

Mark Scheme (Post-standardisation)

Jan 2017

NQF BTEC Level 1/2 Firsts in Hospitality

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

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk) for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus)

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson.

Their contact details can be found on this link: [www.edexcel.com/teachingservices](http://www.edexcel.com/teachingservices)

You can also use our online Ask the Expert service at [www.edexcel.com/ask](http://www.edexcel.com/ask). You will need an Edexcel username and password to access this service.

### **Pearson: helping people progress, everywhere**

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at [www.pearson.com/uk](http://www.pearson.com/uk)

January 2017

Publications Code 21617E\_1701\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2017

Question Number	Answer	Mark
1	<p>Award <b>one</b> mark for any of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Maintains the healthy functioning of the body</li> <li><input type="checkbox"/> Helps in the repair of the body</li> <li><input type="checkbox"/> Helps in the development of the body</li> <li><input type="checkbox"/> Helps in the growth of the body</li> <li><input type="checkbox"/> Healthier lifestyles</li> </ul> <p><b>Accept any other appropriate answer.</b></p>	1

Question Number	Answer	Mark
2a)	<b>D</b> Processed foods	1

Question Number	Answer	Mark
2 b)	<p>B – People who are under medical supervision</p> <p>E – People with special dietary needs</p>	2

Question Number	Answer	Mark
3	<p>Award <b>one</b> mark for any of the following up to a maximum of <b>two</b> marks.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Increased risk of accidents</li> <li><input type="checkbox"/> Increased long-term health risks</li> </ul> <p><b>Accept any other appropriate response. Accept examples of long term health risks.</b></p>	2

Question Number	Answer	Mark
4	<p>C – White bread E – Sausages</p>	2

Question Number	Answer	Mark
5	<p>Award <b>one</b> mark for either of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> To maintain fibre content</li> <li><input type="checkbox"/> To maintain vitamin content</li> </ul>	1

Question Number	Answer	Mark
6a	<p>Award <b>one</b> mark for any of the following up to a maximum of <b>two</b> marks.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Iron</li> <li><input type="checkbox"/> Calcium</li> <li><input type="checkbox"/> Zinc</li> <li><input type="checkbox"/> Sodium</li> <li><input type="checkbox"/> Iodine</li> <li><input type="checkbox"/> Potassium</li> </ul>	2

Question Number	Answer	Mark
6b	<p>Award <b>one</b> mark for any of the following up to a maximum of <b>two</b> marks.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> To help regulate body fluids</li> <li><input type="checkbox"/> To maintain healthy bones</li> <li><input type="checkbox"/> To maintain red blood cells</li> <li><input type="checkbox"/> To maintain teeth</li> <li><input type="checkbox"/> To absorb nutrients</li> <li><input type="checkbox"/> To maintain a balanced/healthy diet</li> </ul>	2

Question Number	Answer	Mark
7	<p>Award <b>one</b> mark for any of the following up to a maximum of <b>two</b> marks.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Split shifts</li> <li><input type="checkbox"/> Consider shifts lasting 8 hours rather than 12 hours</li> <li><input type="checkbox"/> Ensure adequate breaks</li> <li><input type="checkbox"/> Ensure adequate staff numbers</li> <li><input type="checkbox"/> Employee-friendly rota system</li> <li><input type="checkbox"/> Limit consecutive working days to between 5 and 7</li> <li><input type="checkbox"/> Discourage any more than 2 or 3 consecutive shifts</li> <li><input type="checkbox"/> Allow a minimum of 2 nights' sleep when switching between day and night shifts</li> <li><input type="checkbox"/> Review and improve holiday rotas</li> <li><input type="checkbox"/> Reduce payment for overtime</li> </ul> <p><b>Accept any other appropriate response.</b></p>	2

Question Number	Answer	Mark
8	<input type="checkbox"/> A Calories <input type="checkbox"/> B Kilojoules	2

Question Number	Answer	Mark
9a	<p>Award <b>one</b> mark for any of the following up to a maximum of <b>two</b> marks.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Improves health and fitness</li> <li><input type="checkbox"/> Reduces heart disease and breathing problems</li> <li><input type="checkbox"/> Reduces the risk of diabetes</li> <li><input type="checkbox"/> Improves strength for major muscles (legs, hips, back, abdomen, chest, shoulders and arms)</li> <li><input type="checkbox"/> Improves balance</li> <li><input type="checkbox"/> Improves coordination</li> <li><input type="checkbox"/> Maintains cognitive function</li> <li><input type="checkbox"/> Improves mood and self-esteem</li> <li><input type="checkbox"/> Allows social interaction</li> </ul> <p><b>Accept any other appropriate response.</b></p>	2

Question Number	Answer	Mark
9b	<p>Award <b>one</b> mark for any of the following up to a maximum of <b>two</b> marks.</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Display posters and other promotional material / chalkboards</li><li><input type="checkbox"/> Attractively displaying the range of drinks available</li><li><input type="checkbox"/> Special offers/promotions</li><li><input type="checkbox"/> Give free samples/tasters</li><li><input type="checkbox"/> Verbal information</li></ul> <p><b>Accept any other appropriate response.</b></p>	2

Question Number	Answer	Mark
10	<p>Award <b>one</b> mark for identification and <b>one</b> additional mark for appropriate expansion, up to a maximum of <b>four</b> marks.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Suitability of existing staff (1)/ might require training programmes (1)</li> <li><input type="checkbox"/> Availability / flexibility of staff (1) to ensure that sufficient staff are available to prepare / cook food (1)</li> <li><input type="checkbox"/> Recruitment of additional staff (1) to respond to increased demand (1)</li> <li><input type="checkbox"/> Security measures (1) as staff may be working air-side (1)</li> </ul> <p><b>Accept any other appropriate response.</b></p>	4



Question Number	Answer	Mark
11a	<p>Award <b>one</b> mark for any of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Flax</li> <li><input type="checkbox"/> Oat</li> <li><input type="checkbox"/> Coconut</li> <li><input type="checkbox"/> Nut milk</li> <li><input type="checkbox"/> Rice</li> <li><input type="checkbox"/> Hemp</li> <li><input type="checkbox"/> Soya</li> </ul> <p><b>Accept any other appropriate response.</b></p>	1

Question Number	Answer	Mark
11b	<p>Award <b>one</b> mark for any of the following up to a maximum of <b>two</b> marks.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pulses (including beans, lentils, peas)</li> <li><input type="checkbox"/> Nuts and seeds</li> <li><input type="checkbox"/> Cereals, e.g. wheat, oats and rice</li> <li><input type="checkbox"/> Textured vegetable / soya products (tofu, soya drinks and textured soya protein, e.g. soya mince)</li> </ul> <p><b>Accept any other appropriate response.</b></p>	2

Question Number	Answer	Mark
12a	<p>Award <b>one</b> mark for the identification and <b>one</b> additional mark for the appropriate expansion, up to a maximum of <b>two</b> marks.</p> <p>Focusing on healthy eating creates a unique selling point (1) which can lead to increased business / turnover / profit. (1)</p> <p>Giving customers information about the importance of healthy eating increases awareness (1) which can lead to increased market share / greater customer loyalty. (1)</p> <p>The celebrity chef would generate public and local media interest (1) that would lead to greater marketing exposure / possible increase in market share. (1)</p> <p>Special offers (1) increases profits (1)</p> <p><b>Accept any other appropriate response.</b></p>	2

Question Number	Answer	Mark
12b	<p>Award <b>one</b> mark for the identification and <b>one</b> additional mark for the appropriate expansion, up to a maximum of <b>two</b> marks.</p> <p>Employing the celebrity chef would incur a large cost (1) that will have to be offset against profits (1)</p> <p>Over-success of the promotion could lead to overcrowding (1) leading to disgruntled customers (1)</p> <p>The business may need to take on extra staff (1) that may not be easy to source / that may not have the necessary skills and knowledge / the additional cost of which will have to be offset against profits. (1)</p> <p>Staff will need to be trained in using and cooking new ingredients in different ways / serving new dishes in different ways / being knowledgeable of dish ingredients and nutritional values (1) which will incur costs that will need to be offset against profits / to which there may be resistance / for which there may be insufficient time or expertise. (1)</p> <p>The meal incentives may not be extended beyond the promotion (1) leading to loss of repeat business (1)</p> <p>Not all promotions are a success (1) and this could lead to considerable losses needing to be offset against profits / demotivated staff / possible damaged customer perception. (1)</p> <p>Running out of special offers (1) could lead to customer dissatisfaction (1)</p> <p><b>Accept any other appropriate response.</b></p>	2

Question Number	Answer	Mark
13	<p>Award <b>one</b> mark for the identification and <b>one</b> additional mark for the appropriate expansion, up to a maximum of <b>four</b> marks.</p> <p>Identify the number of calories alongside each dish on the menu (1) to allow customers to make an informed choice. (1)</p> <p>Offering more dishes that are 400 calories or less (1) / will attract weight-conscious customers. (1)</p> <p>Competitive pricing of lower-calorie meals (1) is viewed as value for money by the target market. (1)</p> <p>Use smaller service dishes reducing portion size (1) makes lower calories meals/smaller meals more appealing in terms of perceived portion size (1)</p> <p>Sharing portion size/taster menus (1) encourages the sharing of courses between those with different appetites/wishing to control weight and calorie intake. (1)</p> <p><b>Accept any other appropriate response.</b></p>	4

Question Number	Answer	Mark
14	<p>Award <b>one</b> mark for the identification and <b>one</b> additional mark for the appropriate expansion, up to a maximum of <b>two</b> marks.</p> <p>Screening of (potential) recruits prior to employment (1) minimises the likelihood of employing those with alcohol-related problems / future alcohol-related staff problems. (1)</p> <p>Clear policies identifying inappropriate alcohol-related behaviour and clear consequences (1) increases awareness amongst staff and encourages staff to refrain from such behaviour, thereby minimising potential problems. (1)</p> <p>Strict stock controls, tight requisitioning systems, and monitored distribution procedures (1) minimise the likelihood of alcohol being sourced and consumed inappropriately on or off the premises. (1)</p> <p>Offering professional support / information to employees affected (1) assists / educates employees with problems / consequences of consuming excess alcohol / improves the image of the company/ contributes to the loyalty of employees / retention of staff. (1)</p> <p><b>Accept any other appropriate response.</b></p>	2

Question Number	Answer	Mark
15	<p>Award <b>one</b> mark for the identification and <b>one</b> additional mark for the appropriate expansion, up to a maximum of <b>four</b> marks.</p> <p>Buy from reputable sources within the port (1) to minimise the likelihood of fish and shellfish being of poor quality / sources of viral contamination (1)</p> <p>Visit suppliers (1)/to ensure hygiene regulations (1)</p> <p>Choose fresh fish and shellfish that are refrigerated or kept on ice (1) so that the quality of the products is likely to have been maintained (1)</p> <p>Ensure correct preparation (1) to avoid cross-contamination and maintain the quality of products (1)</p> <p>Minimise time between port and the restaurant (1) to avoid any potential deterioration of quality. (1)</p> <p>Correct storage (1) in containers/freezers/fridge/ice (1)</p> <p>Avoid cross-contamination (1) by following hygiene procedures/correct storage (1)</p> <p><b>Accept any other appropriate response.</b></p>	4

Question Number	Answer	Mark
16	<p>Responses may include the following:</p> <p>The aim is to help children to develop healthy eating habits and ensure they receive the energy and nutrition they need across the whole school day.</p> <p>Government guidelines relating to portion sizes and nutritional content should be complied with.</p> <p>Food needs to look good and taste good.</p> <p>A wide range of food / dishes should be provided across the week; variety is key.</p> <p>Healthy eating provides the energy and nutrients needed for growth and development, concentration at school, participation in sport and activities.</p> <p>Food groups:</p> <p><u>Starchy foods</u></p> <p>Starchy foods help children feel full; therefore they are less likely to snack on unhealthy foods.</p> <p>Wholegrain varieties of bread, pasta and rice are good sources of fibre for a healthy digestive system.</p> <p><u>Fruit and vegetables</u></p> <p>Ensure all meals contain at least one portion of fruit, vegetable or pulses.</p> <p>Steam vegetables or boil them in minimal water.</p> <p>Display fruit and vegetables prominently and attractively.</p>	

	<p>Hide vegetables in composite dishes.</p> <p><u>Milk and dairy</u></p> <p>Use hard cheese.</p> <p>Offer frozen yoghurt instead of ice cream.</p> <p>Provide low-sugar/low-fat milkshakes and yoghurt drinks.</p> <p>Calcium for the development of teeth and bones (which are growing in size and density at this age).</p> <p><u>Meat, fish, eggs, beans and pulses</u></p> <p>Ensure vegetarian meals are as varied as the rest of the menu by using pulses, soya, tofu or Quorn, eggs and cheese.</p> <p>Consider fish on Friday</p> <p>Use lean cuts of meat</p> <p>Use more white meat than red meat</p> <p>Healthier cooking methods for meat, fish and eggs</p> <p>Encourage meat-free days, using alternatives such as pulses, soya mince, tofu and Quorn, or other vegetarian dishes.</p> <p><u>Foods high in fat, sugar and salt</u></p> <p>Reduce salt/sugar intake</p> <p>Use healthier fats and oils</p> <p>Avoid products containing partially hydrogenated fat or oil.</p>	
--	---	--



	<p>Use herbs, spices, garlic, vegetables and fruits to add flavour to dishes instead of salt.</p> <p><u>Drinks</u></p> <p>A water cooler could be installed or water fountains in the dining room and around the school.</p> <p>Provide drinks that are unsweetened, unfortified and additive-free.</p> <p>Avoid drinks containing preservatives, flavourings, colourings and sweeteners.</p> <p><b>Other significant aspects should be considered and rewarded where appropriate.</b></p>	8
Level	Descriptor	
0 0 marks	No rewardable material.	
1 1-3 marks	<p>A few key points identified, <b>or</b> one point described in some detail.</p> <p>The answer is likely to be in the form of a list. Points made will be superficial / generic and not applied / directly linked to the situation in the question.</p>	
2 4-6 marks	<p>Some points identified, <b>or</b> a few key points described. The answer is unbalanced. Most points made will be relevant to the situation in the question, but the link will not always be clear.</p>	
3 7-8 marks	<p>Range of points described, <b>or</b> a few key points explained in depth.</p> <p>The majority of points made will be relevant and there will be a clear link to the situation in the question.</p>	

For more information on Edexcel qualifications, please visit our website  
[www.edexcel.com](http://www.edexcel.com)

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

