



Rewarding Learning

**General Certificate of Secondary Education
2014**

Hospitality

Unit 1: The Hospitality Industry

[GHP11]

WEDNESDAY 4 JUNE, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of students in schools and colleges.

The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes, therefore, are regarded as part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

1 (a) Write down **six** health and safety hazards in this kitchen. (AO1)

- Pet in kitchen
- Fridge door left open
- Knife sitting over the edge
- Saucepan handle pointing over the cooker top
- Spillage on floor
- Food stored incorrectly
- Dishes/crockery stacked too high
- Lead dangling on the floor
- Chemicals left out on counter.

All other valid points will be given credit.

(6 × [1])

[6]

(b) Explain the purpose of the Food Safety Act, 1990. (AO1, AO2)

- To prevent consumers from becoming ill as a direct result from eating unsafe food
- To reduce the risk of consumers being misled about the food/food products they are purchasing
- Makes the establishment responsible to produce safe food at every stage of production to avoid prosecution.

[1] mark for keyword or phrase

[1] for elaboration or examples

(1 × [2])

[2]

8

2 (a) Write down **two** different outlets for each sector. (AO1)

Commercial sector	Restaurant/Public house/Fast food outlet/ Hotel/B&B/Guesthouse
Catering Services sector	School/Residential home/Prison/ Office canteen/Hospital

All other valid points will be given credit.

(4 × [1])

[4]

(b) Write down **two** industries the hospitality industry has links with. (AO1)

- Travel
- Tourism
- Health
- Education.

All other valid points will be given credit.

(2 × [1])

[2]

6

- 3 (a) Write down **two** examples of record keeping used in a hotel. (AO1)
- Reservations
 - Cleaning schedules
 - Registration card
 - Arrival and departure list
 - Telephone logging
 - Financial statistics
 - Department analysis figures
 - Billing for guest services, e.g. newspaper, laundry
 - Food/Bar requisitions
 - Restaurant bookings
 - Incident Logbook.
- All other valid points will be given credit.
(2 × [1]) [2]

- (b) Explain **two** reasons why it is important for hotel staff to keep accurate records. (AO1, AO2)
- Enables staff to check a booking without the need for the person who took the booking being there
 - Reduce the possibility of mistakes happening, e.g. no booking/double booking which could lead to guest complaints
 - Allows the managers to analyse the performance of the different hotel departments
 - Provides checklists for stock control purposes
 - Send out promotional material to guests to encourage repeat bookings
 - In the event of a guest being involved in an accident, information can be used to resolve issue
 - Allows managers to identify any issues and put strategies in place to correct
 - Improve reputation of hotel as mistakes are kept to a minimum.
- [1] mark for keyword or phrase
[1] for elaboration or examples
(2 × [2]) [4]

- 4 (a) Explain the term silver service. (AO1, AO2)
- Food is served with a spoon and fork at table onto customers plates from service dishes
 - Normally used at formal occasions, e.g. weddings, formals.
- [1] mark for keyword or phrase
[1] for elaboration or examples
(1 × [2]) [2]

- (b) Write down **four** steps that should be taken by a food outlet when it receives an order for home delivery. (AO1, AO2)
- Take order from customer
 - Check order with customer
 - Confirm customer details, e.g. name, delivery address
 - Advise customer of total cost, e.g. food bill and delivery charge
 - Give approximate waiting time
 - Order is prepared in kitchen by staff
 - Once ready, order is delivered to address
 - Payment for order is taken on receipt of food.
- All other valid points will be given credit.
(1 × [4]) [4]

6

6

- 5 (a) Write down **two** areas in a hotel where beverages are served. (AO1)
- Bar
 - Restaurant
 - Foyer
 - Bedroom
- All other valid points will be given credit.
(2 × [1]) [2]

- (b) Explain **two** benefits to a hotel of providing branded complimentary products in a bedroom. (AO1, AO2)
- Free advertising of the hotel as products may be taken home and used at a later stage
 - Provides good impression of the hotel for the guest therefore creating positive corporate image
 - Guests may feel more valued and spend more time and money within hotel.
- [1] mark for keyword or phrase
[1] for elaboration or examples
(2 × [2]) [4]

- 6 Discuss **one** way each of the following could promote a positive image to customers. (AO1, AO2, AO3)

Appearance of Waiting Staff

- Uniforms must be clean and worn neatly to give the customer a good first impression
- Uniforms must be free from spills/stains to prevent unpleasant odours occurring
- Beards and moustaches should be kept clean and short to prevent stray hairs getting onto food
- Jewellery should be kept to a minimum to prevent any accidents
- Footwear worn should cover the toes to protect feet from any falling objects
- Footwear should have no heel or a low heel to give the employee support when carrying trays/plates.

Hygiene of Staff

- Hands and nails must be clean to prevent cross-contamination when handling food
- Cuts must be covered with a waterproof dressing (blue plaster) to reduce the spread of infection
- Staff must not cough or sneeze over food to prevent germs from spreading
- Avoid unhygienic habits, e.g. licking fingers, scratching head, etc. as this may create a poor impression.
- Hair should be tied back so it does not fall over food or drink when preparing or serving food/drink to customers

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Attitude of Staff

- Positive tone of voice when speaking to customers to create a warm environment
 - Friendly/welcoming manner when dealing with customers to make the customer feel welcome
 - Good use of body language, e.g. good eye contact, arms uncrossed, etc. to let the customer know the staff member is interested in them.
- [1] mark for keyword or phrase
[1] for elaboration or examples
(3 × [2]) [6]

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- 7 (a) Explain **three** points the hotel manager should discuss with the organiser to ensure the day is successful. (AO1, AO2)
- Size of room required to ensure it can accommodate all people involved in the competition
 - Room set up – ensure all requirements are met, e.g. stage, judges table
 - Specialist equipment to run competition, e.g. data projector, microphones
 - Refreshments – for competitors and judges
 - Number of people attending to ensure the hotel has enough staff to cover
 - Decorations required to help create the right environment
 - Holding area for competitors to allow for rehearsals
 - Payment of bill – before or after the event
 - Time the event will begin at to ensure the room is ready and event can start promptly.
- [1] mark for keyword or phrase
[1] for elaboration or examples
(3 × [2]) [6]

- (b) Explain **two** ways the reception staff could deal with requests. (AO1, AO2)
- Post details about the competition to the individual so they can read over the information at their leisure
 - Direct the individual to the hotel's website allowing them to access the information themselves
 - Receptionist answers the individual's query directly by telephone or in person.
- [1] mark for keyword or phrase
[1] for elaboration or examples
(2 × [2]) [4]

10

- 8 (a)** Explain **two** reasons why some people choose a vegetarian diet.
(AO1, AO2)
- Individual has very strong feelings about the way animals are kept and slaughtered
 - Land that is used to feed animals could feed many more people if used for crops
 - Vegetarian diet is considered to be much healthier than a diet that contains meat
 - Many cases of food poisoning in the media are linked to meat consumption.
- [1] mark for keyword or phrase
[1] for elaboration or examples
(2 × [2]) [4]
- (b)** Explain **two** ways a restaurant can offer menu choices which contribute to a balanced diet for vegetarians. (AO1, AO2)
- Using meat alternatives so customers receive proteins for growth and repair
 - Include wholemeal pasta, rice and bread to provide a good source of dietary fibre
 - Serve fruit and vegetables in more innovative ways, e.g. soups, smoothies
- [1] mark for keyword or phrase
[1] for elaboration or examples
(2 × [2]) [4]
- 9 (a)** Explain **three** benefits of using a recruitment agency to source work.
(AO1, AO2)
- Wide range of different agencies available making it easier to access an agency close to home
 - Positions available are normally kept up to date so time would not be wasted in searching for jobs
 - Employees are trained in specific area and can provide advice on skills or qualities that may be required for the job
 - Many agencies have internet access allowing the individual to check for vacancies frequently
 - Many employers specifically go to a recruitment agency providing a large number of possible vacancies.
- [1] mark for keyword or phrase
[1] for elaboration or examples
(3 × [2]) [6]

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A university student has recently got a job as a Barperson. (AO1, AO2, AO3)

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(b) Discuss the duties he will carry out.

- Ensure the bar and surrounding area is kept clean at all times
- Ensure that empty glasses are cleared quickly and efficiently to avoid any accidents
- Able to operate the till and manage the float
- Handling money and giving customers back the correct change
- Follow company procedures at all times to maintain company's high standards
- Receive and store deliveries of products
- Maintain product knowledge
- Carry out instructions given by management staff
- Replenish products when needed
- Adhere to health and safety policies to reduce the risk of accidents
- Work well with others in the team to achieve sales targets
- Dealing with customer complaints.

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 points. 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. Presentation, 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 points. 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. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([7]–[9])

Overall impression: Highly Competent

Good range of well explained appropriate points. 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. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear. [9]

15

10 Evaluate the use of comment cards as a method of monitoring customer care in the hotel. (AO1, AO2, AO3)

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Advantages

- Only take a short time to complete so the response from customers may be high
- They can be placed on the tables so customers can complete the card at their own pace
- Can be analysed quickly by management and results discussed with staff members
- Can be completed anonymously so customers don't feel pressurised
- Highlights areas of weakness, allowing management to put in place improvement strategies
- Identify good practice.

Disadvantages

- Cards completed anonymously may prevent problems identified from being followed up
- Cards not taken seriously by customers and silly comments recorded
- Cards may be ignored by customers and feedback views difficult to achieve
- Managers need time to collate responses and relay comments to staff
- One customer may fill in several cards causing misleading, unrepresentative feedback
- Cards may only be completed by people with strong views so not representative of the majority
- Lack of space to record comments, therefore limited information for manager to analyse.

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 points. 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. Presentation, 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 points. 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. Candidates who only identify advantages or disadvantages cannot progress into Level 3. Relevant material is organised with clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([7]–[9])

Overall impression: Highly Competent

Good range of well explained appropriate points, including positive and negative.

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. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.

[9]

Total

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9

80