



*Rewarding Learning*

**General Certificate of Secondary Education  
2025**

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# **Hospitality**

Unit 1:

The Hospitality Industry

**[GPT11]**

**TUESDAY 20 MAY, AFTERNOON**

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**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 (a) Read the table below and circle the correct outlet and type of customer for the industry. Circle only **one** answer for each box. (AO1)

Industry	Outlet	Type of Customer
Tourism	residential home	visitors
	museum	patients
Health	hospital	medical staff
	public house	business people
Education	youth hostel	students
	college	children
Travel	airport	residents
	health centre	tourists

(8 × [1])

[8]

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

- Sector provides food and drink for staff, clients, residents or visitors but this is not the primary purpose of the organisation. This sector includes hospitals, prisons, schools, residential homes, in-house staff food, leisure and tourism outlets.

Simple description [1]

Description with elaboration or example [1]

(1 × [2])

[2]

10

AVAILABLE  
MARKS

2 (a) Read the following statements and tick the box beside the correct answer.  
(AO1)

AVAILABLE  
MARKS

(i) There must be at least one first-aid box for every:

- A 50 people.
- B 100 people.
- C 150 people.

(ii) COSHH procedures ensure the safe storage of:

- A ingredients.
- B chemicals.
- C liquids.

(iii) RIDDOR state all employers must:

- A hide all accidents from employees.
- B report serious accidents to HSE.
- C contact emergency services for all accidents.

(iv) Food Information Regulations (NI) 2014 state that all catering outlets must:

- A identify the quantity of all ingredients.
- B list the unit price of each ingredient.
- C provide information on any allergens.

(v) The HACCP system should be in place in all:

- A reception areas.
- B commercial and catering kitchens.
- C accommodation departments.

(vi) Food Hygiene Rating Scheme is based on an outlet's:

- A quality customer care.
- B employment opportunities for staff.
- C food hygiene practices.

(6 × [1])

[6]

(b) Write down **four** items commonly found in a first aid box. (AO1)

- Plasters
- Sterile gauze pads of different sizes
- Adhesive tape
- Elastic bandage
- Antiseptic wipes
- Scissors
- Safety pins
- Disposable instant cold packs
- Plastic non-latex gloves
- Mouthpiece for giving CPR.

All other valid points will be given credit.

(4 × [1])

[4]

(c) Explain **three** steps a first aider should take when treating a minor cut. (AO2)

- Put on non-latex gloves to prevent cross-contamination
- Clean the cut with cold water to remove any dirt
- Apply gentle pressure to stop the bleeding
- Pat the cut dry with a non-fluffy 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.

Step identified [1]

Step explained [1]

(3 × [2])

[6]

AVAILABLE  
MARKS

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3 A new city centre hotel is recruiting for a range of job roles.

AVAILABLE  
MARKS

(a) Write down **four** sources the hotel could use to advertise for staff. (AO1)

- Local newspaper
- Job Centre
- Recruitment agency
- Online website
- Social media platforms
- Careers notice board in school/college.

All other valid points will be given credit.

(4 × [1])

[4]

(b) Explain **three** skills a manager should have to work in a large hotel. (AO2)

- Good communication skills so all staff clearly know their roles and responsibilities
- Competent ICT skills to be able to monitor and assess productivity
- Excellent listening skills to make sure all information is understood clearly
- Efficient problem-solving skills to ensure hotel operates smoothly
- Strong leadership skills to ensure high morale amongst staff
- Proficient time-keeping to prevent disruption in the hotel that may impact on others working
- Excellent decision making skills to ensure the efficient running of the hotel.

All other valid points will be given credit.

Skill identified [1]

Skill explained [1]

(3 × [2])

[6]

10

4 (a) Explain **two** ways the Eatwell Guide can encourage a healthy diet. (AO2)

- Provides a visual representation of the different foods and drinks individuals should consume making it easier to recognise
- Identifies the types of food that should be consumed to encourage individuals to make better choices
- Illustrates the amount of food required from different food groups so improving understanding of portion control.

All other valid points will be given credit.

Way identified [1]

Way explained [1]

(2 × [2])

[4]

(b) Explain **three** ways a chef could improve the nutritional value of meals for older people in a residential home. (AO2)

- Increase foods containing vitamin D and calcium to reduce their risk of developing 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 people 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 developing hypertension.

All other valid points will be given credit.

Way identified [1]

Way explained [1]

(3 × [2])

[6]

AVAILABLE  
MARKS

10



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

AVAILABLE  
MARKS

**Advantages of off-the-job training**

- Receive an external qualification that will improve their job prospects
- Employees 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 improve their understanding of the job role
- Trainer is professionally qualified therefore teaching will be to a high standard for the employees
- Employees get the opportunity to meet new people and network
- Employees learn industry standards and develop their knowledge.

**Disadvantages of off-the-job training**

- Employees may not be used to a teaching environment and find it difficult to concentrate
- Could be expensive for employees to attend training outlet, e.g. transport costs, lunch costs
- Employees will have very little practical knowledge or skills of how to carry out specific tasks in their own workplace which may cause them stress
- Employees 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]

9

**Total**

**65**