

Examiners' Report/
Principal Examiner Feedback

January 2012

PL Hospitality (HO101)
Paper 01

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General

This is the fifth assessment series of this externally assessed unit for Level 1 Principal Learning in Hospitality. Although there were a relatively small number of centres who entered candidates for this series, it is pleasing to report that the general standard of candidate responses to the questions continues to be good, with many learners demonstrating a reasonable depth of subject knowledge.

It is also positive 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. It is perhaps worth noting that whilst the Principle Learning course outline and developed schemes are similar in areas to related subjects (such as the BTEC National and the BTEC Higher National qualifications within Hospitality), comparisons with related subjects may not be helpful. Indeed, where teachers may have used learning materials previously used with other specifications this may affect candidates' responses to this paper. The fact that this unit is externally assessed means that the nature or style of the questions might be new to the learners. Learners might well need further support in how to respond to certain types of question and in understanding what is required by the descriptor words, such as 'identify', 'describe' and 'explain'.

Teachers are encouraged to use the contents of this report in order to support their future learning planning. Learners' 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.

Level 1 Unit 1: Introducing Hospitality Services

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

Q1

This question was designed to ease candidates into the paper. The question, relating to Learning Outcome 1 (LO1), was answered correctly by some of the candidates. However, some candidates seemed to find it difficult understanding the term 'secondary to their main business activity'. With some candidates giving responses that directly related to the hospitality industry. The design of the question so early in the paper may possibly have also confused some candidates. Only a small percentage of the candidates gained full marks from this question.

Q2

This question, again relating to LO1, was not answered very well by the majority of candidates with only one or two marks being awarded for a large percentage of the candidates. It seemed clear by the majority of responses that the candidates could not clearly identify the differences between a 4 star hotel when compared to a bed and breakfast establishment. This may be the result of a lack of exposure to the two different establishments that an industrial visit would have resolved.

Q3

The majority of candidates gained at least one mark on this question out of the possible four available; however as with Q1, most of the candidates clearly found it difficult to differentiate between a service and a product. Most of the candidates did not always clearly identify the services that may be offered whilst specifically on holiday and gave much more generic responses.

Q4, Q5, Q6

All of the candidates responded positively to question 4, gaining full marks. Most candidates that gained full marks for this question went on to gain strong marks for questions 5 and 6. The multiple choice style of question seemed to fit well with the candidates, with all attempting to respond to all three of the multi choice questions.

Q6 was the question the candidates found the most challenging out of the three multi choice set. This may be because the subject of kosher cuisine had not been learned properly by the candidates.

Q7

It was pleasing to see this question being attempted by almost all the candidates, with nearly all gaining one or two marks from the possible six available, with several candidates gaining four marks plus. Candidates could clearly identify, and in most cases describe, different ways that a hotel could communicate with non-English speaking guests to meet their requirements. Some of the candidates also came up with some interesting and very valid comments.

Q8

This question relates to LO3 and proved to be a difficult question for a large majority of the candidates, most of who only managed to gain two out of a possible six marks available. However some candidates failed to attempt the question. The question was designed to cover different customer services within a restaurant. This may be a possible area for learner development, as their seemed to be a lack of clarity on how restaurant staff members know that good customer service has been offered as opposed to how to provide good customer service.

Q9

Most candidates answered this question extremely well, with a clear understanding of what was being asked of them. Almost all were successful in gaining two out of three of the marks. The short responses required seem to offer a welcome break in between the more lengthy explanations requested of candidates from Q7 and Q8.

Q10

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 learners went into some detail within their response. Most candidates failed to recognise that the customer was annoyed and omitted the need to calm the customer. They also missed the suggestion of relocating them to discuss the issue and prevent any of the other customers feeling uncomfortable about any possible confrontation.

Q11

This question, relating to LO3, produced a very mixed response. Some candidates understood the question and then attempted the response, whilst other candidates seemed confused of what was being asked of them. This is a realistic scenario within hospitality and most candidates could have possibly have been taught the different services that a hotel reception offers to its clients. What makes this an A* grade question, is asking the candidate to match the different services of a hotel reception to the scenario of a new opening and asking the candidates to consider some of the difficulties a hotel may have within this setting.

The question required a higher order response and therefore worked very well to clearly differentiate the A and A* responses. Some candidates chose not to even attempt the question. The responses given, however, did indicate that some of the candidates had an understanding of the different needs of customers and how to cater for these needs.

Recommendations

- Candidates need to understand the active verbs **identify**, **outline** and **describe** when considering their responses.
- Candidates need to be aware of the difference between a service and a product.
- 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 HO101/01
- Practitioners can attend Edexcel training events e.g. feedback on assessments events.

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