



General Certificate of Secondary Education
2013

Hospitality
Assessment Unit 1

assessing

The Hospitality Industry

[GHP11]

WEDNESDAY 15 MAY, MORNING

**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 that they should apply in allocating marks to the candidates' responses.

Assessment objectives

Below are the assessment objectives for GCSE Hospitality.

Candidates must:

- recall, select, and communicate their knowledge and understanding specified in the subject content (AO1);
- apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks (AO2); and
- analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions (AO3).

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality 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.

Types of mark scheme

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 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:

AO1

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. Presentation, 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. Presentation, 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 extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that meaning is clear.

1 The hospitality industry uses many methods of communication.

(a) Write down **two** examples of written communication.

- letter
- fax
- memo
- email.

All other valid points will be given credit

(2 × [1])

[2]

Body language is referred to as non-verbal communication.

(b) Write down **three** types of body language a receptionist may use with customers.

- eye contact
- facial expressions
- body posture and movement
- hand gestures
- physical distance.

All other valid points will be given credit

(3 × [1])

[3]

5

2 Food service is a main part of the hospitality industry.

(a) Write down **one** different advantage and disadvantage for each of the following types of food service.

| TYPE OF SERVICE | ADVANTAGES | DISADVANTAGES |
|-----------------|--|---|
| Silver Service | <ul style="list-style-type: none"> • customers receive a more personal service • meal can be adapted by customer, e.g. portion sizes and choice • demonstrates employees skills. | <ul style="list-style-type: none"> • can take a long time to complete service • staff costs are higher as more staff are required to complete job • staff require specialist training. |
| Self-Service | <ul style="list-style-type: none"> • high turnover of food • fast service – customers are not waiting too long • low level of skills required by staff • customers can see what's available before they make their choice. | <ul style="list-style-type: none"> • often customers have to queue • impulse buying by guests • limited choice available • food sitting too long and may be spoiled and not appetising. |
| Family Service | <ul style="list-style-type: none"> • less time consuming • sociable experience • customers determine their own portion size. | <ul style="list-style-type: none"> • careful portion control from kitchen required • time consuming • limits menu choice. |

All other valid points will be given credit
(6 × [1])

[6]

(b) Explain **two** benefits to a hotel when a “set” menu is served at a banquet.

- know the amounts of food to be ordered so avoids unnecessary waste
- many of the ingredients can be prepared or partly cooked prior to the function taking place therefore reducing work pressure for staff
- saves time for service staff as orders from menus do not have to be taken
- all customers will be served their meal close together avoiding any delays/complaints from customers
- allows for maximised profit as food quantities are known in advance.

[1] for keyword or phrase

[1] for elaboration or examples

(2 × [2])

[4]

10

3 Quality customer care is important in the hospitality industry.

- (a) Explain **one** way staff in a restaurant can ensure their customers are happy with the service provided.
- staff being attentive and fulfilling requests made by customers
 - efficient – taking orders, serving customers therefore reducing the possibility of delays
 - good communication skills – informing customers of specials, content of dishes so customer does not have to ask or guess the ingredients.

[1] for keyword or phrase

[1] for elaboration or examples

(1 × [2])

[2]

- (b) Explain **two** ways quality customer care may benefit employees.

- job satisfaction giving a sense of achievement/pride
- rewards – tips from customers to supplement wages
- possible promotion/bonus as a reward for quality service
- not having to deal with as many complaints, creating a better atmosphere to work in.

[1] for keyword or phrase

[1] for elaboration or examples

(2 × [2])

[4]

- (c) Explain **two** effects poor quality customer care would have on the business.

- loss of profits therefore unable to reinvest into business
- poor reputation resulting in less customers
- staff redundancies as unable to retain staff
- little opportunity for expansion, preventing the business from growing.

[1] for keyword or phrase

[1] for elaboration or examples

(2 × [2])

[4]

10

4 Matthew has recently graduated from university with a degree in hospitality.

(a) Write down **two** sources where Matthew could look for employment in management.

- newspaper
- recruitment/employment agency
- internet sites
- specialised hospitality and catering magazines/journals.

All other valid points will be given credit

(2 × [1])

[2]

(b) Matthew has successfully been appointed as a hotel manager. Explain **four** duties Matthew will be expected to carry out.

- prepare staff rotas to ensure hotel is adequately staffed in all areas
- carry out staff training to ensure staff are up to date with hotel policies/procedures
- set department targets to promote efficiency around the hotel
- chair meetings with other department managers and supervisory staff to discuss and resolve any issues
- set standards and ensure all standards are being met in all departments
- hiring of employees by interviewing potential staff to assess individual suitability
- review all operational areas within the hotel to ensure hotel is operating smoothly and making profit
- deal with customer complaints promptly and provide resolution.

[1] for keyword or phrase

[1] for elaboration or examples

[4 × [2])

[8]

10

5 The new manager of a coffee house understands the importance of presenting a positive image.

Explain **one** way the manager could present a positive image to customers in relation to:

Appearance of staff

- full uniform to be worn at all times so staff are noticeable for customers
- clean physical appearance gives a good first impression
- long hair tied back to avoid hair getting into customers' food
- clean uniform to demonstrate a high standard of cleanliness.

Corporate Image

- name badges so all staff can be identified by customers
- company logo on all products to promote business
- staff uniforms to allow staff to be recognised easily by customers.

[1] for keyword or phrase

[1] for elaboration or examples

([2 × [2]])

[4]

4

6 Most employers regularly hold staff appraisals.

Explain **one** reason why these are important for the:

1. Employees

- identifies their area of weakness and allows for training
- improve job satisfaction because of acknowledgement from management on individual's performance
- allows the employee time to raise any issues of concern.

2. Employer

- analyse individual staff performance and department performance
- highlight training needs for individuals and departments
- helps track staff performance
- opportunity for employer to get feedback from staff to improve systems or procedures.

[1] for keyword or phrase

[1] for elaboration or examples

([2 × [2]])

[4]

4

- 7 A Very Important Person (VIP) is attending an awards ceremony and is staying at the 5 Star Grand Imperial Hotel.

Explain **three** ways the hotel could meet the needs of this VIP.

- security enhanced to ensure guest's safety
- menu tailored to suit their dietary requirements
- mini bar restocked with guest's preferred drinks
- set times arranged to allow guest to access leisure facilities to ensure privacy
- member of staff assigned to fulfill guest's requirements
- special arrangements for check-in and check-out to maintain guest's privacy.

[1] for keyword or phrase

[1] for elaboration or examples

(3 × [2])

[6]

6

- 8 The Regulation Reform (Fire Safety) Order, 2005, requires businesses to put in place fire precautions as far as it is practical for the business.

(a) Explain **two** responsibilities an employer has under the order.

- employers must let their employees know of any risks to them to ensure they are aware of the situation
- employers must give new employees training in fire precaution in event of a fire so they are confident if a fire did break out
- employers must ensure fire-fighting and fire detection equipment is available and easy to access for all employees, reducing the risk of injury.

[1] for keyword or phrase

[1] for elaboration or examples

(2 × [2])

[4]

(b) Write down **three** types of fire-fighting equipment a business could purchase.

- fire extinguishers
- fire blankets
- sprinkler systems
- hose reels.

All other valid points will be given credit

(3 × [1])

[3]

7

- 9 Discuss the importance of health and safety in the hospitality industry.
- improves the safety of employees and customers
 - promotes a good reputation for the business and avoids negative publicity from media sources
 - staff have a safe working environment therefore there is a low staff turnover
 - staff are reassured and carry out the job role with more confidence
 - reduce the risk of legal action being taken against the employer, e.g. prosecution
 - employer is abiding by the law
 - staff know procedures to follow so avoids the risk of accidents to customers
 - avoids employer having to pay fines/penalties or legal costs which may result in prosecution.

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, 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]

9

- 10 (a)** Describe **three** steps a waiter may use when dealing with a complaint from a customer.
- acknowledge the customer immediately and say sorry to prevent customer getting more annoyed/upset
 - listen carefully to what the customer has to say without interrupting to allow the customers to explain their complaint in full
 - summarise complaint back to customer letting them know the waiter understands
 - explain the action the waiter will now take to resolve the complaint and he will carry out this action immediately
 - re-check with the customer to ensure they are satisfied
 - record complaint in the complaint book to monitor types of complaints being recorded.
- [1] for description
[1] for fuller explanation
(3 × [2]) [6]

- (b)** Discuss the advantages of a hospitality outlet having a complaints procedure.
- staff are clear on the procedures to be followed when handling a complaint allowing them to deal with the complaint more efficiently
 - staff are consistent in the handling of complaints within the business resulting in customers leaving satisfied
 - staff develop confidence in customer care therefore providing a higher quality of service
 - demonstrates a high level of professionalism of staff that improves image of business
 - used as a benchmark for staff appraisal/performance review allowing for areas of improvement to be identified
 - set standards within area of business and maintains standards for all staff
 - good evaluation tool to monitor business and identify areas of weakness
 - complaints are more likely to be resolved effectively ensuring that customers are satisfied.

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

Total

80