



Rewarding Learning

General Certificate of Secondary Education

Hospitality

Unit 1:

The Hospitality Industry

[GPT11]

Assessment

**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 which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for Hospitality.

Candidates must:

- AO1** recall, select and communicate their knowledge and understanding of concepts, issues and terminology;
- AO2** apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks; and
- AO3** analyse and evaluate evidence, make reasoned judgements and present appropriate conclusions.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of 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.

Marking calculations

In marking answers involving calculations, examiners should apply the 'own figure rule' so that candidates are not penalised more than once for a computational error.

Types of mark schemes

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 in the level 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:

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. 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. 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 widespread and accurate use of appropriate specialist vocabulary. Spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

1 Read the following statements and circle **True** or **False**. Circle only **one** answer for each statement. (AO1)

- The commercial sector exists to make a profit True False [1]
 - A hospital cafeteria is an outlet in the catering services sector True False [1]
 - All commercial sector outlets are subsidised by government True False [1]
 - A hotel is an outlet in the commercial sector True False [1]
- (4 × [1]) [4]

4

2 (a) A new restaurant is opening up in the city centre and recruiting for a range of job roles.
Write down **four** sources the restaurant could use to advertise for a head chef. (AO1)

- Professional journals
 - Newspaper
 - Recruitment agency
 - Restaurant website
 - Social Media sites
- All other valid points will be given credit.
(4 × [1]) [4]

(b) Identify and explain **three** skills a head chef should have to work in a kitchen. (AO1, AO2)

- Excellent communication skills with staff to ensure all instructions are clearly understood
 - Negotiation skills when speaking to suppliers about purchasing stock or ordering equipment to agree the best possible price and save money
 - Competent in the use of ICT, e.g. budgets, daily specials, rotas etc. to relay information to all staff that is easy to understand and contributes to greater efficiency
 - Strong team working skills to ensure all jobs in the kitchen are completed on time thus reducing customer waiting times and possible complaints
 - Positive leadership skills when handling staff to create a good working environment and improve staff morale.
- All other valid points will be given credit.
Skill identified [1]
Skill explained [1]
Ensure it is a skill that is being assessed and not a quality.
If an example is given to demonstrate the skill and relates to a head chef, full marks can be awarded.
(3 × [2]) [6]

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3 (a) There is a wide range of job roles within each department in large hotels.

Write down **two** different job roles for each department. An example has been completed for you. (AO1)

Department	Job Role
Administration	1. Human Resources Officer 2. Accountant
Food preparation	<ul style="list-style-type: none"> • Head Chef • Sous Chef • Section Chef • Commis Chef • Kitchen Porter
Food and beverage service	<ul style="list-style-type: none"> • Restaurant Manager • Maître d' • Waiter/Waitress • Sommelier
Accommodation	<ul style="list-style-type: none"> • Head Housekeeper • Accommodation Manager • Housekeeper • Room Attendant • Linen Porter
Front Office	<ul style="list-style-type: none"> • General Manager • Duty Manager • Head Receptionist • Receptionist • Concierge • Porter

All other valid points will be given credit.
(8 × [1])

[8]

(b) Training is important in the hospitality industry to ensure high quality standards are achieved and maintained.

Describe off-the-job training. (AO2)

- Off-the-job training occurs when employees learn their specific job role away from their work place
- Common methods of training include day release
- Employees still receive payment whilst learning.

All other valid points will be given credit.

More than one point listed in mark scheme can be used in candidate's response to allow them to achieve full marks.

Candidates can use a hospitality example to support their response for off-the-job training.

Simple description [1]

Description with elaboration or example [1]

(1 × [2])

[2]

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MARKS

(c) Explain **three** reasons why a hospitality organisation may decide to provide new employees with on-the-job training. (AO2)

- Less expensive for organisation as they do not need to pay for courses in local FE colleges
- Employer can observe and monitor employee performance to ensure it is up to organisation's standards
- Better flexibility as training can take place at a time that suits both the employer and employee and doesn't impact too much on the business
- Less time consuming for employers as employees only learn the organisation's procedures and training is completed quicker
- As employee is not off the premises when being trained, no additional staff will be required thus saving on staffing costs.

All other valid points will be given credit.

Reason identified [1]

Reason explained [1]

(3 × [2])

[6]

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16

4 (a) Hospital kitchens have to provide healthy meals.
Write down **five** healthy cooking methods. (AO1)

- Poaching
- Steaming
- Grilling
- Boiling
- Baking
- Stir-frying

All other valid points will be given credit.

(5 × [1])

[5]

(b) Explain **two** ways a chef can improve the nutritional value of meals for older patients in a hospital ward. (AO2)

- Reduce fat intake as body requires fewer calories to reduce weight gain
- Increase vitamin D content to maintain strong bones and avoid osteoporosis
- Increase foods with a good source of Omega 3 fatty acids to alleviate symptoms of arthritis and reduce joint and muscle pain
- Use a variety of ingredients when making dishes to ensure older patients obtain a good level of vitamins and minerals to improve or sustain general health.
- Serve food fortified with vitamin B₁₂ to maintain the body's blood cells and to prevent anaemia
- Reduce salt content in dishes to reduce the risk of hypertension.

All other valid points will be given credit.

Improvement identified [1]

Improvement explained [1]

(2 × [2])

[4]

(c) Hospitals must follow the Food Information Regulations (Northern Ireland) 2014 to reduce the risk of a customer having an allergic reaction and becoming ill.

Write down **four** common foods that could cause a reaction. (AO1)

- Eggs
- Nuts
- Soybean
- Wheat
- Dairy
- Shellfish

All other valid points will be given credit.

(4 × [1])

[4]

13

- 5 (a)** Write down **three** items of fire-fighting equipment an outlet could purchase. (AO1)
- Extinguishers
 - Fire-blankets
 - Sprinkler systems
 - Hose reels
- All other valid points will be given credit.
(3 × [1]) [3]
- (b)** Explain **two** requirements of the Fire Safety Regulations (Northern Ireland) 2010. (AO1, AO2)
- Carry out a risk assessment for the premises to identify potential fire hazards
 - Remove or reduce any risks that will improve the safety of employers, employees and customers, e.g. blocked doorway, fire escape etc.
 - Develop and implement appropriate emergency procedures in the organisation to ensure that, in the event of a fire, individuals are kept safe.
 - Preventative procedures should be put in place to reduce the possibility of a fire breaking out and causing damage.
- All other valid points will be given credit.
Requirement identified [1]
Requirement explained [1]
(2 × [2]) [4]
- (c)** A hotel guest suffered a minor cut to their leg while evacuating the building during a fire drill.
- Explain **three** actions a first aider would take to deal with this incident. (AO1, AO2)
- Wash the cut with water to remove any dirt.
 - Pat the cut dry with a clean dressing to avoid further irritation.
 - Cover the cut with a sterile dressing to reduce the risk of infection.
- All other valid points will be given credit.
Procedure identified [1]
Procedure explained [1]
Points do not need to be in a specific order for marks to be awarded.
(3 × [2]) [6]

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13

- 6 A new city centre hotel was recently upgraded from three stars to five stars. Evaluate the impact of this new status for the hotel. (AO3)

Positive points:

- Attract a wider range of customers as the hotel may now cater for their specific needs
- Greater publicity for the hotel that may generate new opportunities to use facilities, e.g. public events
- Hotel has an extensive range of products and services available making them more competitive within the hospitality market
- Potential rise in profit to reflect the hotel's new star status.

Negative points:

- The increased cost to the hotel making all the required changes may cause the hotel to go into excessive debt
- May lose customers as a result of higher room rates
- Staff may be under greater pressure to meet their employer and customer expectations that may cause ill-feeling and reduce staff morale
- The management of the hotel may have to recruit additional staff to meet demands and this will be time-consuming and expensive
- Staff training costs will increase as staff are trained in their roles in meeting higher customer expectations.

All other valid points will be given credit.

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

Responses must be focused on the impact for the hotel and not the impact for guests.

Level 1 ([1]–[3])

Overall impression: Basic

Identifies and comments briefly on some relevant advantages and disadvantages of the impact of increased star ratings for a hotel. 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. 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 advantages and disadvantages of the impact of increased star ratings for a hotel. 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. Spelling, punctuation and grammar are sufficiently competent to make meaning clear. If candidate only identifies either positive or negative points, can only be awarded a mark in Level 2.

Level 3 ([7]–[9])

Overall impression: Highly Competent

Good range of advantages and disadvantages of the impact of increased star ratings for a hotel are well explained. 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. Spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.

[9]

Total

**AVAILABLE
MARKS**

9

65