



**General Certificate of Secondary Education
2019**

Hospitality

Unit 1:

The Hospitality Industry

[GPT11]

TUESDAY 28 MAY, AFTERNOON

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for Hospitality.

Candidates must:

- AO1** recall, select and communicate their knowledge and understanding of concepts, issues and terminology;
- AO2** apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks; and
- AO3** analyse and evaluate evidence, make reasoned judgements and present appropriate conclusions.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Marking calculations

In marking answers involving calculations, examiners should apply the 'own figure rule' so that candidates are not penalised more than once for a computational error.

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is competent.

Level 3: Quality of written communication is highly competent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 1 (Basic): The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Competent): The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 (Highly Competent): The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

- 1 (a) Star ratings help customers understand the types of services and facilities provided by the hotel. (AO1)

Read the following statements and circle **True** or **False**. Circle only **one** answer for each statement.

All hotels must have a star grade to operate

True False

The standard of welcome is assessed and graded by inspectors

True False

Room service should be provided in all three star hotels

True False

The higher the star rating the cheaper the hotel accommodation is

True False

Four star hotels must have a swimming pool and a gym

True False

(5 × [1])

[5]

- (b) Complete the table below by recording the sector each hospitality outlet belongs to. (AO1)

Hospitality Outlet	Sector
Fast Food Restaurant	Commercial
Prison Canteen	Catering Services
Residential Home Dining Room	Catering Services
Guest House	Commercial
Hospital Canteen	Catering Services

(5 × [1])

[5]

- (c) Hospitality plays a role in the tourism industry.

Write down **four** other industries linked with hospitality. (AO1)

- Travel
- Health
- Education
- Leisure

(4 × [1])

[4]

AVAILABLE
MARKS

14

2 Hotels have different departments including the accommodation department.

Explain **two** responsibilities of the following job roles: (AO1, AO2)

Room attendant:

- Servicing bedrooms for guests daily to maintain hotel's standards
- Services bedroom, corridors and public areas of hotel to maintain hotel image
- Checks and restocks service trolley to improve efficiency when servicing bedrooms

Housekeeper:

- Train employees to ensure hotel procedures and standards are upheld
- Recruit new employees when required to reduce the risk of staff shortages and cope with hotel demand
- Order supplies of cleaning products and complimentary products to prevent customer complaints
- Draw up rotas for staff to ensure there are enough staff on duty to service rooms when guests check out
- Carry out room checks to ensure the quality of work meets the standard set by the hotel

All other valid points will be given credit

Role/Responsibility identified [1]

Role/Responsibility explained [1]

(4 × [2])

[8]

8

AVAILABLE
MARKS

- 3 (a) Explain **one** benefit of the Food Information Regulations (Northern Ireland) 2014 for: (AO1, AO2)

Customers:

- Identify quickly the ingredients in dishes and this helps customers make a safe choice
- Customers do not need to ask a member of staff if a dish contains a possible allergen, thus avoiding customer embarrassment

Hospitality outlets:

- Staff are trained therefore reducing the risk of dish being unsafe for customer consumption
- Training staff helps build their confidence to answer customer queries
- The procedure of good record keeping ensures one outlet can easily investigate any incident/complaint
- Uniformity of recipes ensures all kitchen staff know the correct ingredients to use

All other valid points will be given credit

Benefit identified [1]

Benefit explained [1]

(2 × [2])

[4]

- (b) The HACCP system looks at how food is handled and aims to ensure food is safe to eat.

Explain the importance of the following stages: (AO1, AO2)

1. Create a step-by-step flow chart

- The owner/supervisor can identify the stages in the production process and identify potential hazards
- Avoids the possibility that a potential hazard could be missed and therefore contamination could arise
- Allows employees to know the points at which risk is possible to prevent/reduce the risk and are aware of the procedures in place to prevent/reduce the risk

2. Set standards

- The conditions that must be met for each process to ensure food is safe to eat will be clearly stated
- Standards must be checked regularly and recorded and filed. These checks show the system is working
- If a problem does arise, the records will show when checks were made and this helps trace the source

3. Review the complete system

- Ensures that if changes have been made to the process, the system has been modified to minimise potential hazards
- Allows management to identify any errors and modify the system immediately

All other valid points will be given credit

Simple explanation [1]

Detailed explanation [1]

(3 × [2])

[6]

AVAILABLE
MARKS

10

4 A guest chokes on food when dining in a restaurant.

Describe **four** steps a first aider should take to help the guest. (AO2)

- Ask the guest if they are choking to ensure they are not suffering from another ailment
- Cough it out – first aider to encourage guest to cough as strongly as possible to dislodge obstruction
- Slap it out – first aider to assist the guest to bend forward and using heel of hand give up to 5 sharp blows between shoulder blades to release obstruction
- Squeeze it out – first aider stands behind guest, links their arms around the guest's stomach and gives up to 5 abdominal thrusts to dislodge obstruction
- Alternate 5 back blows with 5 abdominal thrusts while the blockage is expelled or medical help arrives

All other valid points will be given credit

Simple description [1]

Description with elaboration or example [1]

(4 × [2])

[8]

8

AVAILABLE
MARKS

- 5 (a) There are five food groups in the Eat Well Guide. Fill in the missing word to complete each group and give an example of a food in each group. (AO1)

Food Group	Example of food
1. Rice [1]	<ul style="list-style-type: none"> • Rice • Pasta • Potatoes • Cereals [1]
2. Fruit [1]	<ul style="list-style-type: none"> • Tomatoes • Apples • Oranges • Carrots [1]
3. Alternatives [1]	<ul style="list-style-type: none"> • Cheese • Milk • Yogurt • Cream cheese [1]
4. Beans [1]	<ul style="list-style-type: none"> • Chicken • Fish • Eggs • Pulses [1]
5. Oils [1]	<ul style="list-style-type: none"> • Butter • Sunflower oil • Lard • Margarine • Olive oil [1]

(10 × [1])

[10]

- (b) Outline **three** ways the Eat Well Guide can encourage a healthy diet. (AO2)

- To show the variety of foods within each group so individuals can vary their options
- Aim to eat at least 5 portions of fruit and vegetables per day to improve or sustain health
- Highlight the need of individuals to reduce the proportion of fat in their diet
- Aim to consume at least 2 portions of fish per week providing a high source of protein for growth and repair of muscle tissue and cells
- Highlight the need for individuals to eat less red meat and processed meat
- Use unsaturated oils from plant sources to help reduce cholesterol in the blood
- Use of wholemeal and whole wheat foods, e.g. wholemeal bread, whole wheat rice to increase dietary fibre and improve digestion
- Base meals around starchy carbohydrate foods to improve energy intake
- Aim to have milk or dairy foods daily to help improve/maintain strength of bones and teeth

Benefit identified [1]

Benefit explained [1]

(3 × [2])

[6]

AVAILABLE
MARKS

16

6 Discuss the importance of a General Manager having good interpersonal skills.

- Verbal communication – to ensure staff and customers understand instructions
- Written communication – allows the manager to communicate with staff and customers
- Non-verbal communication – positive body language to make staff and customers feel welcome and valued
- ICT skills – to allow information to be presented clearly, e.g. presenting Powerpoint presentations
- Leadership skills – ensure high morale amongst staff
- Time-keeping – to prevent disruption in the hotel that may impact on others working
- Teamwork – able to work together to create a happy work environment

[0] is awarded for a response not worthy of credit.

Level 1 ([1]–[3])

Overall impression: Basic

Identifies and comments briefly on some relevant points. Makes some comments in conclusions. Quality of written communication is basic. The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 ([4]–[6])

Overall impression: Competent

Identifies and comments satisfactorily on some relevant points. Draws some reasonable conclusions. Quality of written communication is competent. The candidate makes a reasonable selection and use of appropriate form and style of writing. Relevant material is organised with clarity and coherence. There is some use of appropriate specialist vocabulary. Spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([7]–[9])

Overall impression: Highly Competent

Good range of points, which are well explained. Draws valid conclusions. Quality of written communications is highly competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is an extensive and accurate use of appropriate specialist vocabulary. Spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear. [9]

Total

AVAILABLE
MARKS

9

65