



**General Certificate of Secondary Education
2022**

Hospitality

Unit 1:

The Hospitality Industry

[GPT11]

THURSDAY 9 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 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.

COVID-19 Context

Given the unprecedented circumstances presented by the COVID-19 public health crisis, senior examiners, under the instruction of CCEA awarding organisation, are required to train assistant examiners to apply the mark scheme in case of disrupted learning and lost teaching time. The interpretation and intended application of the mark scheme for this examination series will be communicated through the standardising meeting by the Chief or Principal Examiner and will be monitored through the supervision period. This paragraph will apply to examination series in 2021–2022 only.

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

(i) Hotels only need to provide a designated first aider if they are located in the countryside. TRUE FALSE [1]

(ii) A 999 call should be made for all injuries that happen. TRUE FALSE [1]

(iii) If an individual falls and injures themselves severely, they should not be moved until medical assistance arrives. TRUE FALSE [1]

(iv) If a person is unconscious, they may be placed into the recovery position. TRUE FALSE [1]

(v) All accidents need to be reported and recorded in an accident log book. TRUE FALSE [1]

(vi) A scald is a type of burn caused by heat, electricity, chemicals or friction. TRUE FALSE [1]

(6 × [1])

(b) Write down **three** pieces of Health and Safety legislation relevant to the hospitality industry. (AO1)

- Health and Safety at Work Act, 1974
- Reporting of Injuries, Diseases and Dangerous Occurrence Regulations (RIDDOR) 2013
- Food Information Regulations (Northern Ireland) 2014
- Food Hygiene Rating Scheme, 2011 (FHRS)
- Fire Safety Regulations (Northern Ireland) 2010

All other valid points will be given credit.

(3 × [1]) [3]

(c) Explain the term COSHH in the workplace. (AO2)

- Requires employers to assess the risks from hazardous substances and take appropriate precautions to reduce the risk of injury
- Correct storage of cleaning products, e.g. disinfectant.

All other valid points will be given credit.

[1] mark for keyword or phrase

[1] for elaboration or examples

(1 × [2]) [2]

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- 2 (a) Complete the table below by recording the sector each hospitality outlet belongs to. (AO1)

Outlet	Sector
Restaurant	• Commercial
School	• Catering Services
Prison	• Catering Services
Fast food shop	• Commercial

(4 × [1])

[4]

- (b) Describe how hospitality is provided in the education industry. (AO2)

- Provision of food and drink served to pupils, staff and visitors at specific times throughout the day in a range of outlets, e.g. canteen, tuck shop.

All other valid points will be given credit.

Simple description [1]

Description with elaboration or example [1]

(1 × [2])

[2]

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MARKS

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3 (a) Star ratings are used by many hotels.
Write down **four** areas an inspector checks when grading a hotel. (AO1)

- Cleanliness
- Service
- Bathrooms
- Public areas
- Dining room/restaurant
- Exterior
- Food
- Beverage
- Bedrooms
- Hospitality/Welcome

All other valid points will be given credit
(4 × [1])

[4]

(b) Links between departments are important to ensure the smooth running of a hotel.

Explain **three** ways front office can demonstrate good links with the accommodation department. (AO1, AO2)

- Inform accommodation department when bedrooms have been vacated and are available to service in preparation for new arrivals
- Provide housekeeper with a report to allow the housekeeper to organise staff schedules to ensure sufficient staff levels
- Pass on guest requests for additional items to meet and satisfy their needs, e.g. pillows, blankets
- Inform accommodation department of guests who have requested late check out to prevent guest being disturbed
- Alert accommodation department of spillages or breakages to allow room attendant to clean up immediately and reduce the risk of an accident occurring.

All other valid points will be given credit.

Way identified [1]

Way explained [1]

(3 × [2])

[6]

AVAILABLE
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4 (a) Some school children may be lactose intolerant.
Write down **three** foods they should avoid. (AO1)

- Milk
- Yoghurt
- Cheese
- Cream
- Ice-cream

All other valid points will be given credit.

(3 × [1])

[3]

(b) Explain the term anaphylaxis. (AO2)

- Anaphylaxis is an extreme and severe allergic reaction that affects the body, often within minutes of exposure to the substance which causes reactions such as swelling or a rash.

All other valid points will be given credit.

Term identified [1]

Term explained [1]

(1 × [2])

[2]

(c) School canteens must provide healthy meals for lunchtime service.

Using the menu below, identify **four** nutrients and write down their use in the body. (AO1, AO2)

Chicken pasta bake
Wholemeal bread roll
Fruit salad
Milk

- Protein helps build and repair muscle tissue
- Carbohydrates will give the body energy
- Vitamin D helps speed up calcium absorption
- Fat will provide the body with warmth
- Vitamin C helps reduce the risk of infection
- Vitamin A for vision
- Calcium for strong bones and teeth

All other valid points will be given credit.

Nutrient identified [1]

Function identified [1]

(4 × [2])

[8]

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5 (a) A local café is recruiting waiting staff.

Explain **two** advantages of advertising in a local newspaper. (AO1, AO2)

- Less expensive to publish an advertisement as budget may be restricted to a certain amount
- Local newspaper may be provided free to residents in the area and therefore would reach a wider audience
- Can target local audience and this may make the recruitment process less time consuming and easier.

All other valid points will be given credit.

Advantage identified [1]

Advantage explained [1]

(2 × [2])

[4]

(b) Describe **three** duties waiting staff will carry out. (AO1, AO2)

- Responsible for preparing the table for service by wiping it down to remove any food spillages or stains and arranging place settings
- Record customers' food and drink orders clearly and repeat order with guest to ensure it is correct
- Polish glasses and cutlery over steam with a clean cloth.
- Collect dishes from the kitchen when ready and deliver to customers table ensuring that the ordered dish goes to the correct customer
- Give customer recommendations on dishes on the menu by describing the ingredients used to create the dish
- Assist with general cleaning of the outlet by removing any debris, brushing and mopping floor.

All other valid points will be given credit.

Simple description [1]

Description with elaboration or example [1]

(3 × [2])

[6]

(c) Explain **one** different way a head chef demonstrates the following skills;
(AO1, AO2, AO3)

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Leadership

- Allocate duties to different staff members to ensure all tasks are completed
- Conduct staff appraisals on kitchen staff to assess their performance
- Hold meetings with kitchen staff to plan and forecast productivity.

Problem Solving

- Resolve any complaints made by customers to reduce customer inconvenience and improve customer satisfaction
- Dealing with unplanned staff absences to ensure adequate cover
- Manage budgets when ordering supplies to ensure outlet makes profit.

Communication

- Order stock from suppliers to ensure outlet has sufficient supplies to meet demand
- Create and distribute staff rotas to ensure adequate staffing levels
- Answer any queries customers may have about certain ingredients on the menu.

All other valid points will be given credit.

Skill identified [1]

Skill explained [1]

(3 × [2])

[6]

16

6 Evaluate off-the-job as a method of training for employees. (AO1, AO2, AO3)

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Advantages of off-the-job training:

- Receive an external qualification that will improve their job prospects
- Employee may feel more comfortable learning in an education setting rather than in front of colleagues
- Learn various techniques of how to complete different procedures that improves their understanding of their job role
- Trainer is professionally qualified therefore teaching will be to a high standard for the employee
- Employee gets the opportunity to meet new people and network
- Employee learns industry standards and develop their knowledge and understanding of the area.

Disadvantages of off-the-job training:

- Employee may not be used to a teaching environment and find it difficult to concentrate
- Could be expensive for employee to attend training outlet, e.g. transport costs, lunch costs
- Employee will have very little practical knowledge or skills of how to carry out specific tasks in their own workplace which may cause them stress
- Employee may not be paid whilst receiving training and this may impact on their ability to remain on the training programme.

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 off-the-job training. 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 off-the-job training. 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 off-the-job training which 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
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9

65