



**General Certificate of Secondary Education**

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# **Hospitality**

Unit 2:

Hospitality and the Customer

[GPT21]

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## **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 tick the box beside the correct answer. (AO1)

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- (a) Which of the following may cause a guest to complain?
- (i) Waiters talking in the corner ignoring the customers
  - (ii) A receptionist checking if a room is available early
  - (iii) A barman remembering a guest's name from the night before
- (b) A customer using a wheelchair in a restaurant can feel comfortable by
- (i) putting them at a table where everyone will walk past
  - (ii) having a table already prepared with a chair removed for ease of access
  - (iii) two members of staff making a big fuss
- (c) A regular customer in a pizza restaurant expects
- (i) to be served first
  - (ii) their pizza will be the same standard every time
  - (iii) staff to know what their order is without having to ask
- (d) A customer in a restaurant will expect
- (i) to be able to choose their own table
  - (ii) to be able to order something that is not on the menu
  - (iii) the waiter to know the dishes on the menu

(e) Staff need to be trained to handle a complaint

(i) to keep the customer quiet

(ii) to make sure no one upsets the manager

(iii) to ensure good customer service

(f) When a receptionist does not know the answer to a question from a guest they should

(i) ask another member of staff for help

(ii) make up a reasonable answer to keep the guest happy rather than wait

(iii) tell the guest to ask another member of staff.

(6 × [1])

[6]

6

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2 (a) Write down the type of food service described. An example has been completed for you. (AO1)

Description	Type of food service
Customers collect food from a small counter and take it away	Fast food
Food is served by the staff using a spoon and fork	Silver service
Food is cooked at a side table in front of the customer	Gueridon
Dishes are placed on the table with spoons for guests to help themselves	Family service
Guests choose their food from a long counter and place it on a tray before paying at a till	Self-service cafeteria service
Customers queue to be served meat and will help themselves to vegetables and accompaniments	Carvery service
Customers use machines to dispense food and drinks	Vended service
Customers sit on stools around a counter where food and drink is served directly to them	Counter service
Customer places order and food is delivered to the customer's home address	Home delivery service

(8 × [1])

[8]

(b) Explain the term 'exceeding expectations'. (AO2)

- The organisation anticipates a customer's needs and responds to them, e.g. a jug of water is brought immediately to a table when guests arrive.
- Delivers a level of service above what the customer has expected.

All other valid points will be given credit.

Simple explanation [1]

Further explanation or example [1]

(1 × [2])

[2]

(c) Write down **four** examples of how corporate image is promoted when a guest arrives at a hotel. (AO1)

- The hotel name is clearly displayed.
- The logo of the hotel will be visible.
- A welcome mat with hotel name.
- All staff are in uniform.
- Branded products.

All other valid points will be given credit.

(4 × [1])

[4]

14

3 (a) Write down **four** ways a hotel can monitor standards. (AO1)

- Mystery customers
- Customer comment cards
- Verbal feedback
- Questionnaires
- Online surveys
- Social media reviews.

All other valid points will be given credit.

(4 × [1])

[4]

(b) Write down **three** advantages for a hotel when inviting guests to complete a comment card. (AO1)

- It highlights areas for improvement within the hotel
- It allows the hotel to compare itself with other establishments
- It identifies both good and bad practice
- It allows quick feedback to praise staff or highlight training needs
- It allows hotel to compensate an unhappy guest before any reputation is damaged.

All other valid points will be given credit.

(3 × [1])

[3]

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- 4 (a) Identify and explain **three** advantages for a hotel serving afternoon tea. (AO1, AO2)
- Customers are able to enjoy an alternative to lunch or evening meal and have a different dining experience
  - Hotel is able to increase footfall mid-afternoon when the kitchens are usually quiet and so increase profits
  - Afternoon tea is 'on trend' and so hotels need to provide this service to keep up with the competition
  - Hotels can sell gift vouchers for afternoon tea to attract new customers and encourage guests to return.
- All other valid points will be given credit.  
Advantage identified [1]  
Advantage explained [1]  
(3 × [2]) [6]
- (b) Write down **three** promotional activities that would encourage more customers to dine in a restaurant between 6.00pm and 7.00pm. (AO1)
- An early bird menu
  - Children dine for free
  - A complimentary beverage or dessert
  - Advertising offers.
- All other valid points will be given credit.  
(3 × [1]) [3]
- (c) Describe **two** ways a city centre bistro could meet the needs of a business customer at lunch time who requires quick service. (AO2)
- Customers could order in advance so the meal would be ready on arrival saving time
  - Dishes on the lunch time menu could be quick to produce and serve so the waiting time would be reduced
  - Additional waiting staff provided to speed up service during the lunch time rush.
- All other valid points will be given credit.  
Simple description [1]  
Description with elaboration or example [1]  
(2 × [2]) [4]
- (d) Families expect value for money in a hotel. Explain **two** ways a hotel could provide this. (AO2)
- Courtesy tray in rooms to allow free tea and coffee
  - Evening entertainment to prevent family having to spend money on activities
  - Children's club to keep them occupied
  - Free use of leisure facilities such as a games room to provide quality family time with no expenditure
  - Children's menu provided to offer suitable food at a reasonable price.
- All other valid points will be given credit.  
Simple description [1]  
Description with elaboration or example [1]  
(2 × [2]) [4]

5 (a) Explain **three** different methods of communication that may be used when food is ordered from a fast food outlet. (AO2)

- Verbal communication between the customer and the employee taking the order. The employee will ask what the customer wants and the customer will reply
- Written communication used to display the menu so that the customer can read the various dishes on offer and see the price
- ICT may be used by having a touch screen ordering service in the outlet allowing customers to order
- Customers may order online through an app which processes the orders and organises the delivery.

All other valid points will be given credit.

Method identified [1]

Method explained [1]

(3 × [2])

[6]

(b) Explain **three** ways non-verbal communication can affect the experience of a guest at a hotel reception. (AO3)

- A receptionist smiling will make the guest feel welcome and at ease. This will set the scene for a pleasant stay
- Having good eye contact will show the guest that they are being treated personally and are being listened to. This will make them feel happy with their choice of hotel
- A receptionist with folded arms may appear unhelpful and make a guest feel uneasy about asking questions
- A customer may not feel valued if the receptionist is not sitting upright and looking alert
- A receptionist can use gestures such as pointing out the restaurant or lifts which the guests will find helpful.

All other valid points will be given credit.

Statement identified [1]

Statement about non-verbal communication explained [1]

(3 × [2])

[6]

12

6 Evaluate the introduction of a complaints procedure in a new restaurant. (AO3)

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Advantages:

- All staff are clear on the procedures to be followed when handling a complaint ensuring it is dealt with 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 therefore providing a higher quality of service
- Staff demonstrate a high level of professionalism that improves the image of business
- Used as a benchmark for staff appraisal/performance review allowing for areas of improvement to be identified
- Good evaluation tool to monitor business and identify areas of weakness
- Complaints are more likely to be resolved effectively ensuring that customers are satisfied.

Disadvantages

- This creates another area of staff training, increasing pressure on the manager
- Staff may feel anxious about remembering the procedures when dealing with a complaint
- Staff may not follow the policy and cause customers to be dissatisfied
- Time taken to follow up complaints with customers can put additional pressure on management.

All other valid points 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 advantages and disadvantages of a complaints procedure. 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 a complaints procedure. 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 a complaints procedure which are well explained. Draws valid conclusions. Quality of written communications 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**