

Moderators' Report/
Principal Moderator Feedback

January 2012

PL Hospitality Level 2

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General Comments

There is a continuing improvement in the structure of the assessments and evidence generated by learners. Many centres have noted the feedback in previous examiners reports. The main weakness in assessment evidence submitted for moderation is the lack of comprehensive annotation to show where a learning outcome has been evidenced. Detailed annotation supports the learner, centre and moderators in determining where the evidence satisfies the stated learning outcome.

Some centres are still not internally standardising evidence. This should be the norm for all centres. It has clear benefits in confirming that the marking is accurate and also checking that the assessment and evidence satisfy the requirement of the learning outcome.

Again, in some centres, learners are not being provided with sufficient opportunity to generate evidence for the higher Mark Bands. Care needs to be taken to ensure learners are stretched and challenged to achieve at the higher Mark Bands and that the assessment activities support and encourage this. In some centres, no learners achieved above pass criteria, which is of some concern.

The use of work sheets to provide evidence for the assessed outcome has decreased. In some centres however, the worksheets and therefore assessment evidence was identical. This led to their being some questions about the individuality and therefore authenticity of the evidence.

In some centres for units and individual outcomes, candidate text was almost identical. There are two possibilities for this. (1) Learners are working in teams or pairs and generating common evidence. Team / paired work is good practice and acceptable providing that each candidate demonstrates that they have achieved the required outcome. (2) Text is being used directly from the web or other published resources; this should be referenced and there should be some commentary by the candidate as to how this meets the learning outcome.

Some centres chose to set integrated assignments. This is a sensible approach when there is an obvious linkage to the learning outcomes being assessed in different units. Teaching and assessing on a thematic basis can often provide learners with a deeper understanding in the obvious inter-relationships that exist in a number of hospitality functions. Care needs to be taken however to ensure that the evidence explicitly meets the requirements of each learning outcome. The evidence provided needs to also be clearly annotated to show which Learning Outcome the assessment evidence meets.

Unit 2: Customer Service in Hospitality

(HO202)

General Comments

Most centres paid particular attention to the administration associated with this unit, although some centres failed to complete page referencing on the candidate learning records. In this series a large number level of centres failed to provide any evidence of internal moderation.

Most centres provided a copy of the assignment brief in all learners work and good evidence of annotation was found in some instances. Some centres provided none making moderation difficult.

Learning Outcome 1

This requires learners to demonstrate their knowledge and understanding of customer service and wide range of marks was found.

Most work provided was generally well evidenced with learners providing a clear outline or description of how the industry delivers customer service and work was mainly found to be in Mark Bands 2 and 3.

Some learners work did relate to completing, monitoring and measuring customer service rather than providing evidence that would demonstrate an understanding of how. Also some learners provided very little evidence relating to the effects of good/poor service.

Some centres provided opportunities for learners to use educational visits as a way of providing evidence from findings relating to customer service.

On the whole marking by the centres was agreed with by the moderator.

Learning Outcome 2

Learners are required to provide an understanding of customer's legal rights and some centres provided work to a good standard.

Performance for this learning outcome was generally good. Most of the work moderated fell into Mark Band 2 with a few learners providing work in Mark Band 3. In most cases an outline of legal rights were provided with no more than a wide range of examples.

It was often found that the learning outcome was well taught and well assessed with candidates providing either a report or a booklet stating customer legal rights. Where laws have been explained by candidates better marks have been achieved.

Learning Outcome 3

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

Most of the work was well documented with a lot of learners providing timesheets for tasks on a daily/weekly basis; most work was found to be in either Mark Band 2 or 3. A wide range of evidence provided by learners also provided a wide range of standards and realistic timescales. In some circumstances a lack of timescales did restrict marks.

Evidence for this outcome was variable between centres with some clearly missing large aspects of this learning outcome, particularly the setting of timings linked to the task.

Learning Outcome 5

This learning outcome required the learners to review their own performance and most of the work moderated was either in Mark Band 2 or 3 with most candidates providing a sound description of performance against standards.

Many learners provided a detailed evaluation from practical sessions, responses in most cases highlighted obvious strengths and weaknesses.

Assessment of the work was found to accurate for the most part. Evaluations and reviews of performance are in danger of being more like commentaries of the practical events undertaken.

Candidates could have related the assessment to customer service more. Customer feedback sheets were used to produce good evidence.

Additional evidence could also be gathered through one-to-one sessions, witnessed statements or video evidence.

Unit 3: Work in a Hospitality Team

(HO203)

General comments

Centres must be praised for the attention provided towards the administration required with this unit. Most of the work was well organised and some easy to moderate due to the work been in logical order with page referencing been used.

Candidate record sheets were included for each learner and with candidate ID numbers, learner and assessor signatures all completed accurately.

In this series a large number of centres failed to provide any evidence of internal moderation.

This unit provides learners with the opportunity to demonstrate that they understand what knowledge and skills are required to work in a hospitality team.

Through taking part in practical tasks, learners should be able to demonstrate that they are both an effective participant and team leader. Learners need to be able to evaluate their strengths and weaknesses and make recommendations as to how to improve their performance.

Learning Outcome 1

For this learning outcome learners had to explain the main characteristics of effective teams. A wide range of responses were found from Mark Band 1 to Mark Band 3.

In some instances the explanations of why teamwork and team interaction are important was not covered sufficiently in the samples, as candidates should have focused on how teams in the hospitality business work together e.g. housekeeping/accommodation and restaurant/kitchen/room service, etc to achieve a main goal.

Learning Outcome 2

Learners had to provide evidence of planning to enable them to carry out the task. Few learners produced timescales for the task and some learner's evidence missed realistic timescales. The concept of standards continues to present some centres with difficulties. Some learners did not provide clear standards. Centres providing a blank checklist seemed to benefit learners to present standards, allowing candidates to review the standards in learning outcome 3.

Learning Outcome 4

Learners were required to review their performance. Responses for this learning outcome were limited and moderation found very little evidence relating to the handling of conflict/diverse views, suggestions for improvement were also often limited.

Responses for this learning outcome from many candidates were mostly in Mark Band 1 or Mark Band two. Many descriptions of performances were brief.

Unit 4: Dealing with Costs and Income in Hospitality

(HO204)

General Comments

Centres should be praised for the attention provided towards the administration required with this unit, as the majority of work received was well organised and easy to moderate.

In most of the evidence submitted for moderation, Candidate Record Sheets (CRS) were included for each candidate, with candidate ID numbers, and both candidate and assessor signatures all completed accurately. Some centres did not however provide full and accurately completed documentation; comprehensive documentation should be provided by all centres to ensure timely and efficient moderation.

The unit is assessed by an assignment based on learners using financial techniques to work out the break-even point and profitability of a hospitality activity and to analyse the financial position of a hospitality business.

Many centres/learners again elected to use a practical scenario which involved costing a hospitality event. This resulted in mixed evidence, depending on the focus of the activity. There is a noticeable improvement in centres focusing more on the financial techniques as opposed to the event itself which has been an issue in previous moderation series.

Some centres presented evidence that only required learners to comment on the financial information. Through the teaching of the unit learners are expected to practice the construction of both a trading and profit and loss account and cash flow statement. Although the assessment evidence only asks for a commentary, in centres where learners had obviously practiced and completed the completion of the financial documents, this resulted in deeper understanding and a more informed commentary.

Learning Outcome 1 (LO1)

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. As in previous series, some candidates confused fixed and variable costs; evidence was sometimes not corrected when it was incorrect. This was especially evident when learners attempted to classify semi-variable costs as either fixed or variable costs.

As in previous series, the focus on cost control was the least well answered in LO1. Learners need to be able to understand how businesses control cost. A basic understanding of the purchasing cycle is essential for this learning outcome. A simple diagram of the purchasing annotated with cost controls may support evidence for this. When learners provide information, it needs to be much further developed to access the M and D grades.

Learning Outcome 2 (LO2)

The majority of evidence for this learning outcome was good.

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

Learner Outcome 3 (LO3)

The majority of centres provided good evidence for this learning outcome. As in previous series, some centres still need to support learners to generate a realistic trading and profit and loss statement based on the practical activity undertaken. Again, in centres where learners actually completed a trading profit and loss account, there appeared to be greater understanding of what the information said about the performance of the business.

Learner Outcome 4 (LO4)

The evidence for this learning outcome was again mixed. Some learners provided good evidence which demonstrated an understanding of cash flow forecasts and balance sheets. This again tended to depend on whether or not learners had completed numerical activities on the balance sheet and cash flow statement.

The balance sheet needs to be simple with obvious issues relating to assets and liabilities that allow the learners to assess the financial performance of a hospitality business. It is the concept that the candidate needs to understand, rather than complex business situations.

Other Points

It is worthy of note that many centres noted comments relating to the delivery and assessment of this unit from the June 2011 series. These centres focused on simplicity with a few activities or calculations to ensure learners understood the concept being learnt. This meant that assessment evidence better met the requirements of the assessment evidence grid.

Unit 5: Providing Hospitality Services

(HO205)

General Comments

The administration for this unit was good across all the centres who submitted evidence. Work was logically sequenced with clear page referencing. Candidate Record Sheets were used effectively with candidate ID numbers, candidate 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 chose to set an integrated assignment for this unit. This is a sensible approach when there is an obvious linkage to the learning outcomes being assessed. Care needs to be taken however to ensure that the evidence explicitly meets the requirements of each learning outcome (LO). The evidence provided needs to also be clearly annotated to show which LO the assessment evidence meets.

Learning Outcome 1 (LO1)

This learning outcome required learners to identify the different service methods offered by UK hospitality businesses. The majority of learners provided a good description of food service methods with relevant examples. Some centres/candidates made good references to local outlets; this provided much better context to the evidence and good knowledge of the local hospitality industry.

The description of sensible drinking was again not well detailed by a number of learners. There is a specific evidence requirement that requires learners to know and explain safe drinking levels and responsible retailing.

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.

Learning Outcome 2 (LO2)

All learners provided information relating to the purpose of accommodation services. Some provided more detailed descriptions which moved their work into the higher Mark Bands. The better learners provided simple 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.

Learning Outcome 3 (LO3)

In line with previous series, many learners did not set realistic timescales for completing tasks which did not allow learners to achieve higher Mark Band scores.

Learning Outcome 6 (LO6)

Most learners provided good descriptions on performance including suggestions for improvement. Some provided a brief description on performance limiting them to Mark Band 1. In some cases, identification of strengths and weaknesses could have been more detailed.

Unit 6: Menu Planning and Design (HO206)

General Comments

This unit requires learners to plan and design a healthy menu to meet specified customer requirements, which include special diets and cultural trends. Most centres designed engaging and appropriate assessments which met the requirements of the specification. As in the previous moderation series some centres did not design assessments or tasks to enable learners to achieve above Mark Band 1, as learners were working towards the marking grid. Attention needs to be paid to the Level 2 descriptors to ascertain how many examples are required as evidence. The unit was generally well answered with learners achieving good marks.

Centres are commended for their attention to the administration requirements associated with this unit. Work was generally well organised and presented in a logical order with candidate record sheets being completed accurately. Not all centres included candidate record sheets however, therefore page numbers and Learning Outcome evidence was not signposted and this made the evidence difficult to locate.

Learning Outcome 1

Some learners provided very good evidence and in depth information using a brochure-style with pictures and examples, covering all characteristics of styles or food across the different cultures clearly showing what is available in their local area. A few centres, however, submitted very limited evidence. Some learners did not include beverages served by UK hospitality businesses.

Some learners listed different cultures (eg Greek, Indian, and Chinese) but did not include characteristics of the style of food.

Some centres did not take into account the Level 2 descriptors when designing the task and therefore learners were not able to gain marks higher than Mark Band 1.

Learning Outcome 2

There were some examples of good evidence clearly linked to practical work carried out, or references made to industry kitchens that had been visited, with comparisons made to kitchens that they were familiar with.

Many learners did not provide examples of staffing with a few using a staffing structure either from a book or the internet without explanation, and had not referenced the source, others used an example from a kitchen they had visited or were familiar with which showed understanding.

Some learners gave information on kitchen equipment that was lacking in detail and understanding and few did not include any detail.

Learning Outcome 3

Most learners answered this learning outcome well with good examples given.

LO 3.1

This was generally well answered, with good evidence of cost calculations, however one centre submitted the same evidence for every learner meaning marks could only be awarded in Mark Band 1. Some learners only totalled all the food costs required for their chosen menu and did not show how much each dish would cost. A few learner examples did not relate to the dishes on their chosen planned menu but they showed understanding of the process

LO 3.2

A wide range of marks awarded across all three Mark Bands. Some learners did not show an understanding of complex dishes and more exotic ingredients, with dishes being very average. There was little evidence of portion size and local produce, whilst many did not consider different dietary requirements or meal occasions.

Some learners did provide information and names of local suppliers for specified produced that showed a good understanding. There was some good practice shown by centres and learners by producing a menu for three course and with three choices of dishes (unit specifies two courses and three dishes for each course) but it make for a more realistic menu and shows evidence of the learner being stretched. Most menus were set out in a professional style as would be expected in a restaurant. However some learners only submitted ingredients for dishes.

LO 3.3

A wide range of marks allocated across all three Mark Bands, as some evidence showed a lack of understanding with some learners failing to recommend soft drinks whilst other evidence omitted alcoholic beverages. Best practice was where learners had produced a drinks menu showing all types of beverages with clear explanations and price, as if being presented to a customer, this clearly showed understanding.

Learning Outcome 4

Most learners achieved good marks, and there was some very detailed evidence, with most focusing their comparisons on dietary requirements, however there was little or no reference to occasion or the meal. Best practice was where learners reviewed different menus from local restaurants, and did not just use menus that other learners had produced, as these were very limited.

Other Points

Some centres have effectively used the evidence from Unit 6 and integrated it into Unit 7, this has allowed the learners to take their menus and produce the dishes in a practical session, and this shows if their planning in unit 6 is achievable and realistic.

If using information from the internet or books the learners should reference the source, the use of referencing Wikipedia or Google should be discouraged.

A few centres submitted work sheets, word searches and tutor handouts as evidence, these should be used to support class teaching and not used as original learner evidence as marks could not be allocated.

Unit 7: Food Preparation and Cooking

(HO207)

General Comments

Learners are required to prepare and cook a two course composite and healthy meal to meet customer requirements of four people, taking into consideration dietary requirements or meal occasion. A review of the candidate performance I also required, either written or verbal and for them to be able to make recommendations for future performance improvement.

Assignment briefs were generally clear and written in language appropriate to learners. Many assignments followed on from Unit 6 and this clearly showed understanding of the whole process from planning to preparation and evaluation or own performance.

There was good photographic evidence from many learners, however some work was not clearly laid out and was difficult to follow, with page numbers not shown on the candidate record sheet or the learner evidence. Some centres did not annotate the learner work to indicate where the learning outcomes had been met.

Learning Outcome 1

As in previous moderation periods, some assignment briefs did not take into account the Level 2 descriptors and therefore learners were not always able to achieve marks in the higher Mark Bands. Many did not mention legislation around the food safety hazards. One centre submitted very detailed evidence by way of Power Point presentations with many learners achieving marks in Mark Band 3.

Learning Outcome 4

LO 4.1

A wide range of marks were given for this learning outcome. Some learners did not submit menus or recipes or photographic evidence of prepared food. This made it difficult to award marks as the evidence wasn't there. Much of the work lacked detail regarding skills and equipment used to prepare their chosen dishes. Some learners provided good evidence of meeting safety and hygiene requirements but not all. Some learners had used a template to help with providing evidence for meeting safety and hygiene requirements and this worked well, allowing marks from the higher Mark Bands to be allocated. Many learners found it difficult to provide evidence based on feedback given.

LO 4.2

Learners mainly achieved marks in Mark Band 2. One centre had issued learners with a grid to complete; this limited the amount of feedback they could give. There were some detailed suggestions as to how their performance could be improved, however the evidence lacked details and understanding when describing the quality of the dishes produced. Some learners appeared to struggle with trying to review their performance based on feedback given, whilst one centre only submitted a witness statement with the learners not giving any review on performance.

Learning Outcome 3

Most learners achieved marks in Mark Band 2. There was good evidence of learners showing a range of appropriate preparation and cooking methods, and the use of healthy and nutritious ingredients. Some evidence lacked detail of decoration and/or garnishes and very few learners mentioned portion sizes or made any reference to profit. Photographic evidence, when provided, supported the marks awarded. This learning outcome generally lacked details and understanding for this level.

Other Points

Marking was varied and in some cases rather generous. Where internal moderation had taken place the marking was a better fit to the Mark Band.

It may also be helpful for tutors to look again at the Level 2 descriptors and how these apply to the Mark Bands.

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