



Rewarding Learning

**General Certificate of Secondary Education
January 2015**

Hospitality

Unit 1: The Hospitality Industry

[GHP11]

TUESDAY 13 JANUARY, MORNING

**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 that they should apply in allocating marks to the 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 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.

Types of mark scheme

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 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:

AO1

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 industry each outlet is linked to. (AO1)

OUTLET	INDUSTRY
Museum	1. <u>Tourism</u>
Ferry	1. <u>Travel</u>
Hospital Coffee Kiosk	1. <u>Health</u>
Student Canteen	1. <u>Education</u>

(4 × [1])

[4]

(b) Write down **two** types of external customers using a hotel. (AO1)

- Family
- Elderly people
- Couple
- Business people
- Tourist

All other valid points will be given credit.

(2 × [1])

[2]

(c) Explain the term internal customers. (AO1, AO2)

- Staff who work within the outlet, e.g. kitchen or service staff,
- Staff who purchase and use the products and services provided by the organisation.

[1] for keyword or phrase

[1] for elaboration or examples

(1 × [2])

[2]

8

2 RIDDOR states that employers must report all accidents that take place in the workplace.

Explain why employers must carry out this procedure. (AO1, AO2)

- It is a legal requirement so that Health and Safety Executive (HSE) can investigate serious accidents
- To identify reasons for the cause of the accident, so that recommended actions/procedures can be put in place.

[1] for keyword or phrase

[1] for elaboration or examples

(1 × [2])

[2]

2

3 (a) Write down **two** departments a porter would work closely with. (AO1)

- Front office
- Accommodation
- Food and Beverage

(2 × [1])

[2]

(b) Explain **three** duties a porter may carry out daily. (AO1, AO2)

Porter (Front Office)

- Carry guests' luggage to and from their room to improve the experience for the guest
- Call guests a private taxi to avoid the guest having the hassle of finding the nearest taxi company
- Deal with lost property to ensure it is accurately recorded in lost property book and kept securely for guest until it is claimed
- Answer queries from guests therefore helping to ease the pressure on reception staff
- Sort the mail for the hotel and place in appropriate areas to ensure hotel runs smoothly
- Assist concierge with additional duties to improve guests' overall experience of hotel
- Carry out room service duties after hours when room service staff are unavailable to maintain hotel's standards.

Porter (Food and Beverage)

- Cleaning kitchen to maintain high standards of hygiene
- Washing of kitchen and service equipment to ensure adequate supplies for the kitchen and restaurant areas
- Preparation of ingredients to assist chefs carry out their job role
- Assisting with organising tables and equipment in the setting up of functions to maintain high standards of customer service

[1] for keyword or phrase

[1] for elaboration or examples

(3 × [2])

[6]

(c) A porter should have excellent verbal communication skills. (AO1, AO2)

Explain **two** ways a porter could demonstrate this.

- Speaking to the guest clearly to ensure they are understood
- Ensure tone and pitch are at the correct level to make guests feel relaxed
- Not using slang/jargon or specialist terms that a guest may not understand and cause confusion
- Use appropriate pace to maximise understanding.

[1] for keyword or phrase

[1] for elaboration or examples

(2 × [2])

[4]

12

4 Describe **two** ways a receptionist could communicate with a guest who has a hearing impairment. (AO1, AO2)

- Switch on system, e.g. minicom to facilitate hearing aid
- In writing – record reservation details, produce itineraries for guests
- Use of hand gestures – point to show location of an area in hotel
- Sign language – guest will understand information from receptionist
- Face guests when speaking to facilitate lip reading.

[1] for description

[1] for fuller description

(2 × [2])

[4]

4

AVAILABLE
MARKS

		AVAILABLE MARKS
<p>(b) Explain three benefits to a hotel of presenting a positive image. (AO1, AO2)</p> <ul style="list-style-type: none"> • Improved reputation as hotel is receiving free advertising through word of mouth • Increase in profits as customers will purchase and use more products within the hotel • Improve the competitiveness of hotel within the area and attract new customers • Expansion to existing building to meet increased demand from customers. <p>[1] for keyword or phrase [1] for elaboration or examples (3 × [2])</p>	[6]	10
<p>8 (a) Write down four common food allergies/intolerances. (AO1)</p> <ul style="list-style-type: none"> • Eggs • Fruit • Shellfish • Peanut/nut • Wheat/coeliac • Dairy/lactose <p>All other valid points will be given credit. (4 × [1])</p>	[4]	
<p>(b) Explain Anaphylactic shock. (AO1, AO2)</p> <ul style="list-style-type: none"> • Life-threatening reaction to an allergy • Often causes swelling to tongue, throat and windpipes • Breathing difficulties for the individual. <p>[1] for keyword or phrase [1] for elaboration or examples (1 × [2])</p>	[2]	
<p>(c) A bistro has changed its menu to include healthier options.</p> <p>Explain three ways this action will benefit the business. (AO2, AO3)</p> <ul style="list-style-type: none"> • Bigger client base as a result of an increase in health conscious customers, thus creating more profit • Greater job satisfaction as staff may have to deal with fewer complaints • Positive publicity from outside organisations/industry that may improve the reputation of the bistro • May receive healthy eating award which enhances reputation. <p>[1] for keyword or phrase [1] for elaboration or examples (3 × [2])</p>	[6]	12

9 A head chef is responsible for health and safety in the kitchen.

Discuss a range of health and safety measures a head chef could implement to ensure high standards are maintained.

- Colour coded chopping boards to avoid cross contamination of foods
- Staff washing hands prior to cooking and regularly during service to reduce the risk of pathogens
- Ensuring all food is labelled and stored correctly
- Rotate stock daily to avoid food spoilage
- Correct cleaning of work areas before and after service to minimise risk from bacteria
- Waste disposed of safely to avoid any rodent infestation
- Fully stocked first aid box to allow fast treatment of injuries
- Staff dressed appropriately, e.g. 'chef whites' to reduce outside contamination
- All staff to demonstrate high levels of personal hygiene, e.g. long hair tied back, no nail polish
- Correct signage in kitchen, e.g. 'hot water' to prevent staff injury
- Regular training of staff to maintain/highlight awareness
- Regular safety checks to ensure equipment is safe to use and operate effectively.

[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]

AVAILABLE
MARKS

9

- 10 Training is essential in the hospitality industry to ensure staff have the skills and knowledge to work in a professional way.

Evaluate on-job training. (AO1, AO2, AO3)

Positive points of on-job training

- Less expensive for company/organisation as course fees can be costly
- Fewer staff required for company as trainee staff can help out in company during busy periods
- Staff learn company procedures and policies which may reduce the number of mistakes made
- Members of staff receive practical 'hands on' experience of how to deal with a range of situations that will improve their confidence
- Trainee does not have additional travelling costs
- The time of training can be chosen to suit the organisation.

Negative points of on-job training

- Too many mistakes made by trainees will cause inconvenience for customers and trained staff
- Management may receive more complaints about trainee staff resulting in customers being dissatisfied
- One particular member of staff may be responsible for training needs of all staff, putting this member of staff under too much pressure
- Time consuming for management to devise training timetables
- Trainee may develop bad habits picked up from observing other employees
- The person training may be very good at his or her job but may have no particular knowledge of training techniques
- Trainee may be embarrassed to make mistakes in front of colleague
- Two members of staff are involved in the training process instead of just one, if the trainee attends college.

[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. If candidate only identifies either positive or negative points, candidate can only be awarded a mark in Level 2.

AVAILABLE
MARKS

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

AVAILABLE MARKS
9
80

9

80

