



**General Certificate of Secondary Education  
2016**

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## **Hospitality**

**Unit 1: The Hospitality Industry**

**[GHP11]**

**MONDAY 13 JUNE, AFTERNOON**

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**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 sector of the hospitality industry that depends most on making a profit. (AO1)
- Commercial sector
- (1 × [1]) [1]

- (b) Complete the table below by ticking [✓] in the box next to the statement to show if it is true or false. (AO1)

	True	False
A B&B provides evening meals		✓
A 4 star hotel provides restaurant service	✓	
A hostel provides room service		✓

(3 × [1]) [3]

- (c) Write down **two** different hospitality outlets that may be found within the education industry. (AO1)

- School canteen
- Coffee kiosk
- Tuck shop
- Cafeteria

All other valid alternatives will be given credit.

(2 × [1]) [2]

- 2 The aim of the Health and Safety at Work Act is to protect employers and employees.

Explain **three** safety rules a head chef might make when training kitchen staff in the safe handling of knives. (AO1, AO2)

- Use the right sized knife for the food being cut to prevent excessive force
- Make sure handles are clean and grease free to avoid losing grip
- Chef must not try to catch a knife that is falling to the ground as the blade may cut the skin
- Chef should carry out regular checks to keep all knives sharp as a blunt knife needs too much pressure to carry out job correctly
- Do not leave knives on the edge of chopping boards or worktops as it may cause an injury
- Do not leave knives lying in a filled sink as someone may cut their hands
- Carry knives in a secure wallet when transporting to prevent accidents.

All other valid alternatives will be given credit.

[1] mark for keyword or phrase

[1] for elaboration or example

(3 × [2]) [6]

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6

- 3 Restaurants are now adapting their menus to cater for a wider range of dietary needs.
- (a) Write down **two** ways a restaurant could inform a customer with a nut allergy of dishes that are suitable to eat. (AO1)
- Symbols beside dishes on menu
  - Warnings on the menu
  - Separate menu for guests
  - Ingredients described in detail
  - Information included on specials board
  - Statement to encourage customer to enquire about ingredients in a dish
  - Train restaurant staff on menu content.
- All other valid alternatives will be given credit.  
(2 × [1]) [2]
- (b) Describe **three** ways a chef could ensure the safety of customers when preparing foods to prevent an allergic reaction. (AO1, AO2)
- Use different equipment when preparing dishes to prevent contamination
  - Prepare foods in separate areas to avoid foods accidentally mixing
  - Check ingredients carefully before adding to a dish to ensure customer safety
  - Identify and label dishes correctly to ensure menus are up to date
  - Wash hands thoroughly to remove any traces of food that may contaminate other dishes being prepared.
- All other valid alternatives will be given credit.  
[1] mark for description  
[1] for full description  
(3 × [2]) [6]
- 4 A school has recently appointed a new kitchen manager.
- Explain **three** qualities required to be a successful kitchen manager. (AO1, AO2)
- Organised to ensure all team members know duties to help canteen run smoothly
  - Able to cope with pressure, e.g. lunch time rush to ensure all pupils are served their meals
  - Confident to deal with any queries efficiently to minimise disruption of the running of the canteen
  - Supportive to staff thus creating a good working environment
  - Good level of personal presentation to set example of high standards for other staff members
  - Able to motivate staff to improve job performance.
- All other valid alternatives will be given credit.  
[1] mark for keyword or phrase  
[1] mark for for elaboration or example  
(3 × [2]) [6]

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5 (a) Part of a kitchen manager's role is to conduct staff appraisals.

Explain **two** benefits of a staff appraisal for the employee. (AO1, AO2)

- Improve confidence of employee, giving the employee job satisfaction
- Possible promotion/bonus in recognition of good work
- Opportunity to discuss concerns/issues to maintain a good working environment
- Allows employee to request training to improve their skills.

All valid alternatives will be given credit.

[1] mark for keyword or phrase

[1] for elaboration or examples

(2 × [2])

[4]

(b) Good teamwork is important in the hospitality industry.

Explain **three** examples of good teamwork in a kitchen. (AO1, AO2, AO3)

- Staff will get on well with each other therefore less bickering and arguing
- Jobs get completed more efficiently thus improving the running of the kitchen
- Staff willing to help other colleagues out to get job completed and avoid disruption
- Staff communicate effectively with each other creating a positive working environment
- Manager is able to observe and provide positive feedback which raises and maintains staff morale.

All valid alternatives will be given credit.

[1] mark for keyword or phrase

[1] for elaboration or examples

(3 × [2])

[6]

10

AVAILABLE  
MARKS

6 A variety of job roles exist within a hotel.

Describe the job role of each member of staff identified below: (AO1, AO2)

**General Manager**

- Oversees all departments to ensure the smooth running of the hotel
- Sets and monitors budgets within each department to ensure the hotel achieves a profit
- Chair meetings with other managers to analyse individual department performance and ensure each department is meeting agreed standards.

**Receptionist**

- Dealing with customer bookings to meet customer needs
- Completing procedures when guests check-in and check-out of hotel
- Answering queries from guests via telephone, email or in person
- Preparing guests bills and taking payments for guests stay
- Liaising with other departments within the hotel.

**Concierge**

- Managing a team of porters and door staff
- Booking tickets for guests, e.g. concerts, theatres, sports events
- Providing guests with information on local tourist attractions
- Arranging transport for guests during or at the end of their stay, e.g. airport pick up, car hire.

**Porter (Front Office)**

- Assisting concierge during busy periods
- Helping guests with their luggage to their bedroom
- Providing directions to different areas within the hotel
- Answering any queries guests may have with regard to the stay
- Running errands for various departments, e.g. taking and picking up dry cleaning, sorting mail, room service delivery.

**Maintenance officer**

- Checking fixtures and fittings for any damage
- May repair or replace any damaged or broken items
- Liaising with other department to ensure all areas of hotel are operating to a high standard
- Arranging specialist trades to carry out repairs if/when required.

All valid alternatives will be given credit.

[1] mark for description

[1] for fuller description

(5 × [2])

[10]

10

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MARKS



9 Effective communication is important in a hospitality outlet.

Discuss ways a large hotel may use ICT to communicate effectively with staff and guests. (AO1, AO2, AO3)

- Emails sent between various departments in hotel to keep staff informed and updated quickly in writing
- Website of hotel to inform potential guests of special offers/new products and services
- Computer programmes to generate a range of reports, e.g. forecast report to allow managers to analyse and plan
- Faster production and updates of staff rotas to ensure departments have sufficient staff levels/staff aware of shift times
- Guests itemised bills are produced immediately at check out, reducing waiting time for guests when checking out
- User friendly reservation system to allow potential guests to make bookings quickly and with ease
- Wi-Fi in place to allow guests to use electronic devices
- Loop information on room TV to inform guests of services available in the hotel
- In house production of marketing material to promote special events.

All other valid alternatives 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. If candidate only identifies either staff or guests points, candidate can only be awarded mark in Level 2. 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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MARKS

9

- 10 A hotel has been taken over by new management and is now offering room service.

Evaluate the provision of this service. (AO1, AO2, AO3)

**Positive Points:**

- Single guests do not have to dine in the restaurant and feel uncomfortable
- May be more convenient for guests to eat in room if they are on business or have a young family
- Guest does not have to queue for breakfast in the morning thus saving the guest time
- Makes the stay more relaxing as the guest can choose a time that suits them to eat
- Additional service that can be promoted when advertising the hotel to encourage future reservations
- Improve guest experience therefore encourage repeat bookings which generate future profit for the hotel
- Hotel may achieve a higher star rating thus improving their reputation.

**Negative Points:**

- Menu may be limited and unable to meet guest dietary needs
- More expensive to use than the restaurant so may discourage guests from using one service
- Problems with food or beverage order may take longer to resolve resulting in the customer being dissatisfied with service
- Trays left outside bedroom doors in hallway will look unsightly and may give the hotel a poor image
- Trays have to be collected, this creates additional work for staff
- Additional work load for accommodation department may prevent all jobs being carried out within times set by management
- Increased staff costs as food and beverage staff are required to provide the service.

All other valid alternatives 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. If candidate only identifies either positive or negative points, can only be awarded mark in Level 2.

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**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
<b>80</b>

9

**80**