

Moderators' Report/
Principal Moderator Feedback

January 2012

PL Hospitality Level 3

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HO302

As there were no entries for this paper, it has not been possible to provide detailed feedback to centres to benefit their candidates. Edexcel will not, therefore, publish an Examiners' Report for this paper.

HO303

As there were no entries for this paper, it has not been possible to provide detailed feedback to centres to benefit their candidates. Edexcel will not, therefore, publish an Examiners' Report for this paper.

Unit 4: Building and Developing Effective Hospitality Teams (HO304)

General Comments

Only one centre submitted work for Unit 304; the sample had been assessed fairly accurately with only a few amendments to marks being made. The sample of work was well organised and well presented with the evidence from learners clearly found. The centre appeared to choose to use the suggested Edexcel assessment material as the evidence coming from all the learners was similar. Learner work ranged from poor to very good with marks being awarded across all mark bands.

LO1

Most learners went in to a lot of detail on roles and responsibilities but lost marks on writing about positive and negative characteristics and their effects on a team.

LO2

Most descriptions lacked detail. Some learners failed to target their response to the requirement of the Learning Outcome (LO) ie to 'contributing to the success of a hospitality team in achieving its objectives' and did not use this phrase in their answer.

LO3

Some candidates gave a thoroughly detailed and considered evaluation of conflict and why it is important to deal with it. However some responses were weak and removed from the focus of the LO with learners seeming unclear as to what conflict was and how it could relate to their workplace.

LO4

Most responses to this were good with the standards identified as needing to be met being realistic ones with relevant detail. Some candidates lost potential marks as the timescales set by most learners were very simple ones eg 'before service'. Due to this some learners lost marks during moderation as their responses failed to set sufficient or appropriate realistic time-scales.

LO6

Within the evaluation many learners were very general with their comments and did not relate specifically to reviewing their own performance. Some learner evaluations focussed on the event too much and not on their performance as a team member and/or team leader. Assessor marks in general were accurate but learners did score low on this and missed opportunities to gain more marks by looking in detail at their strengths and weaknesses and on suggestions on how to improve their performance. More guidance is required from tutors to enable learners to reflect and evaluate their personal and group performances better.

Key issues emerging:

- Using the RWEs (training restaurant or kitchen) worked well, but most learners lost potential marks by not being able to effectively review their performance to inform future improvement.

H0305

As there were no entries for this paper, it has not been possible to provide detailed feedback to centres to benefit their candidates. Edexcel will not, therefore, publish an Examiners' Report for this paper.

H0306

As there were no entries for this paper, it has not been possible to provide detailed feedback to centres to benefit their candidates. Edexcel will not, therefore, publish an Examiners' Report for this paper.

Unit 8: Running a Hospitality Business (HO308)

General Comments

Learners are required to understand how hospitality businesses become successful, know the legal implications of setting up a hospitality business and the type and sources of finance available. They should also provide evidence that demonstrates they are able to create a business plan for running a hospitality business and present a hospitality business plan.

There are a total of 4 learning outcomes for this unit encompassing Mark Grid A and B. Moderated work concentrated on Mark Grid A which covered 3 of the learning outcomes.

Learners must submit written evidence for this unit and be able to demonstrate knowledge and ability for each learning outcome. The unit specifications state that evidence should preferably be word processed.

L01

Evidence should contain an explanation of a few (MB1), some relevant (MB2) or a range of relevant and realistic (MB3) factors which are likely to contribute to the success of a new hospitality business.

L02

Evidence should contain a description of the legal implications of setting-up a new hospitality business selecting an obvious (MB1), at least two appropriate (MB2) or range of appropriate (MB3) types and sources of finance suitable for the new hospitality business. The descriptive element would be brief for MB1, contain most of the legal implications of setting up a hospitality business for MB2 or thoroughly describe all of the relevant implications of setting up a hospitality business for MB3.

L03

Evidence should contain a number of specific elements that range from selecting a new hospitality business idea, creating business objectives, selecting sales and promotional techniques, exploring risks within the business idea and using research methods. MB1, MB2 and MB3 grade criteria would be applied accordingly based on the range of evidence each learner presents for each element of the learning outcome whether they be obvious, realistic or valid.

Key issues emerging:

- There was evidence of over generous marking for some of the learning outcomes
- Some marks were considered generous by the PM due to insufficient evidence or depth of response for each learning outcome
- Allocation of higher marks bands were not awarded based on insufficient evidence to warrant the grade

- Learners did not make an appropriate number of suggestions for LO3 when exploring a potential business risk or other well considered alternatives
- Limited evidence to demonstrate that business plans were updated after tutor feedback
- Assessor feedback was generally limited and not constructive to allow the learners to make improvements within their work in order to reach a higher mark band.

Unit 9: Managing a Food Operation in Hospitality (HO309)

General Comments

Learners are expected to demonstrate that as a *self-manager* that they can organise time and resources effectively when cooking and presenting a three-course meal with three choices of dishes in each course.

They also need to prove their ability as a *team worker and* be able to supervise team members in a supportive way when providing food and beverage service. There are a total of 5 learning outcomes for this unit encompassing Marking Grids A and B.

Moderated work concentrated on Marking Grid A which covers LO1, LO3 and LO5.

LO1

Evidence presented by learners should include written menus and calculated costs for each dish using standard documentation. The learner should also consider factors relating to the meal experience, the food and beverages on offer, levels of service and value for money/price. The dishes and menus chosen should be inventive and use a wide range of foodstuffs reflecting the type and style of food eaten today.

LO3

Evidence should include written menu/recipes, including ingredients, portion sizes and preparation and cooking methods to be used.

LO5

Evidence should contain a review of performance that can be presented in either a verbal or written format.

Key issues emerging:

- Tasks were appropriate and reflected the level.
- Useful and constructive comments/written feedback provided by assessors.
- Lack of evidence provided by learners to support the LOs targeted.
- LO5. Learners provided limited evaluation
- Centres are applying the marking criteria accurately.
- Appropriate feedback is given to the learners on the formal written feedback form.
- More annotation on the learner work may help to focus the learners on specific parts of the assessment for improvement.

Unit 10: Hospitality Services (HO310)

General Comments

In HO310 learners develop their appreciation and understanding of hospitality businesses, focusing on the coordination required to plan and execute a major event effectively. Learners are given the opportunity to develop their skills as *creative thinkers* by generating ideas for a hospitality related project. The learners are required to present their findings for an extended industry-related project to an audience that may include industry professionals.

There are a total of 4 learning outcomes for this unit encompassing Marking Grids A and B.

Moderated work concentrated on Marking Grid A which covers LO1, LO2 and LO3.

LO1

Evidence presented by learners should include written or verbal evidence that relates to the functions, roles and responsibilities in different hospitality businesses.

LO2

Evidence should include written or verbal evidence that focuses on the management and coordination of functions to provide effective customer service in hospitality businesses.

LO3

Evidence should focus on achievement of the extended industry-related project including copies of secondary research, questionnaire results, interview notes, research notes. Bibliographies of research sources can also be included as appropriate evidence if these are authenticated by the tutor.

Key issues emerging:

- Grading criteria sheets were used to guide the learners.
- Clear focus provided to learners on the research project to be completed.
- Tasks were accessible to the full range of candidate ability. Results indicate the diversity of candidate ability.
- The moderation process indicates that centres are making generally accurate interpretation and application of the learning outcomes.
- The standard of assessor feedback is consistent across the learner work moderated.
- Some marking was considered slightly generous due to “gaps” identified during the moderation process in the evidence provided by learners.
- Some annotation was provided by assessors but this was not explicit in most cases and could have been more fully developed.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link: <http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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