

# Examiners' Report/ Principal Examiner Feedback

January 2010

Principal Learning

Hospitality HO201  
Exploring the UK Hospitality Industry

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## Contents

1.	Level 2 Introduction	4
2.	Level 2 unit 1 Report	5
3.	Statistics	7

# Principal Learning Hospitality

## Level 2 Introduction

This was the first external assessment series available for Level 2 Principal learning in Hospitality. The external assessment series was also available for Level 1 and Level 3.

As would be expected there were numerically only a small number of learners who were entered. This reflecting that teaching of the course only commenced in the September of 2009 and many centres would not have completed teaching of the unit.

Overall the standard of Learner's responses was only satisfactory with some very acceptable outcomes. Some centres are clearly mis-understanding the level of demand for the level of the award. Some responses overall more reflected that of a level 1 Foundation Diploma than that demanded of a Higher-level learner.

There was generally a poor standard of written English in terms of communication skills, and the longer answers had responses full of errors in syntax, grammar and spelling. There was also a worrying use of slang language in formal answers by a few learners. Some responses were focused too much on just story telling and they lacked technical content as well as the expected use of technical terminology related to the industry.

The quality of some written English was quite poor, such, that it made the marking of a few papers difficult.

Judging by some of the learner responses it was apparent that some of the teaching might not have been taught by a subject specialist.

Many Learners lacked exam technique and spent time re-writing the questions in their own words before commencing with their answer. This takes up valuable time that learners might spend on providing fuller responses to the questions and therefore improving their overall marks. There were also a great many learners who clearly did not understand the requirements of the active verbs at the beginning of each question such as state describe and explain. Centres will need to ensure that they tutor learners as to what these terms mean and require from an exam technique perspective for future series, as this prevented some learners from performing as well as they might have done.

The question paper contained 1 question, question 8, that was designed to provide an opportunity for the A\* learner to gain marks and therefore get the unit passed at this level of achievement, and this did provide the discriminator.

## Level 2 unit 1 Exploring the UK Hospitality Industry

### Question 1a

Question 1 was answered correctly by a small number of learners; the question required the learner to have an understanding of the commercial sector. Many learners lost marks as they answered by naming brands rather than outlet types found in the restaurant sector.

### Question 1b

Many learners answered this question incorrectly; it was evident that many of them did not have an understanding of the service sector of the industry and how it is broken down.

### Question 2

The majority of learners did not answer this question accurately particularly in terms of the requirement to 'describe' the measures that the industry has taken to reduce costs, others respondents also linked it to an establishment rather than looking at the broader picture, which the question required.

### Question 3a

Question 3a was in most cases answered correctly, some did answer the question correctly with 'Newspaper' followed by a poor example such as the 'Sun'.

### Question 3b

The majority of learners made a good attempt at this question and there were many appropriate answers gaining high marks, a few learners were a little vague in their answering which identified a limited understanding of the role and responsibilities of a restaurant manager.

### Question 4

This question proved to be one of the most difficult to answer for learners. Many did not show an understanding of a typical kitchen brigade and the industry terms used to describe job roles and functions. It is expected that learners should have an understanding of a typical brigade found in food and beverage departments of the industry.

### Question 5a

Most learners were able to interpret data and most answered this question correctly.

### Question 5b

Most learners were able to interpret data and most answered this question correctly.

### Question 5c

Most learners were able to describe how data could be used within the industry.

### Question 6

For question 6 most learners had a good understanding of why pubs were closing in the UK. However, many were a little vague and shallow in their answers, losing marks, as they did not continue to explain the factors. The question required an explanation, which was not understood. Others lost potential marks referring to cigarettes as 'fags' in their answers, as an example of the failure to use correct functional skills in literacy in the answer.

### **Question 7**

Many learners found question 7 very difficult and struggled to explain how the industry could prepare for the Olympic Games 2012 and reduce the skills gap that currently exists within the industry. Those who did attempt this question in full came up with good valid answers and scored high marks.

### **Question 8**

Many learners had an attempt at answering this question and made some attempt to explain how the industry contributed to the UK economy, many came up with answers such as VAT and foreign visitors, giving good explanations.

### **Recommendations**

Learners need to be aware of the active verbs explain, describe and identify and approach the answering of questions with this in mind.

Learners need to be taught the typical staffing brigades found in food and beverage departments of the larger more traditionally managed establishments where a clear structure is in place.

Learners need to be aware of recent developments within the industry and future trends.

Centres must teach and encourage learners to read the questions accurately before they begin their answers.

Centres must ensure all the content of the specification is covered before learners are entered for the external assessments.

Learners need to avoid using slang terms within their answers, as this will have a negative impact on the marks awarded. Good use of functional skills is expected.

# Statistics

## Level 2 unit 1 Exploring the UK Hospitality Industry

	Max. Mark	A*	A	B	C
Raw boundary mark	50	43	35	27	20
Point Score	10	8	6	4	2

### Notes

Centres are reminded that this is the first summer examination for this new specification and that boundaries may change in the following series.

**Maximum Mark (Raw):** the mark corresponding to the sum total of the marks shown on the mark scheme.

**Raw boundary mark:** the minimum mark required by a learner to qualify for a given grade.

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