

# Moderators' Report/ Principal Moderator Feedback

Summer 2013

Principal Learning

Hospitality

Level 2 Controlled Assessments

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## **Unit 2: Customer Service in Hospitality**

### **General Comments**

Most centres paid particular attention to the administration associated with this unit. Some centres failed to complete page referencing on the student learning records. In this series there was a continuing trend with centres failing to provide any evidence of internal moderation.

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

### **Learning Outcome 1**

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

Overall the level of work was generally good with most learners providing a clear outline or description of how the industry delivers customer service. Work was found in the full range of mark bands.

Some centres provided excellent opportunities for learners, using 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.

A wide range of responses was found during moderation and performance for this learning outcome varied from centre to centre. Some learners provided a very brief outline whereas others provided a detailed understanding of legal rights. Work was marked and moderated in all three mark bands.

### **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 some learners providing timesheets for tasks on a daily/weekly basis. Most work was found to be in

either mark band two or three. A wide range of evidence was provided by learners, providing a wide range of standards and realistic timescales. Once again in some circumstances a lack of timescales or standards did restrict marks.

### **Learning Outcome 5**

This learning outcome required the learners to review their own performance and work was moderated in all of the mark bands. Most students provided a good description of performance against standards.

Some learners provided a detailed evaluation from practical sessions and responses in most cases highlighted obvious strengths and weaknesses. However, in some cases evidence of this was found to be weak and marked and moderated in mark band one.

Very accurate marking was found but students could have related the assessment more to customer service.

## **Unit 3: Work in a Hospitality Team**

### **General comments**

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

Once again in this series a disappointing level of centres failed to provide 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 one to mark band three.

In some instances the explaining of why teamwork and team interaction is important was not covered sufficiently in the samples as they 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. Most learners produced a good level of timescales; however some learner's evidence missed realistic timescales. Some learners failed to provide clear standards. Centres providing a blank checklist seemed to benefit learners to present standards.

### **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 students was mostly in mark band one or mark band two. Many descriptions of performances were brief.

## **Unit 4: Dealing with Costs and Income in Hospitality**

### **General comments**

The unit is assessed by an assignment based on students 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.

Most centres used a practical scenario that required students to cost a hospitality event. This resulted in some good evidence; however this was dependent on the focus of the activity. A few centres had a tendency to become overly focused on the practical activity as opposed to the learning and evidence of the financial techniques. In some centres there was a considerable emphasis on worksheets to generate the assessment evidence. It was difficult to differentiate class activities completed as a whole, from evidence generated by individual students.

### **Learning Outcome 1**

This learning outcome requires students to identify different types of cost. Most students did this well, listing types of fixed and variable cost. In some centres, an over emphasis on the practical scenario generated too simplistic examples of 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, the focus on cost control was the least well answered in LO1. Students 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 students provide information, it needs to be much further developed to access the M and D grades.

### **Learning Outcome 2**

On the whole, the evidence for this learning outcome was good and students demonstrated clear understanding of the financial techniques. The evidence for calculating the selling price was good, with students demonstrating very well how different selling prices affect profitability. Break-even charts were on the whole used effectively to show the relationship between cost and profit.

### **Learning Outcome 3**

The majority of centres provided good evidence for this learning outcome. In centres where students actually completed a trading profit and loss account, usually based on the practical scenario, there appeared to be greater understanding of what the information said about the performance of the business.

#### **Learning Outcome 4**

The evidence for this learning outcome was mixed, as in previous series. Some students provided good evidence that 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 students to assess the financial performance of a hospitality business. It is the concept that the student needs to understand, rather than complex business situations.

### **Unit 5: Providing Hospitality Services**

## **General comments**

The majority of assessments for this unit were well structured and provided a good opportunity for students to present evidence of their learning. There was an issue relating to the depth and breadth of information and understanding relating to the diversity of hospitality food outlets.

### **Learning Outcome 1**

This learning outcome required students to identify the different service methods offered by UK hospitality businesses. The majority of students provided a good description of food service methods with relevant examples. Some students made good references to local outlets; this provided much better context to the evidence and good knowledge of the local hospitality industry. Some students provided very limited examples of hospitality outlets, which did not sufficiently recognise the diversity of the UK hospitality industry.

The description of sensible drinking as in previous series was reasonably well detailed by a number of students and a noticeable improvement from previous series. For some centres, as in previous series, 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**

All students 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 students provided detailed organisation charts for accommodation services in different types of outlets with well-detailed job roles. A number of students failed to provide any information on the purpose of accommodation services.

### **Learning Outcome 3**

On the whole, most students detailed a satisfactory list of tasks. There was an improvement on previous series, with students setting more realistic timescales for completing tasks.

### **Learning Outcome 6**

The majority of students provided some good descriptions on performance including suggestions for improvement. A few students provided only a brief description on performance limiting them to Mark Band 1. In the majority of cases, identification of strengths and weaknesses could have been much more evaluative as opposed to descriptive.

## **Unit 6: Menu Planning and Design**

## **General comments**

This unit requires students 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. Some centres did not design assessments which enabled students to achieve above Mark Band 1. 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 students 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. Student Records sheets were included from centres and mostly completed accurately.

### **Learning Outcome 1**

Some students provided very good evidence and in depth, covering all characteristics of styles of food across the different cultures, clearly showing what is available in their local area. Many used a pro forma template that aided their evidence. Many students however did not mention food or ingredients that should be avoided in certain cultures/religions. Some students did not reference beverages.

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

### **Learning Outcome 2**

This learning outcome had varied answers with many students gaining marks in mark band 3 whilst others lacked evidence and were only awarded marks in mark band 1. There were examples of good evidence clearly linked to practical work carried out, or references made to industry kitchens that had been visited, some included photographic evidence and reports around visits made.

Some students had taken a staffing structure either from a book or the internet but had not referenced the source, others used an example from a kitchen they had visited or were familiar with, and some did not include any reference to staffing.

Some students gave information on kitchen equipment that was lacking in detail and understanding, and only cut pictures from books, magazines or the internet.

### **Learning Outcome 3**

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

LO 3.1 Many students achieved marks in Mark Band 3 and there was good evidence of cost calculations, some students only totalled all the food costs required for their chosen menu and did not show how much each dish would cost. A few student 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 students 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 the recognition and use of local ingredients should be encouraged.

LO 3.3 Some good practice shown by centres and learners by producing a menu for 3 courses and with 3 choices of dishes (unit specifies 2 courses and 3 dishes for each course) but it makes for a more realistic menu and shows evidence of the learner being stretched.

A wide range of marks allocated across all three mark bands, some students failed to recommend soft drinks whilst other omitted alcoholic beverages. Best practice was where students 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 students achieved marks in Mark Band 2. There was some very detailed evidence, and most focused their comparisons on dietary requirements with little or no reference to occasion or time of year or how customer requirements could be met more fully.

#### **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. This shows if their planning in unit 6 is achievable and realistic.

If using information from the internet or books the students should be shown how to reference published information appropriately.

Generally marks were awarded accurately from the centres, however in some cases the centre had been a little lenient.

### **Unit 7: Food Preparation and Cooking**

## **General comments**

Students 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 student performance is 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 students. However some centres had just used the assessment criteria for students to provide evidence. Some 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 by some students; however some work was not clearly laid out and difficult to follow, with page numbers not shown and with little annotation indicating mark bands.

## **Learning Outcome 1**

Some assignment briefs did not take into account the Level 2 descriptors and therefore students were not always able to achieve marks in the higher mark bands, many did not mention legislation around the food safety hazards e.g. State (2) Outline (3) a wide range (4). All students from one centre had included a power point presentation by someone else and therefore marks could not be awarded for this.

## **Learning Outcome 3**

Most students achieved marks in Mark Band 2. There was good evidence of students 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 students mentioned portion sizes or made any reference to profit. This Learning Outcome generally lacked detail and understanding for this level. Some students had submitted photographic evidence from the internet or cookery books/magazines and it was not their finished product which made it difficult to prove what they had produced.

## **Learning Outcome 4**

LO 4.1 a wide range of marks were given for this Learning Outcome. Much of the work lacked detail regarding skills and equipment used to prepare their chosen dishes. Some students provided good evidence of meeting safety and hygiene requirements but not all. Some students 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. Best practice was where students had submitted customer comment cards/forms as this helped them to review their performance.

LO 4.2 Students mainly achieved marks in Mark Band 2. There were some detailed suggestions as to how their performance could be improved, however the evidence lacked detail and understanding when describing the quality of the dishes produced. Some centres had provided written evidence of an interview being carried out between the student and the tutor, which covered the performance review well and in detail.

### **Other Points**

Marking was varied and there were adjustments made to some marks. Where internal moderation had been carried out 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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