



Rewarding Learning

**General Certificate of Secondary Education
2017**

Hospitality

Unit 1: The Hospitality Industry

[GHP11]

TUESDAY 13 JUNE, 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 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) The main purpose of the outlet is to exist to make profit through the provision of food, beverage and accommodation
All other valid alternatives will be given credit.
(1 × [2]) [2]

(b)

Industry	Example of service
Health	<ul style="list-style-type: none"> • Provision of daily meals to wards for patients • Canteen for visitors and hospital staff • Coffee kiosk for staff, visitors and patients • Meals for residents in residential care
Travel	<ul style="list-style-type: none"> • In-flight meals on an aeroplane • Vending machines • Bar in airport lounge/ferry terminal • Restaurant in train station/airport lounge • Buffet car on train
Education	<ul style="list-style-type: none"> • Canteen in schools/university • Shop providing food to go/hot drinks • Sandwich bar • Vending machines

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

[6]

8

- 2
- Health and Safety at Work Act, 1974
 - Regulation Reform (Fire safety) Order, 2005
 - Food Safety Act, 1990
 - Disability Discrimination Act, 1995.
- All other valid alternatives will be given credit.
(3 × [1])

[3]

3

- 3 (a)**
- Recruitment agency
 - National Newspaper
 - Internet sites
 - Hospitality Journals.
- All other valid alternatives will be given credit.
(3 × [1])
- [3]
- (b)**
- Communication skills to ensure staff and guests understand instructions/information provided
 - Customer relation skills to ensure guests feel valued during their stay
 - Leadership skills allowing the hotel to run smoothly and efficiently
 - Qualifications related to hospitality to ensure knowledge and understanding of the industry
 - Management skills to train staff to enable staff to improve job performance
 - ICT skills to prepare documents/reports to share information efficiently
 - Organisational skills to be able to work under pressure and meet deadlines.
- All other valid alternatives will be given credit.
[1] mark for keyword or phrase
[1] for elaboration or examples
(2 × [2])
- [4]
- (c)**
- Attend staff meetings with other department managers to review policies and procedures
 - Prepare staff rotas to ensure sufficient staff are available in all departments of hotel
 - Organise and carry out staff training to develop skills of existing and new staff
 - Ensure all departments know and follow hotel's policies and procedures to maximise customer service and promote positive image
 - Set and monitor standards of hotel to ensure high standards are upheld
 - Review department budgets to minimise overspend and maintain profitability.
- All other valid alternatives will be given credit.
[1] mark for basic description
[1] for fuller description
(3 × [2])
- [6]

AVAILABLE MARKS
13

		AVAILABLE MARKS
<p>7 (a)</p> <ul style="list-style-type: none"> • Put sterile gloves on before treating guest to reduce risk of infection • Clean around the wound with a sterile swab • Pat cut dry with sterile dressing to remove excess moisture • Cover cut with adhesive plaster to prevent infection. <p>All other valid alternatives will be given credit. [1] mark for keyword or phrase [1] for elaboration or examples (2 × [2])</p>	[4]	
<p>(b)</p> <ul style="list-style-type: none"> • Check if guest has any injuries and contact the designated first aid officer • Member of staff to complete accident record form in case information is needed at a later date • Investigate reasons for accident to avoid accident occurring again • Re-check with guest to make sure they are satisfied with the treatment they received. <p>All other valid alternatives will be given credit. [1] mark for keyword or phrase [1] for elaboration or examples (2 × [2])</p>	[4]	8
<p>8 (a) Appearance of staff</p> <ul style="list-style-type: none"> • Full uniform to be worn to allow customers to easily recognise staff in bistro • No visible tattoos/piercings that some customers may find offensive • Clean physical appearance to demonstrate a high standard of cleanliness. <p>Standard of facilities</p> <ul style="list-style-type: none"> • Well presented room to create a good first impression • Ensure fixtures and fittings, e.g. tables, chairs are in good condition to reduce the risk of accidents • High standards of hygiene evident in all areas including customer toilets. <p>All other valid alternatives will be given credit. [1] mark for keyword or phrase [1] for elaboration or examples (4 × [2])</p>	[8]	
<p>(b)</p> <ul style="list-style-type: none"> • Loss of profits therefore unable to sustain the business resulting in closure • Poor reputation resulting in fewer new or returning customers • Redundancies in business therefore unable to keep full staff levels • Less opportunity for expansion thus preventing the business from developing. <p>All other valid alternatives will be given credit. [1] mark for keyword or phrase [1] for elaboration or examples (2 × [2])</p>	[4]	12

- 9
- Staff are clear on the content of the complaints procedure allowing them to deal with a complaint more efficiently
 - Staff are consistent in the handling of complaints within the business resulting in all customers being treated equally
 - Staff develop confidence in customer care and therefore provide a higher quality of service
 - Enables staff to demonstrate a high level of professionalism that improves image of business
 - Used as a benchmark for staff appraisal/performance review to identify areas for improvement
 - Set standards within area of business and provides a structure for all staff to follow
 - Good evaluation tool to monitor business and identify areas of weakness
 - Complaints are more likely to be resolved effectively ensuring that customers and staff are happy.

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.

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 Positive Points:

- Helps develop good working relationships that will improve the running of the business
- Provides management with opportunity to discuss performance, highlighting areas of weakness
- Allows a structured process for employers and employees to follow to ensure fairness
- Motivates employees to continue with good performance that will benefit business
- Allows employees to discuss issues/concerns in a safe environment
- Allows for issues to be raised and identifies need for training/development
- Gives employer time to get to know employee to help improve a good working rapport
- Potential for employee to receive recognition of good work that could lead to a promotion
- Employees may receive financial reward, e.g. bonus if outcome of appraisal is exceptionally good.

Negative Points:

- Can result in a negative experience for the employee, which could affect their motivation/self-esteem
- Can be time-consuming for managers to conduct, resulting in less time to complete other jobs
- Can be stressful for employers and employees that may affect their well-being
- Only conducted on a yearly basis so may not accurately reflect an employees overall performance
- If rewards/promotions are awarded to some employees, it may cause bad feeling amongst other employees
- Manager must keep accurate records of all appraisal meetings to provide evidence of decisions if challenged by an employee.

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, they 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