



**General Certificate of Secondary Education
2018**

Hospitality

Unit 1: The Hospitality Industry

[GHP11]

THURSDAY 14 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 Hospitality is provided in a range of industries.
Complete the table below by writing down **one** different example of an outlet for each industry and a service the outlet provides. (AO1)

Industry	Example	Service Provided
Travel	aeroplane ferry train	kiosk vending machine trolley service café in-flight meals
Tourism	visitor centre museum art gallery	café kiosk vending machine
Health	hospital health centre residential home	canteen kiosk shop dining room
Education	school FE college university	canteen kiosk tuck shop sandwich bar vending machine

All other valid points will be given credit.

(8 × [1])

[8]

8

- 2 A customer has informed a waiter they are coeliac (gluten intolerant).

- (a) Write down **four** different foods the person should avoid. (AO1)

- Rice
- Flour
- Bran
- Pasta
- Noodles
- Bread

All other valid points will be given credit.

(4 × [1])

[4]

- (b) Explain the term anaphylaxis. (AO1, AO2)

- Anaphylaxis is an extreme and severe allergic reaction that affects the respiratory and circulatory system, often within minutes of exposure to the substance which causes the allergic reaction, unless treated immediately with adrenalin it may be fatal.

All other valid points will be given credit.

[1] mark for keyword or phrase

[1] for elaboration or examples

(1 × [2])

[2]

6

3 Following government recommendations, schools must now offer healthier and more nutritious meal options for students.

(a) Write down the **five** groups of nutrients found in food. (AO1)

1. Protein
2. Fat
3. Carbohydrates
4. Vitamins
5. Minerals

(5 × [1])

[5]

(b) Explain **three** health reasons why teenagers should make good food choices. (AO1, AO2)

- To reduce the risk of developing type 2 diabetes that may require medical intervention
- Lower the risk of a teenager developing obesity that can affect day to day life, self confidence and emotional health
- Limit the amount of sugar consumed to reduce the risk of dental decay
- Lower the risk of developing Coronary Heart Disease (CHD) in later life that may shorten life expectancy
- Prevent constipation as bowel movement is regular
- Improve health of skin as processed foods contain more chemicals that block pores in skin causing acne and dryness
- To ensure the right balance of nutrients as a teenager's body is still developing.

All other valid points will be given credit

[1] mark for keyword or phrase

[1] for elaboration or examples

(3 × [2])

[6]

11

4 Positive image is important in all areas of a hotel.

Explain **three** ways a hotel can promote a positive image through the standard of facilities offered in bedrooms. (AO1, AO2)

- Modern furnishings to improve aesthetic appeal
- Wide range of facilities, e.g. trouser press, hairdryer to make guest stay more relaxed
- Fixtures and fittings in good working order to avoid any complaints
- Complimentary products in bathroom, e.g. shampoo/conditioner for guest convenience
- Wifi to allow guest to access internet services in privacy of bedroom
- Clean and replenish courtesy tray products daily to maintain customer satisfaction.

All other valid points will be given credit

[1] mark for keyword or phrase

[1] for elaboration or examples

(3 × [2])

[6]

6

5 Explain **three** ways the food service team can prepare the restaurant before service. (AO1, AO2)

- Check and refill condiments at each table, e.g. salt/pepper mill, sauce bottle
- Wipe down tables to remove any stains and marks
- Polish cutlery to remove any watermarks
- Polish glasses to remove any smears
- Arrange place settings/set table for guest convenience
- Replace tablecloth when required
- Organise table set up in line with bookings.

All other valid points will be given credit.

[1] mark for keyword or phrase

[1] for elaboration or examples

(3 × [2])

[6]

6

6 Quality customer care is important in the hospitality industry. Explain **two** ways quality customer care can benefit the following: (AO1, AO2)

Customers

- Customers will enjoy the experience and feel valued
- Experience quality service which provides value for money
- High levels of customer care can make customers visit more relaxed.

Employees

- Feeling of job satisfaction therefore raising self-esteem
- Job will be less stressful as there will be fewer complaints from customers and senior staff
- The employee may receive tips from customers as a thank you for high quality service. This will encourage the employee to maintain standards
- Job security for employees resulting in financial security
- Promotion opportunities for employee as a reward for providing quality service
- Good working atmosphere as fewer staff will complain about customers, duties etc.
- Customers will be pleasant and friendly, creating a pleasant working environment.

Employers

- Fewer complaints from customers, therefore less time taken to resolve issues
- Satisfied customers are more likely to return, therefore generating more profit for business
- Low staff turnover resulting in reduced recruitment and training costs
- Improved reputation of the business and resulting in new customers raising client profile
- Possible expansion of outlet to cope with increased demand.

All other valid points will be given credit.

[1] mark for keyword or phrase

[1] for elaboration or examples

(6 × [2])

[12]

12

7 A new hotel is recruiting reception staff for their front office department.

(a) Write down **three** job sources. (AO1)

- Website/internet
- Newspaper
- Job Centre/DHSS
- Recruitment agency
- Hospitality/Industry journals.

All other valid points will be given credit.

(3 × [1])

[3]

(b) Describe **one** skill and **one** quality that a receptionist requires. (AO1, AO2)

Skill

- Communication skills to ensure the correct information is recorded when handling requests
- Listening skills to prevent errors being made when dealing with reservations
- ICT skills when using computer programmes to generate reports for other departments
- Organisational skills to ensure all duties are carried out when requested.

Quality

- Reliable to ensure all duties undertaken are fulfilled
- Approachable to guests to ensure guests feel welcomed
- Able to work under pressure during busy periods
- Smart personal appearance to create a first good impression.

[1] mark for keyword or phrase

[1] for elaboration or examples

(2 × [2])

[4]

(c) Explain why it is useful to have a recognised qualification in the area of hospitality when applying for a job in the industry. (AO1, AO2)

- Employee will have a prior knowledge of the industry therefore they have a better understanding of the demands
- Less time needed for training so they can adapt quickly to the demands of the job.

All other valid points will be given credit.

[1] mark for keyword or phrase

[1] for elaboration or examples

(1 × [2])

[2]

AVAILABLE
MARKS

9

8 Health and safety at work promotes good working practices.

(a) Explain the purpose of Hazard Analysis Critical Control Point (HACCP) in a commercial kitchen. (AO1, AO2)

- HACCP is a system that identifies where hazards might occur in the food production process and puts into place actions to take that prevent the hazards from occurring.

All other valid points will be given credit.

[1] mark for keyword or phrase

[1] for elaboration or examples

(1 × [2])

[2]

(b) Explain the aim of the Health and Safety at Work Act. (AO1, AO2)

- States that employers must promote, stimulate and encourage high standards of health and safety in places of work thus minimising the risk of accidents occurring
- Secure the health, safety and welfare of people at work
- Protect other people from health and safety risks caused by work activities
- Control the storage and use of explosive and dangerous substances to prevent accidents.

All other valid points will be given credit.

[1] mark for keyword or phrase

[1] for elaboration or examples

(1 × [2])

[2]

AVAILABLE
MARKS

4

9 A busy hotel can be a hazardous environment. Discuss how accidents in a hotel kitchen could be prevented. (AO1, AO2, AO3)

- Staff receive regular training in health and safety procedures to ensure high levels of staff knowledge and understanding
- Correct storage of knives to prevent a member of staff cutting themselves
- Correct signage on wet floors to prevent a member of staff slipping
- Staff wearing correct footwear to reduce risk of injury
- Ensuring all electrical equipment is switched off at the main electricity supply point when not in use to avoid electrocution or fire
- Spills wiped immediately to avoid accidents
- Staff to use oven gloves when using oven to prevent burns
- Chemicals correctly stored and labelled to reduce risk of injury
- Annual Portable Appliance Testing (PAT) of electrical equipment to reduce risk of injury.

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 satisfactory 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 Employees may be trained on-job or off-job. (AO2, AO3)

Evaluate 'on-job' and 'off-job' training methods.

Positive points of on-job training:

- Less expensive for company/organisation as course fees are costly
- Fewer staff required for company as trainee staff can help out in company during busy periods
- Staff learn company procedures and policies which help reduce the number of mistakes made
- Staff receive practical 'hands on' experience of how to deal with a range of situations that will improve their confidence.

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 time-tables
- Trainee may learn bad habits from experienced staff.

Positive points of off-job training:

- Trainee will learn industry methods thus enhancing their employability
- Trained by professional people who have specialised expertise
- Trainee will receive an external qualification to improve their CV that will benefit them in the future
- Fewer mistakes for the organisation to handle therefore less interruption to the running of organisation
- Trainee gets the opportunity to work with new people and make new contacts.

Negative points of off-job training:

- Staff may feel nervous in a new situation and not be familiar with the learning environment
- Could be expensive for trainee, e.g. transport costs, lunch costs
- Trainee may have fewer opportunities to develop practical skills
- Trainee may not be paid whilst receiving training
- Organisations may require additional staff to cover trainee absence during busy periods.

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.

AVAILABLE MARKS

Level 2 ([4]–[6])

Overall impression: Competent

Identifies and comments satisfactory 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. Candidate can only achieve a mark in Level 2 if only positive or negative points are recorded. 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

AVAILABLE MARKS	
	9
	80

9

80