

Principal Moderator Feedback

Summer 2012

PL Hospitality Level 1

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 or 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.

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.

You can also use our online Ask the Expert service at 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

Summer 2012

Publications Code DP032502

All the material in this publication is copyright

© Pearson Education Ltd 2012

Principal Learning Hospitality

Level 1 (Internally assessed units)

Introduction

Although there were only a small number of centres who entered candidates for this summer 2012 series, it is pleasing to report that in many cases the standard of portfolios presented was good, with many candidates showing a good depth of knowledge in the units. Principal Learning was still taken up by a small number of centres in Hospitality this academic year, and therefore comparisons with related subjects may not be helpful, although there are clear relationships with these. Indeed teachers may well have used learning materials previously used with other specifications. Teachers are encouraged to take note of the contents of this report in order to support their future learning planning.

Most centres have submitted portfolios by the due date and the candidates' work was presented in a well-organised way, with the learning outcomes in a logical order. Many centres also standardised the work of learners from the various parts of the consortium, this is good practice as standardisation always produces a good result. However a large number of centres submitted work late for moderation and some of the work was not presented in a logical order or without a reference/contents page. Candidates could have perhaps been encouraged to paginate their work, and some centres have used treasury tagging to ensure that all candidates' work remained in the correct order.

All the relevant work was available in most samples. Most centres included candidate record sheets with each portfolio and they had been completed and signed by the assessors, however, in some cases there were discrepancies between the assessors' marks and the internal moderators' marks or marks had not been included on the sheets at all. Also in some cases marks for Marking Grid A and B had been included in the Marking Grid A section. Some centres had used candidates work from one unit to help support the evidence for a different unit; this is especially true of units 5 and 6. In many cases this was without referencing or stating the intention to do this. Centres are advised to copy candidates work that they intend to use to support more than one unit and place a copy within each unit this will avoid the risk of external moderation not finding the evidence from other units.

Those centres that annotated the assessed work enabled the moderators to develop a clear understanding of the rationale for the marks awarded. In some cases the work presented was generously marked in parts.

It is also pleasing to report that the majority of candidates were given realistic scenarios and fulfilled the requirements for applied learning. It is to be hoped that this is a situation that will continue in the future and with this in mind, recommendations have been made below.

Recommendations

- Candidates could be encouraged to paginate their work
- Assessors could annotate candidates' work to show where they are awarding each learning outcome and what score/mark band is being awarded
- Candidates need to have realistic scenarios for their assignments
- Candidates should be encouraged to use appropriate research sources and avoid such sites as Wikipedia
- Assessors could support candidates by ensuring that all evidence is included in the portfolios
- Centres should consider standardising the assessment with an internal moderation process.

Level 1 Unit 2:

Importance of the Hospitality Industry to the UK

Learning Outcome 1

Some learners covered this outcome well, scoring in Mark Band 3. Centres should encourage learners to achieve at this level by ensuring that they have an understanding of the difference between primary and secondary sources to support their providing evidence. Fewer learners used a range of research methods, which equates to three methods and falls into Mark Band 2. Many learners need to be aware that some websites are not a good source for reference material.

Learning Outcome 2

Learners were all able to describe the structure of the UK catering industry; however, many were unable to expand this knowledge to explain 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. Learners could also have identified where their research helped them to their conclusions.

Learning Outcome 3

Although some portfolios demonstrated knowledge of the tourism industry, many did not; indeed some learners appear to believe that the tourism industry is another name for hospitality. Although many learners did not know the links between the tourism industry and the hospitality industry, and most could not state how tourism affects the hospitality industry in the UK.

Learning Outcome 4

It was challenging for most learners to describe how the hospitality industry affects the local area. Most were able to identify the provision of food, drink and accommodation but fewer identified the provision of jobs in catering and the potential increases of sales in other industries because of the number of tourists that might be attracted to the area. Many learners were able to identify some negative effects of the hospitality industry on their local area.

Level 1 Unit 3:

Introducing Customer Service in the Hospitality Industry

Learning Outcome 1

Most learners were able to outline how customer service is provided to meet different customer needs. Learners could be encouraged to describe a wide range of examples of this to score marks in mark band 3.

Learning Outcome 2

Many learners were only able to name health and safety legislation where it is related to customer rights. There is an opportunity to challenge learners to score in higher mark bands, by encouraging them to include many consumer protection laws which are not part of health and safety legislation, for example, trades descriptions; sale of goods and licensing.

Learning Outcome 3

Some learners seem only able to identify simple standards and time scales. Centres should consider ways of developing learners in order that they score in higher mark bands. In many cases learners only gave vague timings and a detailed sequence was not supplied. It is also important that learners understand that they must identify timings and standards for two tasks, dealing with only one task clearly reduces their possible score.

Learning Outcome 5

Many learners had difficulty in providing a detailed description of how they met their standards from LO3. Those who had not identified and set realistic standards had difficulty scoring here. Learners could be encouraged to provide a detailed description of how they have met their standards and what were their strengths and weaknesses.

Level 1 Unit 4:

Developing Skills to Work in the Hospitality Industry

Learning Outcome 1

Candidates were able to identify the roles in a hospitality team and in many cases outline the aims and objectives of a hospitality team when related to the task they were planning for the Marking Grid B practical tasks. However some were unable to identify the more general roles and responsibilities of a hospitality team.

Learning Outcome 2

As in Learning Outcome 1, 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 and not addressed at more general features of a hospitality team within the industry. There were very few examples of how candidates had considered behaviour of a team and the effects on a team different behaviour could have. The candidates could gain marks within a higher mark band if some suggestion were made on how behaviour of individual team members could affect overall teamwork.

Learning Outcome 3

Learners found this part of the unit challenging; many learners do not appear to be able to differentiate between operational standards and personal roles within a task. Time plans in general were limited in detail. The timings were also very vague and a clear detailed working sequence was rarely presented. Some of the candidates did not provide any evidence for Learning Outcome 3 and as a result could not provide suggestions for improvements on the standardisation for Learning Outcome 5.

Learning Outcome 5

Clearly 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. Furthermore the evaluations that were provided were brief in some candidates work and it would be useful to challenge learners to produce evaluations which could lead them to score

in higher mark bands enable candidates to gain marks in a higher mark band. Sadly many candidates failed to comment on how their performance could be improved.

Level 1 Unit 5:

Developing Ideas for Menus

Learning Outcome 1

Generally learners produced a list or outline of different types of foods and beverages, although surprisingly many candidates excluded beverages from their lists. The candidates were able to identify some foods and beverages and should be encouraged to identify sufficient food and beverages to achieve the highest mark band.

Learning Outcome 2

Some learners were able to calculate the dish costing; this was usually on a centre devised reporting form. Many learners only added up the cost of the ingredients without calculating the cost for the amount needed for the recipe. Unfortunately some learners did not submit dish costings, and some learners had used computer costing software packages which are inappropriate for this assessment.

Learner menus were usually well thought out, many learners scored in Mark Band 2 for this outcome. This gives an opportunity for centres to encourage candidates to select more complex dishes in order to achieve in Mark Band 3. Many candidates were able to identify appropriate beverages and should be encouraged to identify sufficient appropriate beverages to achieve the highest Mark Band. Some omitted to suggest beverages.

Learning Outcome 3

The portfolios needed to contain a copy of the menus that the learners used for their reviews, not all learners had included these menus making the moderation difficult to carry out successfully. It is not appropriate for learners to review their own menu at this point. Some centres have provided learners with a number of websites of restaurants from which to find their menus. This is an example of good practice.

Level 1 Unit 6:

Food and Beverages Preparation and Service

Learning Outcome 1

This learning outcome was generally very well covered by the learners, with suitable identifications; however not all the methods of cookery identified related directly to the individual candidate menus. Pictures when used were helpful and supported the assignment; this is of course good practice.

Further to this learners are required to identify a list of different equipment they have used to produce their chosen menu. Once again, in most cases the candidates presented a comprehensive list of small and large cooking equipment, sadly however some candidates failed to identify which pieces of equipment they had used in the production of their menu.

Learning Outcome 3

Many learners were all able to select and use a variety of well-chosen healthy ingredients and also suggested suitable portion sizes for the type of food being presented on the menu. Very few learners made mention of costing in order to identify if their dish would be profitable, there was also very little mention of profit motivation for their dishes. Centres could try to stretch their learners with this learning outcome. Many centres' learners provided photographic evidence which supported their assessments and is an example of good practice.

Learning Outcome 5

Some candidates offered only simple statements about the effectiveness of food preparation, cooking and service and it tended to be these candidates who offered very simple suggestions of how they met safety and hygiene standards. Pleasingly most candidates were within Mark Band 2 as candidates had outlined rather than described the effectiveness. Some limited feedback from "customers" was supplied however many candidates failed to state the different qualities of each dish. The candidates' evaluations tended to be unclear and lacked detail, and it is suggested that centres develop the evaluation skills of the candidates to enable them to gain a higher grade band in the future.

Further guidance and support

Centres are reminded that a range of tutor materials, including example schemes of work and assignment briefs, are available to support this qualification. A range of training opportunities are also available to support centre assessors. Further details can be found at Edexcel Online: www.edexcel.com/resources/training

Edexcel provide an 'Ask the Expert' service to provide timely responses to centre queries regarding the delivery and assessment of this qualification. The service can be accessed via Edexcel Online: www.edexcel.com/Aboutus/contact-us/ask-expert

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publication.orders@edexcel.com

Order Code DP032502

Summer 2012

For more information on Edexcel qualifications, please visit
www.edexcel.com/quals

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

