

Examiners' Report/ Principal Examiner Feedback

June 2010

Principal Learning

Hospitality
Level 2 Controlled Assessments

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Contents

1.	Level 2 Introduction	4
2.	Level 2 Unit 2 Report	6
3.	Level 2 Unit 3 Report	8
4.	Level 2 Unit 4 Report	9
5.	Level 2 Unit 5 Report	11
6.	Level 2 Unit 6 Report	12
7.	Level 2 Unit 7 Report	14
8.	Statistics	16

Principal Learning Hospitality

Level 2 Introduction

This was the first series for the Hospitality Principal Learning internally assessed units. Centres have provided good evidence of assessment which addresses the needs of the qualification.

It is obviously early days for the qualification but teaching and learning is mostly in line with what is required for this level 2 qualification. There is some evidence of learners being placed on a programme which is perhaps too high for their current level of attainment.

This was the first opportunity the moderation team had to take an in-depth look at assessment practices, centre marking and internal standardisation. With any new qualification, there is considerable variation of approaches to assessing the controlled units. Most centres accurately developed assessment tools which allowed the learners to demonstrate their knowledge and understanding. There is however evidence of inaccurate interpretation of evidence requirements. The guidance in the specification should be closely followed to ensure compliance with evidence structure required.

Centres should revisit the specification, the teachers' guide and the website for the example assessment materials, schemes of work, assignment briefs and record sheets to be used, and use these to inform their teaching, learning and assessment strategies.

Edexcel run training events throughout the academic year. It is highly recommended that centres take advantage of these opportunities if there are any uncertainties with the qualification delivery and assessment

The board of moderators and examiners exercised great care to ensure that standards were comparable across the full range of units for Level 2, and that the moderated marks were based solely on the Mark Bands within the Marking Grids and the guidance for allocating marks provided.

Many centres, using the Candidate Record Sheets for internally assessed units provided by Edexcel, provided evidence as required to allow the assessment criteria to be effectively applied and moderated.

It is also evident that whilst some centres have applied and used a consistent and effective system for the annotation of scripts, some centres are still not completing this well, and some not at all. A consistent and accurate system of annotation is essential for accuracy of marking and internal moderation and centres are encouraged to embrace this in the future.

A number of centres have produced very good evidence of learner attainment.

Contributing factors include:

- Plenty of contextualised and applied learning and interesting assessment activities which engaged and enthused learners
- Effective partnership/collaborative work with local organisations and employers from across a range of hospitality providers
- Effective communication and collaboration across the consortium partners and members
- Effective internal quality assurance system (standardisation and moderation)
- Effective tracking of learner attainment (well organised and tracked evidence) where learners, centre staff and the moderation team can clearly identify the achievement of learning outcomes
- Accessible tasks which are well structured for the learner with clearly detailed evidence requirements

Notice should be taken of Annexe E and the information about controlled assessment. It is evident that some centres have embedded this within their planning and practice for the assessment series; however some centres are still not observing the full requirements. Centres are advised to read Annexe E and take its contents into consideration in the future.

Centres are advised to access and read their E9 moderator feedback reports for each of their individual units submitted for external moderation for the June 2010 series. The E9 reports are specific to the Centre and performance and will support further development and improvements for the implementing the qualification.

Centres are to be commended for the time and diligence in implementing this new qualification. The information provided in this summary and the following more detailed unit reports should help to consolidate the good practice already evident. This and other training opportunities and published resources should help all centres to improve their programme in line with best centres resulting in an even stronger performance for the next series

Level 2 Unit 2 - Customer Service in Hospitality

General Comments

Most centres paid particular attention to the administration associated with this unit, however some centres failed to complete page referencing on the Candidate Learning Records. Most centres provided good evidence of well documented internal moderation.

Most centres provided a copy of the assignment brief in all learners work and good evidence of annotation and feedback to learners was provided. In a significant number of cases it is recommended that assignment briefs are reviewed and simplified through breaking-down tasks to better meet the needs of level two learners.

Some centres demonstrated a good internal moderation process and all centres must ensure that this process and completed documentation is included in future evidence submission.

One centre in particular demonstrated an excellent use of local businesses to assist learners with course work.

Learning Outcome 1

This requires learners to demonstrate their knowledge and understanding of customer service. There was a significant variation between centres on how they approached the evidence for this learning outcome. A successful approach is where centres encouraged learners to complete a template on how businesses deliver customer service, monitoring methods and the effects of good and poor customer service.

Most centres provided learner's work that contained a very good written explanation of customer service, methods of monitoring and measuring customer service and outlining the effects of good and poor customer service.

Learning Outcome 2

An understanding of customer's legal rights was evident and most learners provided work to a good standard. Learners who were provided with the opportunity to present the evidence as a class presentation (PowerPoint) seemed to show a good understanding, however centres could have provided witness/tutor statement to support the marks awarded.

Some learners provided a limited understanding of customer's legal rights and a template could be used in the future to encourage learners to provide more information to achieve marks in a higher Mark Band.

Learning Outcome 3

This learning outcome required learners to plan the performance of customer service tasks to a required standard and as part of this had to set times for the work tasks.

In most cases evidence for this outcome was very limited; once again a template with examples or headings may assist the learners to achieve improve Mark Band results.

Many learners failed to provide evidence of planning and setting timescales for tasks, therefore achieving a limited mark. This was found to be very well answered when centres related it to the practical event

Learning Outcome 5

This learning outcome required the learners to review their own performance. A few learners failed to gain any marks by failing to provide any evidence. Some learners managed to describe their performance and identify strengths and weaknesses in depth, and achieved good marks. Where centres provided a pre-printed evaluation sheet this helped learners to

identify areas for improvements. Additional evidenced could also be gathered through one to one sessions, witnessed statements or video evidence.

Level 2 Unit 3 - Working in a Hospitality Team

General comments

Most of the work was well organised and easy to moderate due to the work being in logical order with clear page referencing.

Good use was made of Candidate Record Sheets with candidate ID numbers, learner and assessor signatures all completed accurately.

It was clear that learners enjoyed and learnt a lot from the learning outcomes and delivery of this unit.

Most centres provided clear direction to learners and there were good responses to all learning outcomes

Some centres provided considerable input on the theory of teams e.g. Belbin and Tuckman. Although it is good to give students theory to underpin practical application, some centres went into far more detail than required for a level 2 qualification.

Learning Outcome 1

For this learning outcome learners had to explain the main characteristics of effective teams. There was a significant difference in learner ability shown in the range of marks awarded for this learning outcome. During moderation it was evident that some centres were generous with their marking.

It is recommended that some centres provide a model/template to ensure that the learners cover the required criteria towards the learning outcome. Some learners provided evidence that was very brief.

There was evidence from many learners work that much of the work submitted for this learning outcome was copied and pasted from the internet, which included very in depth theories for learners at this level. A more practical approach must be taken for this learning outcome, which recognises the level of the learners and the focus of the learning outcome.

Learning Outcome 2

In many cases learners provided an evaluation of timings rather than a plan. A significant number of learners also failed to provide plans for more than one area e.g. kitchen, restaurant and bar. A template could be used for each area to support learners to cover the outcome in sufficient depth.

Learning Outcome 4

This learning outcome was the most challenging with a significant number of learners not sufficiently evaluating their performance against clearly stated standards. Learners could evaluate standards in conjunction with the tutor as an overall review of performance.

Learners often lacked knowledge and did not understand the importance of evaluating their own performance. They were also unsure in many instances how to identify their own strengths and weaknesses, both individually and within a team.

Level 2 Unit 4 - Dealing with Costs and Income in Hospitality

General Comments

Centres managed the administration of the unit well. The evidence presented was on the whole well organised, and it was to identify where marks were awarded. A significant number of centres are still not using a simple page numbering system. It would assist marking and moderation if this was implemented by all centres.

Effective use was made of Candidate Record Sheets to track and record learner evidence and marks.

Where learners do find the unit challenging, it is recommended that the emphasis of the teaching needs to be on the financial concepts with straightforward numerical calculations. A number of centres complicated the teaching and assessment with complex tasks which went beyond the level for this L2 unit.

The fundamental emphasis for this unit needs to be on understanding how to calculate income costs and profit to ensure the overall success of the business. To achieve this learners' need to understand the purpose and be able to use key financial documents which provide information about the overall success of the business. The key is simplicity and understanding. Many centres used the setting and cake stall example in the specification, but other scenarios could be used which also provide fixed and variable costs such as a market cafe or sandwich stall at a fair or event.

Learning Outcome 1

This learning outcome requires learners to identify different types of cost. Most learners did this well, listing types of fixed and variable cost. The evidence may be strengthened by a simple definition of fixed and variable cost, and why each cost is fixed or variable rather than just providing a simple list.

Learners were able to identify simple costs and calculate the costs of dishes and services. Some centres provided extensive evidence of recipe costing which was over and above what is required for the LO. It may be beneficial to link the evidence for this LO to LO2 where the learners need to calculate the selling price.

The focus on cost control was the least well answered in LO1. Learners need to be able to understand how business control cost. A basic understanding of the purchasing cycle is essential for this LO. A simple diagram of the purchasing annotated with cost controls may support evidence for the LO.

Learning Outcome 2

The evidence for calculating the selling price was good, although some centres over complicated the concept by using too many products and/or services. The emphasis needs to be on understanding the principles and performing accurate calculations.

Many centres chose to use a computer package to demonstrate break-even points. In many cases this detracted from the key concept, graphs not being accurately labelled or lines being labelled incorrectly. Whilst computer applications make calculations simpler, it is important that learners understand the key concept of break-even which sometimes appeared to be lost in the computer-based approach.

Learning Outcome 3

The majority of centres provided good evidence for this LO. In some instances the explanations were brief, which meant that learners were unable to achieve marks in the higher Mark Bands.

The selection of the practical application was important in generating evidence for this outcome. The activity selected needs to provide sufficient opportunity to reflect on all the business costs to generate a realistic trading and profit and loss statement.

Learning Outcome 4

The evidence for this LO was mixed. Some learners provided good evidence which demonstrated an understanding of cash flow forecasts and balance sheets. Some learners did not provide a cash flow forecast, just a commentary. In many cases explanations were too brief to obtain marks beyond Mark Band 1. The stronger centres provided an activity whereby the learners generated a cash flow forecast and then provided a commentary about how to improve the cash flow position of the business.

The balance sheet needs to be simple with obvious issues with assets versus liabilities. It is the concept that the learner needs to understand, rather than complex business situations.

Other Points

Financial units for Level 2 learners are often difficult. Centres have done well and should be commended for providing a range of activities to convey what may be difficult concepts for learners. The stronger centres focused on simplicity with a few activities or calculations to ensure learners understood the concept being learnt.

Level 2 Unit 5 - Providing Hospitality Services

General Comments

The administration for this unit was good across all centres who submitted evidence. Work was logical sequenced with clear page referencing. Candidate Record Sheets were used effectively with candidate ID numbers, learner and assessor signatures all completed accurately.

Assessments were well structured and provided a good opportunity for learners to present evidence of their learning.

Some centres were a little generous with their marking for this unit.

Learning Outcome 1

This LO required learners to identify the different service methods offered by UK hospitality businesses. Learners provided a good description of food service methods with relevant examples. References to local outlets demonstrated good knowledge of the local hospitality industry.

The description of sensible drinking was well detailed by most learners. For some centres, the evidence could have been improved by the use of references for the information sources used, and perhaps the use of some published material. The use of Images could strengthen the evidence and illustrate points concisely, breaking-up pages of text. Various health publications are available to support this LO.

Learning Outcome 2

All learners provided information relating to the purpose of accommodation services. Some learners provided more detailed descriptions which moved their work into the higher mark Bands. Many learners provided organisation charts for accommodation services in different types of outlets with well detailed job roles. A number of learners failed to provide any information on the purpose of accommodation services.

This LO includes reference to green issues. Although not specified in the assessment evidence, centres could take the opportunity to bring this important theme into the evidence for this LO.

Learning Outcome 3

There was a mixed response to this LO. Some centres and learners misinterpreted the assessment outcome and provided an evaluation rather than a clear plan with identified roles and responsibilities. Standards were not clearly specified which made planning more difficult in defining the required standard of performance. Some learners did not set realistic timescales for completing tasks. Further detail for tasks would have allowed learners to achieve higher Mark Band scores.

Learning Outcome 6

Most learners provided good descriptions on performance including suggestions for improvement. Some learners provided a brief description on performance limiting them to MB1. In some cases, identification of strengths and weaknesses could have been more detailed.

Other Points

At some centres, identification of LOs could be clearer through referencing the LO against a specific task rather than by grouping the LOs at the end.

Learners need to be supported to reference texts, books etc used in the evidence.

Level 2 Unit 6 - Menu Planning and Design

General Comments

This unit requires learners to plan and design a healthy menu to meet customer requirements. Most centres designed engaging and appropriate assessments which met the requirements of the specification. Some centres did not design assessments which enabled learners to achieve above Mark Band 1. Attention needs to be paid to the *Assessment Information for Assessors* which details precise requirements in terms of different types of customer, number courses and dishes.

Centres are commended for their attention to the administration requirements associated with this unit. Work was well organised and presented in a logical order. Candidate Record sheets were included and completed accurately.

Learning Outcome 1

Learners were confident in stating or describing a range of foods and beverages within a variety of cultures and demonstrated a detailed explanation of the various characteristics and styles of food available. Learners generally used a good variety of examples of research methods, which resulted in marks being awarded in the higher Mark Bands.

Some learners listed different cultures e.g. Greek, Indian, Chinese etc and did not include characteristics of key characteristics, styles of food and typical ingredients etc.

Learning Outcome 2

Learners demonstrated a good understanding of how a commercial kitchen is designed with an outline of the staffing structure found in commercial operations. Some centres used visits to a commercial premises as a basis for the description of a commercial kitchen, which is very good practice. Some learners used the traditional text book *partie* system as part of their evidence. Whilst this is appropriate, it might have also helped learners to use a staffing structure they had investigated.

Use of organisation charts to show staffing in different hospitality kitchen would have been good practice, this section was poorly answered and lacking in detail.

Some learners demonstrated only limited knowledge and detail on kitchen equipment with very little explanation of its use.

Learning Outcome 3

Most students answered this learning outcome very well and obviously enjoyed the activity.

LO 3.1

There was variable practice in dish costing. Some centres approached this activity well and used a standardised costing sheet.

More supporting evidence relating to the costing of ingredients and profitability of the food produced would have produced better learning outcomes and therefore enhanced marks.

LO3.2

Most students answered this learning outcome well. Learners were able to select a range of healthy and nutritious ingredients and determine appropriate portion size. It was encouraging to see the selection of dishes and the variety of healthy and nutritious ingredients selected by the learner with a significant of the learners gaining MB2 for this Learning outcome. The recognition and use of local ingredients should be encouraged and supported.

LO3.3

Most learners made an appropriate selection of beverages. Greater attention needs to be paid to different styles/types of wine. Hot beverages were less well covered.

Other Points

Some learners are using information straight from the internet with no referencing. In some instances, this was large chunks of text and at L2, learners should be shown how to use and reference published information appropriately.

There was some evidence of over generous marking.

Level 2 Unit 7 - Food Preparation and Cooking

General Comments

Some centres did not provide clear direction to learners and there was clear mis-interpretation of the specification. This did not apply to all centres.

Assessment briefs were clear and written in language appropriate to learners. Some briefs included pro-formas for learners to log evidence, this was helpful to learners and enabled them to gain higher Mark Band scores than those learners whose briefs did not have this format.

On the whole administration of the unit was good, centres completing the required documentation and making effective use of the Candidate Record Sheet.

Some centres did not annotate work, clearly showing where LO and marks were awarded. A few centres submitted evidence which was extensive, but not clearly organised; it was difficult to identify what task/LO the evidence related to and how marks were determined. This made moderation difficult, and perhaps also made it difficult for the learner to identify what they had achieved from the learning activity.

Learning Outcome 1

A significant number of learners did not provide sufficient, clear evidence on the procedures taken to maintain food safety and some did not identify safety hazards.

Some assessment briefs did not provide the opportunity for learners to work through the Mark Band i.e. from 'state' to 'outline' to 'describe' which meant learners could not achieve higher than Mark Band 1.

Learners who included safety points within their time plan scored in the Higher Mark bands. This is an example of good practice; as the learner could relate their own personal performance to the food safety requirements.

Learning Outcome 4

L04.1

Many learners provided brief descriptions and limited feedback when evaluating their performance. A template giving learners the opportunity to evaluate the effectiveness of the preparation, cooking and presentation would be useful and comments on photographs would be most useful. This could also include information on how they worked relating to health and safety.

L04.2

This was linked in with the written work for L04.1 and was once again very brief from many learners. Once again a template could be used and feedback from the assessor would be useful. A 1:1 report from the tutor would also help the learner identify the improvements needed and support them to identify improvements in both the quality of the dishes and their own performance.

Many centres had allowed learners to submit dishes that had no or little considerations for healthy eating.

Many centres are not using L2 descriptors connected to the learning outcomes when arriving at their Mark Band decisions. For example, the specifications indicate a 'few' means 2, 'range' means 3 and 'variety' means 4.

A few centres used team exercises to execute the assessment, making moderation difficult as no/little evidence related to the individual. This outcome should be completed independently and centres are to be reminded that there is 60 guided learning hours towards this unit and this did not reflect in many of the centres candidate submissions.

Other Points

Some centres did not appropriately interpret and apply the marking criteria to learners work.

Centres were using the full range of marks available within the 3 Mark Bands. However, there was evidence from some centres of discrepancies in marking and the awarding of marks. Many candidates work was being inappropriately assessed at the higher Mark Bands without the supporting evidence to confirm the learner's performance.

It may be helpful for tutors to look again at the L2 descriptors and how these apply to the Mark Bands.

Statistics

Level 2 Unit 2 - Customer Service in Hospitality

	Max. Mark	A*	A	B	C
Raw boundary mark	60	52	42	32	23
Points Score	10	8	6	4	2

Level 2 Unit 3 - Working in a Hospitality Team

	Max. Mark	A*	A	B	C
Raw boundary mark	60	55	45	35	25
Points Score	10	8	6	4	2

Level 2 Unit 4 - Dealing with Costs and Income in Hospitality

	Max. Mark	A*	A	B	C
Raw boundary mark	60	52	41	30	20
Points Score	10	8	6	4	2

Level 2 Unit 5 - Providing Hospitality Services

	Max. Mark	A*	A	B	C
Raw boundary mark	60	53	43	33	24
Points Score	10	8	6	4	2

Level 2 Unit 6 - Menu Planning and Design

	Max. Mark	A*	A	B	C
Raw boundary mark	60	52	42	32	23
Points Score	10	8	6	4	2

Level 2 Unit 7 - Food Preparation and Cooking

	Max. Mark	A*	A	B	C
Raw boundary mark	60	53	42	31	21
Points Score	10	8	6	4	2

Notes

Maximum Mark (raw): the mark corresponding to the sum total of the marks shown on the mark scheme or mark grids.

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

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