



Rewarding Learning

**General Certificate of Secondary Education
January 2014**

Hospitality

Assessment Unit 1

assessing

The Hospitality Industry

[GHP11]

THURSDAY 9 JANUARY, AFTERNOON

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of students in schools and colleges.

The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes, therefore, are regarded as part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

1 (a) Write down **three** ways teenagers can improve their intake of high fibre foods.

- Eat wholegrain rice/pasta
- Eating wholemeal bread and cereals
- Include vegetables as part of main dish, e.g. vegetable soup
- Eat raw fruit
- Eat raw vegetables

All other valid points will be given credit.

(3 × [1]) (AO1)

[3]

(b) Write down **one** function of each nutrient.

Nutrient	Function
Protein	<ul style="list-style-type: none"> • growth and repair of muscles • development of brain functioning
Fat	<ul style="list-style-type: none"> • warmth • energy
Carbohydrate	<ul style="list-style-type: none"> • energy • warmth
Vitamins	<ul style="list-style-type: none"> • general health and well-being • reduce infection • assist absorption of minerals
Minerals	<ul style="list-style-type: none"> • strong teeth and bones • development of red blood cells

(5 × [1]) (AO1)

[5]

8

2 (a) Write down **two** examples of outlets within the commercial sector.

- Restaurant
- Fast Food Outlet
- Café
- Bistro
- Public house
- Guest house
- B&B
- Hotel.

All other valid points will be given credit.

(2 × [1]) (AO1)

[2]

(b) Explain the term catering services sector.

- The provision of catering and hospitality services is a secondary service
- The outlet exists for some other main purpose
- The outlet may subsidise food and beverage for staff.

[1] for keyword or phrase

[1] for elaboration or examples

(1 × [2]) (AO1, AO2)

[2]

4

		AVAILABLE MARKS
<p>3 Write down two examples of internal customers using a school canteen.</p> <ul style="list-style-type: none"> • Canteen staff • Pupils • Teachers • Classroom assistants • Auxiliary staff. <p>All other valid points will be given credit. (2 × [1]) (AO1)</p>	[2]	2
<p>4 The hospitality industry offers customers a range of food services.</p> <p>(a) Write down the procedure for a customer using self-service in a canteen.</p> <ul style="list-style-type: none"> • Customer collects tray and joins queue • Customer views the food on display in large cabinets or hotplates • Customer selects food choice themselves or a member of staff serves food choice to customer • Customer pays for food before eating • Customer collects cutlery, napkins and/or condiments • Customer returns tray to designated clear up area. <p>All other valid points will be given credit. (4 × [1]) (AO1)</p> <p>(b) Explain the term Gueridon service.</p> <ul style="list-style-type: none"> • Food is served from a side table or a trolley using a spoon and fork • Dishes are assembled or cooked in front of the customer, e.g. crêpe Suzette. <p>[1] for keyword or phrase [1] for elaboration or examples (1 × [2]) (AO2)</p>	[4]	6
<p>5 Corporate image creates a professional impression of a hospitality outlet.</p> <p>(a) Write down three ways corporate image can be achieved in a hotel.</p> <ul style="list-style-type: none"> • Logo • Uniform • Name badges • Décor of establishment • Advertising material. <p>All other valid points will be given credit. (3 × [1]) (AO1)</p> <p>(b) Explain two ways poor quality customer care can affect the business.</p> <ul style="list-style-type: none"> • Loss of reputation which will put off potential new customers • Loss of existing customers as customers will not return to outlet • Loss of profit as a direct result of low sales • Possible closure as business is not cost-effective • Quality members of staff may leave the establishment. <p>[1] for keyword or phrase [1] for elaboration or examples (2 × [2]) (AO2)</p>	[3]	7

- 6 The Plaza International Hotel is hoping to recruit a new Conference and Banqueting Manager.
- (a) Write down **three** ways the hotel could advertise this vacancy.
- International newspaper
 - Recruitment agency
 - Internet search
 - Specialist magazines.
- All other valid points will be given credit.
(3 × [1]) (AO1) [3]
- (b) Explain **three** skills a Conference and Banqueting Manager would require for this job.
- Organisational skills – to ensure all tasks are prioritised and completed within time set
 - Leadership skills – ability to delegate to other members of staff to ensure all tasks are completed
 - ICT skills – producing reports, rotas for hotel manager, staff members
 - Communication skills – discuss the needs with the customer at all stages of planning, deal with complaints from customers or staff members
 - Listening skills – to understand and deal with requests from customers efficiently.
- [1] for keyword or phrase
[1] for elaboration or examples – must relate to management role
(3 × [2]) (AO2) [6]
- (c) Explain **three** benefits of a staff appraisal for employees.
- Strengths of job role identified thus improving employees, confidence of their performance
 - Weak areas of job role identified and training opportunities provided
 - Bonus/reward may be given to acknowledge good work
 - Promotion within outlet for staff performance as a reward
 - Opportunity to discuss any issues/concerns in a controlled and relaxed environment
 - Job satisfaction for employee resulting in a happier member of staff.
- [1] for keyword or phrase
[1] for elaboration or examples
(3 × [2]) (AO2) [6]
- 7 (a) Write down **four** common items found in a First Aid box.
- Sterile plasters
 - Triangular bandages
 - Safety pins
 - Eye pads
 - Sterile dressings
 - Disposable gloves
 - Scissors
 - Burns gel/pad.
- All other valid points will be given credit.
(4 × [1]) (AO1) [4]

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- (b) Explain **three** steps an employer would take to ensure the safe use of chemicals.
- Carry out and record full risk assessment of hazardous chemicals to allow employer to identify potential dangers
 - Take the necessary precautions to reduce danger, e.g. goggles, masks
 - Restrict access to chemicals to designated staff to minimise handling
 - Provide training to employees to ensure employees update their knowledge
 - Clearly label chemicals to avoid potential mix-ups
 - Ensure all chemicals are locked away to prevent use by non-designated staff.
- [1] for keyword or phrase
 [1] for elaboration or examples
 (3 × [2]) (AO2) [6]

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8 Elderly guests are staying in a hotel just outside the city.

- (a) Explain **two** ways the hotel can meet their needs.
- Room on the ground floor to reduce the amount of stairs/time needed to access room
 - Provision of a porter to carry their luggage to the bedroom to avoid guests lifting excess weight
 - Large print of hotel literature for easy reading
 - Use of Minicom system in public areas to improve communication between guest and hotel staff
 - Arrange taxi/courier service to get to destination
 - Automatic doors so access around hotel is easier
 - Provision of specialist room with equipment installed such as grab rails in bathroom to avoid accidents.
- [1] for keyword or phrase
 [1] for elaboration or examples – must relate to the elderly customer
 (2 × [2]) (AO2, AO3) [4]

At dinner a guest made a complaint about the food to the manager.

- (b) Explain **three** steps the manager could take to resolve the issue.
- Listen carefully to the customer to ensure the complaint is understood
 - Apologise to the customer whilst remaining polite, calm and professional
 - Solve the problem immediately to reduce further upset by customer
 - Record the problem to ensure it does not happen again
 - Re-check with the customer that they are now satisfied
 - Provide feedback to staff/chef
 - Provide compensation for the guest to make them valued.
- [1] for keyword or phrase
 [1] for elaboration or examples
 (3 × [2]) (AO2) [6]

10

9 Body language is used to convey information without speaking.

Discuss ways a receptionist could use positive body language when dealing with customers.

- Facial expressions – smiling to the customer as they approach the reception area and continuing to smile for the duration of the conversation
- Gestures – Simple hand gestures to direct customer to their destination
- Position – Staying outside of the customer’s personal space to make customer feel relaxed
- Physical contact – shaking hands to welcome or say goodbye to the customer making them feel valued
- Posture – sitting up or standing straight at reception area to convey an enthusiastic attitude from employee
- Eye contact – When speaking or listening to customer eye contact must be made at all times to ensure the customer feels important and understood.

All other valid points will be given credit.

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

(AO2, AO3)

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]

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9

- 10 The Manor Hotel has decided to offer a range of leisure facilities to guests and non-residents.

Evaluate this decision.

Advantages

- Unique selling point when advertising hotel
- Generate additional revenue for hotel
- Can be offered free for guests or at a subsidised rate for guests making their stay more enjoyable
- Increase footfall with the potential to generate more business for the hotel
- Generate publicity for the hotel
- Provides a leisure facility for the local area.

Disadvantages

- Expensive for organisation to set up and get established
- Require additional staff to operate leisure facilities
- Increase in noise that may disturb other guests
- Not all facilities used regularly
- Training of staff will be required to meet all health and safety legislation
- Expensive for non-residents to use on a regular basis.

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. Candidates who only identify advantages or disadvantages can not progress into Level 3. 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]

Total

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9

80