

New
Specification



General Certificate of Secondary Education
2018

Hospitality

Unit 1:

The Hospitality Industry

[GPT11]

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 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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(i) A healthy meal is best described as:

(a) A selection of foods from different food groups

(b) A plate containing brightly coloured food items

(c) A dish served in small portions

(ii) Protein is important for:

(a) Providing warmth in the body

(b) Developing strong bones and teeth

(c) Growth and repair of body tissue

(iii) Vitamins are named using:

(a) Numbers

(b) Letters

(c) Roman numerals

(iv) Anaphylactic shock is when a person's:

(a) blood sugar levels decrease

(b) body takes a severe reaction to a specific food

(c) stomach swells

(v) The Eat Well Guide is made up of:

(a) 6 food groups

(b) 5 food groups

(c) 4 food groups

(5 × [1])

[5]

5

2 (a) For each industry circle the hospitality outlet and type of customer you may find. An example has been completed for you. (AO1)

Industry	Hospitality Outlet	Type of Customer
Leisure	Gym Health Bar Bistro	Young Child Members
Travel	Airport Coffee Kiosk Health Centre	Residents Tourists
Tourism	Residential Home Museum Cafe	Visitors Patients
Health	Hospital Canteen Public House	Medical Staff Business people
Education	Youth Hostel University Students' Union Bar	Students Children

(8 × [1])

[8]

(b) Describe the term catering services sector. (AO1, AO2)

- Sector provides food and drink for staff, clients, residents or visitors when this is not its primary purpose
- Examples of outlets in this sector include hospitals, prisons and schools.

All other valid points will be given credit

Simple description [1]

Description with elaboration or example [1]

(1 × [2])

[2]

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3 (a) Write down **five** other items that should be included. (AO1)

- Sterile bandages
- Scissors
- Eyewash
- Triangular bandages
- Sterile water
- Medical tape
- Sterile dressings.

All other valid points will be given credit

(5 × [1])

[5]

(b) Explain **three** steps a first aider should take when treating a burn. (AO1, AO2)

- Hold under cold water for at least 10 minutes to cool the area
- Pat dry with a non-fluffy cloth to avoid material irritating the burn
- Remove any jewellery or clothing near the burn area to reduce the risk of further damage
- Protect the area with a sterile non-adhesive dressing or cover with cling film or plastic bag to prevent infection
- Seek medical attention if the injury is serious by dialling 999.

All other valid points will be given credit

Treatment identified [1]

Treatment explained [1]

(3 × [2])

[6]

(c) Identify and explain **three** legal requirements for first aid in hospitality outlets. (AO1, AO2)

Legal requirement – There must be at least one first aid box for every 150 people.

Explanation – To ensure there is sufficient supplies to treat injured individuals.

Legal requirement – There must be at least one named qualified first aider for every 150 people.

Explanation – To ensure injured individuals receive the correct treatment.

Legal requirement – There must be a ‘responsible person’ in charge of first aid.

Explanation – To ensure procedures are followed in the outlet.

Legal requirement – First aid boxes must be regularly checked for their content.

Explanation – To ensure sufficient contents and products are in date.

All other valid points will be given credit

Legal requirement identified [1]

Legal requirement explained [1]

(3 × [2])

[6]

17

4 (a) Explain **three** benefits of hotels using a star rating system. (AO1, AO2)

- The star rating system gives guests an indication of the facilities provided, e.g. gym or pool
- It provides some guidance to potential guests on the price they will be expected to pay for accommodation to allow guests to make a decision
- It will help guests to know the level of service they can expect to ensure they are not disappointed
- Hotels can use the star rating system as an advertising tool to help the hotel attract new customers.

All other valid points will be given credit

Benefit identified [1]

Benefit explained [1]

(3 × [2])

[6]

(b) Describe how the Food Hygiene Rating Scheme, 2011 (FHRS) can benefit the following: (AO1, AO2)

(i) Customers:

- The outlet must display the rating at the entrance and this provides information to potential customers and helps them decide if they want to use the outlet
- More confidence as outlet has been checked and approved by external agency
- Potential to improve customer satisfaction as the risk of food poisoning is reduced.

(ii) Outlet:

- The scheme could be used as a form of advertising to generate more business as people will be more inclined to use outlets with a high rating
- A high score promotes a positive image and encourages customers so there is a greater turnover for the business and it makes a profit
- Improves working practices and reduces the risk of adverse publicity which could harm the business.

All other valid points will be given credit

Simple description [1]

Description with elaboration or example [1]

(2 × [2])

[4]

AVAILABLE
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10

- 5 (a) Department managers play a key role in ensuring the hotel operates efficiently. Explain **one** different role of each department manager. (AO2)

Head Chef:

- Creating new dishes for the various menus to attract new customers and retain current customers
- Train food preparation staff in kitchen procedures to develop their skills and knowledge
- Liaise with other departments to ensure smooth running of the hotel.

Housekeeper:

- Checking bedrooms are serviced to correctly maintain hotel's high standards
- Carry out staff appraisals to monitor and improve staff performance
- Ordering of stock for accommodation department to ensure customer satisfaction is achieved.

Restaurant Manager:

- Make reservations for guests in advance of them arriving to ensure they have a table at the correct time and in their preferred area
- Deal with complaints from guests quickly to maintain guest satisfaction
- Liaise with waiting staff regularly to ensure all waiting staff know their duties
- Train waiting staff so they have the skills and knowledge to create a good impression with customers.

General Manager:

- Overseeing all departments in the hotel to ensure smooth running of the hotel
- Handling and resolving major complaints for guests quickly and efficiently to ensure all guests have an enjoyable stay
- Set department budgets for hotel to maximise hotel's profit
- Organise meetings with heads of each department to discuss issues allowing concerns to be resolved quickly.

All other valid points will be given credit

Role or responsibility identified [1]

Role or responsibility explained [1]

(4 × [2])

[8]

- (b) Explain **three** skills a manager should have when working for a large hotel. (AO1, AO2)

- Good communication skills so all staff clearly know their roles and responsibilities
- Competent ICT skills to be able to monitor and assess productivity and staff performance
- Excellent decision making skills to ensure the efficient running of the hotel
- Efficient problem solving skills to ensure hotel operates smoothly.

All other valid points will be given credit

Skill identified [1]

Skill explained [1]

(3 × [2])

[6]

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6 Evaluate the decision for employers to provide on-the-job training for employees. (AO3)

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Positive points of on-the-job Training

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

Negative points of on-the-job Training

- If too many mistakes are made by trainees this may 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 develop bad habits picked up from observing other employees.

[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 on-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 on-the-job training. Draws some reasonable conclusions. Quality of written communication is competent. The candidate makes a reasonable selection and use of an 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 mark in Level 2.

Level 3 ([7]–[9])

Overall impression: Highly Competent

Good range of advantages and disadvantages of on-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]

9

Total

65