

Moderators' Report/
Principal Moderator Feedback

January 2012

PL Hospitality Level 1

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Unit 2: Importance of the Hospitality Industry to the UK

(HO102)

Learning Outcome 1

Some learners covered this outcome well, scoring in mark band 3, however a large number of learners used only a few examples of research methods. According to the level 1 descriptors in the Specification, this equates to one or two. Some learners provided no evidence of their research either by means of a bibliography or by referring to the research in the other learning outcomes. Fewer learners used a range of research methods, which equates to three methods, and therefore scored higher marks for this outcome. Future candidates need to be aware that some websites are not a good source for reference material.

Learning Outcome 2

Many learners were able to provide a simple description of the structure of the UK catering industry and scored in mark band 1; however they found it more difficult to move this knowledge into identifying the importance of the industry to the UK economy. The size of the industry was not always covered and it would be a good opportunity for candidates to identify the amount of jobs, the income from overseas and the expansion of the industry over recent years to support their understanding of the importance of the industry.

Learning Outcome 3

Portfolios showed evidence of the knowledge of the structure of the tourism industry; however, most learners used a mind map or poster which only provided evidence of stating the structure of the tourism industry. This meant therefore that they scored in mark band 1. It seemed that many learners could not clearly state the links between the tourism industry and the hospitality industry, and could not state how tourism affects the hospitality industry in the UK.

Learning Outcome 4

Many learners had difficulty in providing a simple description of how hospitality contributes to life in the local community. For example, many learners did not point out that hospitality brings financial benefits to an area. Further to this, they could have added additional details to show a clear understanding; hospitality attracts customers who will spend money in other local businesses and therefore help to boost the local economy and job prospects. Many learners were able to identify some negative effects of the hospitality industry on their local area.

Unit 3: Introducing Customer Services in the Hospitality Industry

(HO103)

Learning Outcome 1

It is pleasing to report that most learners are able to state or briefly explain how customer service is provided to customers in the hospitality industry.

Learning Outcome 2

Many learners gave a wide selection of different legislation related to customer rights. In many cases these were extended with descriptions of exactly how the legislation works to protect customers, staff and visitors.

Learning Outcome 3

Some candidates are only able to identify limited or simple time scales. However in several centres the timing break down was very well thought through with detailed consideration to a smooth work flow. The moderator also noted that there has been a significant improvement within the candidate's work, when identifying standards for the two tasks. Many learners were able to give a variety of realistic standards.

Learning Outcome 5

Some learners seemed unable to provide a detailed description of how they have met their identified strengths and weaknesses in their performance. An aspect of the candidates' work that requires some development is the identifying of recommendations for improved performance for the future.

Unit 4: Developing Skills to Work in the Hospitality Industry

(HO104)

Learning Outcome 1

Most candidates were able to identify the roles of their team for the task they were planning, but many were unable to provide an overview of the more general aims and objectives of hospitality teams. Indeed some of the candidates seemed confused between roles and responsibilities for a task and aims and objectives of a team. In many instances this meant failing to cover what their aims and objectives were for the planned task.

Learning Outcome 2

The key features of a hospitality team were confused by many candidates who described the job roles within their own hospitality team who were planning this task. There were very few examples of how candidates had considered the behaviour of a team and the effects on a team that different behaviours could have. There was unfortunately very little evidence to indicate how the learners' own teams would deal with customer with special requirements.

Learning Outcome 3

This is the most challenging part of the unit; many learners do not appear to be able to differentiate between operational standards and personal roles within a task. The timings were also very vague and a clear detailed working sequence was rarely presented.

Learning Outcome 5

Understandably the candidates who had not clearly stated the standards in learning outcome 3 were unable to measure their standards against those that they had planned. Notwithstanding this, in many cases there was very limited assessment of how individual candidates had communicated with their customers and colleagues. Many candidates failed to comment on how their performance could be improved.

HO105

As there were no entries for this paper, it has not been possible to provide detailed feedback to centres to benefit their candidates.
Edexcel will not, therefore, publish an Examiners' Report for this paper.

HO106

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Edexcel will not, therefore, publish an Examiners' Report for this paper.

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