Examiners' Report/
Principal Examiner Feedback

January 2010

Hospitality HO101

Introducing Hospitality Services

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Principal Learning Hospitality

Introduction

This is the first external assessment series for the Level 1 Principal Learning in Hospitality. Although there were only a small number of centres who put forward candidates for this series, it is pleasing to report that the general standard of responses to the questions was good, with many candidates showing a good depth of knowledge in their responses.

It is also pleasing to report that the majority of learners were seen to be able to answer questions that demonstrated application to realistic scenarios and fulfilled the requirements for applied learning.

The candidates' responses to most of the questions were very encouraging and there were some clearly well thought out responses to many of the questions. It is to be hoped that this is a situation that will continue in future series of this external assessment and with this in mind, recommendations have been made.

Teachers are encouraged to take note of the contents of this report in order to support their future learning planning.

Level 1 Unit 1 Introducing Hospitality Services

General comments
This was the first series of this external examination paper. On the whole this exam paper performed as expected, resulting in a good pass rate with some learners gaining the higher grades.

Q1 and Q2
Questions 1 and 2 were designed to ease the candidates into the paper; both questions 1 and 2 were answered correctly by the majority of the candidates.

Q3
The question required learners to simply 'identify'. However, whilst the majority of learners gave one word answers, some learners wrote a sentence. Some of the candidates identified the services one could find in almost any style of hotel and did not identify specific services that may be found only in a five star hotel; for example 24 hour room service, Bell boy, shoe shinning service, luxury accommodation, chasseur service etc.

Q4
The main focus in this question was for the candidate to identify where contract catering businesses operate. Many learners answered these three identification questions well, but not all learners got full marks as it appears some learners were confused by the term contract catering. However there were some extremely well thought through answers.

Q5
This question required the learners to refer to the matrix and link the suggestions with the sentences listed. Generally this question was well answered with almost all the candidates completing the full set of sentences correctly. However some of the candidates found the question difficult to correctly answer, and failed to complete the sentences correctly, although this was a small percentage of the overall cohort.

Q6
Most candidates answered this question well, however, some of the candidates identified products and services that may have been found in any style of restaurant and not focusing on services and products that were specific to family restaurants; for example high chairs, play area, children's menu, early dinning etc.

Q7
In this question the candidates had to link the two styles of hotel to the facilities they would most likely provide. Generally most candidates answered this question correctly and identified at least three if not four of the correct links. Some of the candidates thought that limited opening times are a feature of budget hotels rather than vending machines.

Q8
Many learners had difficulty differentiating between products and services. There also seemed to be some confusion in some candidates answers in identifying that one would not expect the same products and services in a guest house as one might find in a hotel.

Q9
This question was also generally very well answered with most of the candidates gaining full marks on this question. It was pleasing to read some of the examples given by the candidates and the responses given indicated that the candidates had an in-depth understanding of customer types and their different needs.

Q10

This question was one of the more challenging ones for candidates. Many candidates merely identified benefits to the customer and the organisation rather that explaining these benefits. In a small number of cases the candidates repeated their responses to question 10a in 10b, indicating that they may have been confused with product knowledge and why this is important in the hospitality industry and how a good standard of service is much more than just product knowledge. The question wanted the candidates to explain that product knowledge enables the member of staff to recommend a product with confidence or up sell a product, etc. A good standard of service will hopefully get the establishment repeat business and improve its reputation.

Q11

This question was the most challenging for the learners. Learners would have covered the requirements of Learning Outcome 5 in the specification. Some of the candidates did not attempt this question; it may have been that the candidates had run out of time to enable them to do so. Only a small percentage of candidates gave a comprehensive response and went into a level of detail to explain their answer. Some candidates gave a list of recommendations that had acceptable value but failed to give a rational behind the list.

Recommendations

- Candidates need to be taught the difference between identification, outline and description.
- Candidates need to be taught the difference between a service and a product. Candidates need to read the questions in detail and to be clear of the difference between these.
- Encourage candidates to read the questions accurately.
- Practice exam technique with past papers and mark schemes available from
- Edexcel.
- Ensure all the content of the specification for HO101/01 is covered.
- Practitioners attend Edexcel training events e.g. feedback on assessments
- events.

Statistics

Level 1 Unit 1 Introducing Hospitality Services

	Max. Mark	A*	A	B
Raw boundary mark	45	37	28	20
Points Score	4	3	2	1

Notes

Centres are reminded that this is the first examination for this new specification and that boundaries may change in the following series.

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

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