Examiners' Report/
Principal Examiner Feedback

June 2010

Hospitality – HO301
Investigating the Hospitality Industry

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Contents

Principal Learning Hospitality

Level 3 - Introduction

Learners were able to sit HO301 for the first time in January 2010. It is pleasing to note that learners appeared to be better prepared for this paper than for the January series. The structure and format of this paper followed a similar style to the previous series.

Learners sat HO307 for the first time in June 2010. A common factor for attention in both papers is that learners must address and compose their answers to respond directly to the active verb used in the questions. Centres are encouraged to note and action the recommendations suggested at the end of each unit.

The papers for the external units performed effectively to discriminate between the pass and A* learners. The questions in both papers covered the broad span of the specifications.

Level 3 Unit 1 - Investigating the Hospitality Industry

General comments

This was the second series of the external examination paper for Hospitality Unit 301 taken in Phase 2 of the Diploma. This unit gives learners the opportunity to discover the scope of the hospitality industry and by sitting the external assessment demonstrate their knowledge of the sector. The June 2010 examination paper performed as expected, allowing some learners to be awarded a range of grades, particularly for the compare, discuss and analyse questions. In order to gain a pass in the examination paper learners must demonstrate a good knowledge of the factors affecting the hospitality industry in addition to showing an understanding of the composition and nature of the sector. It was encouraging to see that the majority of learners made an attempt at all questions on the examination paper thus reflecting the marks being awarded. There were however lost opportunities for some learners to gain full marks on the paper as they did not expand upon their answers or utilise the active verb within each question.

Question 1 (a)

Question 1 (a) requested the learner to identify four businesses with links to the hospitality industry. This question was attempted by all learners resulting in a range of marks being awarded. A high percentage of learners were awarded full marks in part (a) which was promising as it reflected on the information being taught by centres. A small number of learners did confuse businesses with links to the hospitality industry which unfortunately meant valuable marks were lost. Overall, learners demonstrated a good knowledge of businesses that benefit from links with the hospitality industry with responses being given such as taxi companies, hairdressers, leisure providers and travel agents. Some learners also gave obvious answers that lost marks as these were typically already part of the hospitality industry.

Question 1 (b)

This part of question 1 requested that learners expand upon an example given in part (a) to explain 'how' a business benefits from links with the hospitality industry. There was a mixture of marks awarded for part (b) as a result of the range of responses given by learners. The learners that had given an incorrect response in part (a) then went on to lose marks in part (b). This was a disappointing as they had chosen an incorrect example from part (a). Some learners did however give a good explanation for part by obviously (b) reflecting on their knowledge and understanding of the hospitality industry. The responses given ranged from an increase in consumer spend, levels of employment and new customers to the number of meals served and an increase in profits.

Question 2 (a) (b)

This question performed as expected with the majority of learners achieving full marks for parts (a) and (b). The answers given by learners showed a good depth of knowledge of job roles within the hospitality industry for each of the establishments stated in the question. Learners also demonstrated a good understanding of the range of qualifications needed for each job stated in part (a). The responses provided by learners demonstrated a good knowledge of the industry in relation to careers and job opportunities.

Question 3

This question gave the learners the opportunity to compare the different attitudes to careers in the hospitality industry in the UK and worldwide. The question was answered well by most learners resulting in a good standard of marks being awarded. The main themes that stood out from the responses given were the typical low pay, long hours and poor skills. However, a few learners did concentrate on the more positive aspects of a career in the hospitality industry that highlighted attitudes were changing. The positive responses given by learners were the ability to travel, promotion opportunities and the availability of jobs. What was

lacking in the majority of learner responses was a comparison between the UK and worldwide hospitality industry. Learners did not make full use of the active verb in the question thus allowing them to be awarded the maximum amount of marks for an in-depth answer that provided clarity and demonstrated knowledge of the worldwide industry.

Question 4

For this question learners were asked to describe the composition of the UK hospitality industry. The majority of learners answered this question by briefly describing a variety of establishments evident within the industry. The range of answers included 1 - 5* hotels, restaurants and bars. This was encouraging as it reflected the information given to learners by the centre and demonstrated an understanding of the nature of the industry. The descriptive elements of the responses given by learners were lacking in detail with most opting to outline the more obvious elements of the hospitality industry. There was an opportunity for learners to fully expand upon their responses and gain full marks, however this was not taken. Learners did not cover the full range of options available to them for their answer and typically gave obvious responses that included the more traditional components of the sector.

Question 5

Question 5 required learners to explain the factors that are likely to affect the profitability of a UK seaside hotel that caters for mainly British visitors. The majority of learners made a satisfactory attempt at this question with a variety of answers being given that demonstrated they had understood what was being asked. The majority of learners gave an outline rather than a full description to this question resulting in the loss of marks. Common factors that could affect the profitability of a seaside hotel given in learner responses consisted of the weather, the economy and disposable income of visitors. These responses demonstrated that learners had an awareness of current factors that affect the industry ensuring their knowledge was up to date. Learners had an opportunity here to develop their answers and as with previous questions make full use of the active verb in the question. As this opportunity was not taken full marks could not be awarded.

Question 6 (a)

The first part of question 6 was well answered by the majority of learners resulting in just over half or full marks being awarded. The range of responses was good allowing learners to demonstrate their knowledge of the different opportunities that exist between multinational and independent hospitality businesses. Learners were able to compare between the two organisations showing that they had understood the question and had the ability to formulate this knowledge into a suitable answer thus gaining good marks. This question was designed to act as a bridge on the examination paper and performed as expected.

Question 6 (b)

Similarly as with question 6 (a) answers reflected the knowledge and understanding of the learners. They were asked to discuss the factors that would influence career choices within the hospitality industry for young people. Learners answered this element of the question giving a good range of factors including job opportunities, promotion and the ability to transfer between establishments. This question gave learners the opportunity to reflect on their own choices about choosing a career in the hospitality industry and in turn gain marks for a subject area they fully understood and could equate to a personal situation.

Question 7 (a)

The majority of learners gained full marks in this part of question 7 demonstrating their knowledge of sources suitable for researching the hospitality industry. It was encouraging that learners gained high marks in this question as they had obviously used these sources throughout their hospitality programme to research the industry for Unit 301 and other components of the qualification. The range of responses from learners was good,

demonstrating they had understood the question and were able to construct a suitable answer to gain high marks.

Question 7 (b)

Similarly as with question 7 part (a), learners gave a good range of responses to this element of the question. They were asked to describe the information you would expect from each source identified in part (a). Learners demonstrated they understood the question and were able give a variety of responses that included information about customers types, trends within the industry and consumer spend. The description elements could have been expanded upon in order to allow learners to achieve full marks again making full use of the active verb in the question.

Question 8

For question 8 learners were asked to analyse the factors that a nightclub in a city centre has to consider when deciding the admission and drink prices for a Saturday night. This question allowed the more able learners to achieve a higher grade by demonstrating their analytical skills. The range of responses given by learners was very similar, consisting of prices charged for entry, the age of customers, local competition and the types of drinks served. The more able learners gave a greater in-depth response allowing them to gain the full range of marks available thus enhancing their grade profile. Some learners did appear to struggle with this question by either not attempting the question or giving a limited response.

Recommendations for centres:

- Ensure that learners are able to understand the use of active verbs in the question i.e. identify, describe, explain, evaluate and analyse.
- Practice revision sessions for learners to assist them in structuring examination answers to ensure full marks can be allocated.
- Greater mapping of the specifications into the teaching strategy within centres.
- Ensure that centres cover the whole unit content in delivery sessions and practice assessment of each component where necessary.
- Practitioners to use exam questions and mark schemes with learners to identify where allocation of marks are awarded.
- Mock assessment sessions when necessary to allow learners to develop confidence and ability in examination sessions.
- Practitioners to attend Edexcel training events to support the delivery of units within the Diploma portfolio.

Statistics

Level 3 Unit 1 - Investigating the Hospitality Industry

	Max. Mark	A*	A	B	C	D	E
Raw boundary mark	60	50	44	39	34	29	24
Points Score	14	12	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.