

Examiners' Report/ Principal Examiner Feedback

Summer 2010

Principal Learning

Hospitality HO201 Exploring the UK Hospitality Industry

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Introduction

This was the second 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.

Overall the standard of learner's responses was satisfactory with some very acceptable outcomes. 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.

Many learners 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. A large number of learners also did not demonstrate an understanding of 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.

Level 2 Unit 1 - Exploring the UK Hospitality Industry

Question 1a

Question 1 was answered well by a large number of learners; the question required the learner to have an understanding of the outlets found in the industry that provide accommodation, most learners provided at least three good examples, some learners lost marks as they answered by naming brands rather than types.

Question 2

For this question the learner had to provide four responsibilities of a front office manager, Many learners had a good attempt at this question and provided four responses, however many learners only provided reception duties not that of someone with departmental responsibilities.

Question 3

This question relates to the restaurant brigade and not the kitchen. This question proved to be one of the most difficult to answer for learners. Many did not show an understanding of a typical restaurant 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 4

Hotels pride themselves on providing an extensive list of additional services for their guests,

For this question learners had to identify four differences between a 5 star hotel and a guest house. Many learners had no problem in identifying at least two; however many of the learners third and fourth responses were simply the first two turned round.

Question 5a/b

Question five provided some positive responses with most learners able to provide the hours/days you would expect to work in full/part time employment, many learners failed to expand on this and failed to provide any further information such as reasons why people chose full time/part time or the benefits attached to either.

Question 6a

Learners had to provide four providers of external services that benefit from their economic links with the hospitality industry. Most learners seemed to be confused

with this question and simply listed services provided internally within a hotel. Very few answered this question correctly and many failed to answer it at all.

Question 6b

This question followed on from 6a where learners had to explain two economic benefits that additional service providers contributed to the local/UK economy and most responses were limited. Many learner did not provide an accurate response for this question.

Question 7

Learners needed to explain why the restaurant sector has the largest number of employees and most learners attempted this question, however very many responses were very vague and limited in their answers with no real reference made to fast food outlets, sector growth, 16-19 employment or qualifications.

Question 8

For this question learners had to discuss how you could achieve a successful career as a chef and most learners could answer this well relating to what they had achieved so far and making reference to what they would be doing in the future, Many learner responses were limited to this and many failed to achieve full marks as they did not discuss other relevant points that may help them to a successful career

Question 9

Many learners answered this question well and were able to discuss the reason why budget hotels have increased in popularity, may learners went in to detail such as locations, cost effectiveness, price and brands image.

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. 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.

Grade boundaries may vary from year to year and from subject to subject, depending on the demands of the question paper.

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