so that these can be rectified well in advance.
- Focus on ensuring that the full range of content from the unit specification is taught and that learners are familiar with the full range of topics contained within the unit specification.
- 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.
- Encourage learners to take advantage of the extra reading time that is allowed for this paper to read exam questions completely before answering them.
- Encouraging learners to read exam questions carefully and perhaps include tuition in the run up to the exam series which will support learners to improve exam techniques.

Grade Boundaries

Unit	Max Mark	D	M	P	L1	U
21617E – Unit 9: How the Hospitality Industry Contributes to Healthy Lifestyles	50	41	31	21	11	0

External assessment

The suite of 'next generation' NQF BTECs include an element of external assessment. This external assessment may be through a timetabled paper-based examination, an onscreen, on demand test or a set-task conducted under controlled conditions.

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 (Distinction, Merit, Pass and Level 1 fallback).

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the 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 should be 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 ensures that a learner who receives a 'Distinction' grade next year, will have similar ability to a learner who has received an 'Distinction' grade this year. Awarding grade boundaries is conducted to make sure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in externally assessed question papers

Each exam 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 year on year because then it wouldn't take into account that a paper may be slightly easier or more difficult than the year before.

Grade boundaries for all papers can be found here:

<http://pastpapers.edexcel.com/content/edexcel/grade-boundaries.html>

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