



Rewarding Learning

**General Certificate of Secondary Education
January 2013**

Hospitality

Assessment Unit 1

assessing

The Hospitality Industry

[GHP11]

MONDAY 21 JANUARY, 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 GCSE Hospitality.

Candidates must:

- recall, select, and communicate their knowledge and understanding specified in the subject content (AO1);
- apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks (AO2); and
- analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions (AO3).

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 for 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.

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 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. Presentation, 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. Presentation, 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 extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that meaning is clear.

1 (a) Write down the **five** nutrients found in food.

1. protein
2. carbohydrate
3. fat
4. vitamins
5. minerals.

(5 × [1])

[5]

(b) Explain the term food allergy.

- the body reacts abnormally to a food which is caused by the immune system reacting to some food proteins
- the immune system reacts strongly to a particular food and this can result in an allergic reaction. It is usually the protein in the food which causes the reaction.

[1] for keyword or phrase

[1] for elaboration or examples

(1 × [2])

[2]

(c) Write down **two** signs of an allergic reaction to food.

- swelling
- vomiting
- diarrhoea
- breathing difficulties
- rash
- colouration of lips
- asthma
- headaches
- skin irritations
- nausea
- anaphylactic shock.

All other valid points will be given credit

(2 × [1])

[2]

9

- 2 Complete the table below. Write down one example for each industry and outlet providing catering services.

Industry	Example	Outlet
Travel	Aeroplane	In-Flight Meals
Tourism	Hotels Museum Visitors Centre Art Gallery Restaurant	Museum, Visitors Centre or Gallery – Café/kiosk/ vending machine/ restaurant/coffee shop
Health	Hospital Health Centre Residential Home	Hospital, Health Centre or Residential Home – Canteen/café/ vending machine. Food delivered to patients on wards/coffee kiosk
Education	School University F.E. College	School, University or College – canteen/cafeteria/ kiosk/tuck shop/vending machine

All other valid points will be given credit
(6 × [1])

[6]

6

- 3 There is a wide range of qualifications that are useful when applying for a job in the hospitality industry.

(a) Write down **one** qualification a receptionist may need.

- GCSE
- NVQ
- BTEC National Certificate
- Degree
- GCE.

All other valid points will be given credit
(1 × [1])

[1]

(b) Hotels usually have administration departments. Write down **four** duties administrative staff would perform.

- filing of paperwork
- health and safety checks
- processing of payments
- interviewing
- answering telephone calls
- completing/issuing invoices
- ordering of equipment for various departments
- preparing money for banking
- distributing reports to other departments.

All other valid points will be given credit

(4 × [1])

[4]

5

4 In large hotel or restaurant kitchens a team of people carry out different roles.

(a) Describe **one** role of the following job titles.

1. Head Chef:

- in charge of the running of whole kitchen
- in charge of stock control, staff management
- in charge of creating and supervision of food and final dishes.

2. Sous Chef:

- second in command to the head chef
- responsible for the whole kitchen when chef is not present or is unavailable
- responsible for food production.

3. Section Chef:

- responsible for specific item(s) on the menu
- responsible for food production of the specialised items.

4. Commis Chef:

- a trainee chef who will learn about all the different aspects of cooking whilst working in a kitchen
- may be on day release to college
- responsible for preparing food items.

5. Kitchen Porter:

- carries out a range of general and straightforward duties including washing up, cleaning of food preparation areas
- responsible for the preparation of food products.

[1] for description

[1] for fuller description

(5 × [2])

[10]

- (b) Explain **three** personal qualities a head chef should have.
- patience – when dealing with problems in the kitchen so a resolution can be found
 - honesty – develop trust among colleagues, which helps to develop good work relationships
 - initiative – when creating new dishes for a menu or promotions to generate profit and increase customer occupancy
 - self-motivation – personally wanting to succeed at role and carrying out the job role to the best of their ability
 - reliable – not let the organisation down
 - diplomacy – when dealing with complaints, to ensure all parties are dealt with fairly
 - calm – ability to work under pressure to meet demand at busy times.
- [1] for keyword or phrase
[1] for elaboration or examples
(3 × [2])

[6]

16

5 A French couple with two young children are staying at a Belfast hotel for a city break.

- (a) Explain **three** ways staff could communicate effectively with a non-English speaking family.
- common signs/images around hotel to direct the family to key locations
 - use of common phrases in other languages to make the family feel welcome and relaxed
 - important information regarding check-in times, etc. recorded in different languages to ensure the family receive full information
 - speaking clearly and slowly to the family so they have time to understand some of the conversation
 - avoid using slang terms that will confuse the family
 - provision of a translator to ensure family understand the information.
- [1] for keyword or phrase
[1] for elaboration or examples
(3 × [2])

[6]

- (b) Explain **three** services or facilities the hotel could provide to make the family's stay more enjoyable.
- babysitting services to allow parents to spend some time together with the reassurance children are safe
 - suitable menu for young children that will avoid waste for family
 - play area in the hotel complex to give children somewhere to play that will avoid them becoming bored or disruptive to other guests
 - children's channels on the TV in the bedroom to keep children entertained when staying in the bedroom
 - transfer service to collect and return the family to and from the airport
 - opportunity to purchase tourist attractions/events
 - free wi-fi to allow family to access Internet.
- [1] for keyword or phrase
[1] for elaboration or examples
(3 × [2])

[6]

12

- 6 Explain the purpose of the Disability Discrimination Act (DDA) 1995.
- to ensure hospitality providers know their responsibilities towards a disabled person in relation to the individual's employment, provision of goods, facilities or services
 - to ensure staff or customers who have a disability do not experience any form of discrimination.
- [1] for keyword or phrase
[1] for elaboration or examples
(1 × [2]) [2]

2

- 7 The HACCP system has a number of steps that aim to ensure food is safe to eat.

Explain **one** possible hazard that may occur at the following critical control points:

1. Storage of food:
 - food not being separated correctly could lead to cross-contamination
 - foods not stored at the correct temperature (below 5°C) will increase pathogens
 - food stock not rotated may lead to foods exceeding their best-before, use-by-date.
2. Preparation of food:
 - poor hygiene standards from staff increase the risk of contamination
 - poor/inadequate cleaning schedules allowing work areas to become dirty/unclean
 - raw and cooked foods not being separated and cross-contamination occurring
 - high risk foods left out too long thus increasing the growth of pathogens.
3. Serving of food:
 - cold foods and high risk foods staying warm or warming up, causing pathogens
 - insufficient hygiene standards from staff increasing the risk of pathogens
 - equipment being used to serve food should be cleaned thoroughly before, during and after service.

[1] for keyword or phrase
[1] for elaboration or examples
(3 × [2]) [6]

6

6

8 Kamal has scalded his hand when pouring out boiling water.

(a) Describe the procedure for treating a scald.

- run cool/tepid water over the area for at least 10 minutes to stop the burning and relieve the pain
- remove any rings before the injured area begins to swell
- remove and check, if stinging sensation still there, place scald under water
- cover area with a sterile dressing or any non-fluffy material to protect from infection
- for burn larger than the size of a 10p piece/postage stamp, seek medical advice.

All other valid points will be given credit

(4 × [1])

[4]

(b) Explain why cream should not be applied to a scald.

- creams should not be applied to a scald as they “seal” the heat into the skin and may cause further damage
- may irritate the scald further increasing the risk of infection occurring.

[1] for keyword or phrase

[1] for elaboration or examples

(1 × [2])

[2]

6

9 Discuss how high quality customer care can benefit employees.

- feeling of job satisfaction therefore raising individual’s self-esteem
- job will seem easier to carry out as there will be fewer complaints from customers and senior staff
- receive tips from customers as a thank you for high quality service, which will encourage the employee to keep up performance
- job security for employee giving the employee financial security
- promotion opportunities for employee as a reward for quality service
- good working atmosphere as less staff will be complaining about customers, duties, etc
- customers will be pleasant and friendly, creating a pleasant atmosphere.

All other valid points will be given credit

[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. Presentation, 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. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([7]–[9])

Overall impression: highly competent

Good range of well explained appropriate points. Draws valid conclusions. Quality of written communication 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. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear. [9]

9

10 Evaluate customer comment cards as a method of monitoring customer care.

Advantages:

- only take a short time to complete
- can be placed in different areas of the establishment
- can be analysed easily if scores/ratings are used
- quick feedback can be given to staff
- allows comparisons to be made with other establishments
- available for all customers to complete
- highlights areas of improvement
- identifies good/bad practice.

Disadvantages:

- some customers may not complete the comment cards
- customers may not take the comment card seriously, recording inappropriate or silly comments
- may be difficult to follow up with customer if anonymous
- may take time to collate results and distribute to staff
- additional equipment (pens) unavailable preventing customer from filling out cards.

All other valid points will be given credit

[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. Presentation, 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. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([7]–[9])

Overall impression: highly competent

Good range of well explained appropriate points, including positive and negative. Draws valid conclusions. Quality of written communication 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. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.

[9]

9

Total**80**

