



*Rewarding Learning*

**General Certificate of Secondary Education  
2023**

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# **Hospitality**

Unit 1:

The Hospitality Industry

**[GPT11]**

**TUESDAY 6 JUNE, MORNING**

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

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(i) One duty of a kitchen porter is to:

- (a) create new dishes for a lunchtime menu
- (b) order ingredients from suppliers
- (c) prepare vegetables for the chef

(ii) Waiting staff should have a good knowledge of:

- (a) the local area
- (b) the dishes on the menu
- (c) the profit made at the end of an evening service

(iii) Front office staff include:

- (a) Concierge
- (b) Commis Chef
- (c) Room Attendant

(iv) One responsibility of a housekeeper is to:

- (a) take reservations
- (b) organise staff rotas for accommodation department
- (c) check quality of ingredients

(v) The main role of an events manager is to:

- (a) make the receptionist job easier
- (b) help clients organise their function
- (c) train waiting staff for the restaurant

(5 × [1])

[5]

(b) Hospitality plays a role in the education industry.

Write down **four** other industries. (AO1)

- Travel
- Tourism
- Health
- Leisure

(4 × [1])

[4]

(c) Write down **two** outlets in the commercial sector. (AO1)

- Hotels
- Public houses
- Restaurants
- Fast food outlets
- Café
- Bistro

Any other valid points will be given credit

(2 × [1])

[2]

(d) Describe the term catering services sector. (AO1, 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]

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2 A new 3-star hotel is opening in the local area.

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(a) Explain **two** benefits to the hotel of using the star rating system. (AO1, AO2)

- Hotel will know the criteria used to assess standards and will be able to identify exactly what they have to do to achieve each star rating
- Hotels can use the star rating system as an advertising tool to help attract new guests
- Free marketing support materials are provided and can be used as a marketing tool to promote the business
- Hotel will be able to advertise on specific tourism websites. This may result in an increased number of bookings thus increasing profit
- Hotel receives an annual report of strengths and weaknesses which may help identify possible improvements leading to greater customer satisfaction.

Benefit identified [1]

Benefit explained [1]

(2 × [2])

[4]

(b) The hotel will provide new employees with on-the-job training.

Explain **three** benefits for the hotel of on-the-job training. (AO2, AO3)

- Less expensive for hotel as they do not need to pay for courses in local FE colleges
- Employer can observe and monitor employee performance to ensure it is up to hotel standards
- Better flexibility as training can take place at a time that suits both the hotel and employee and doesn't impact too much on the business
- Less time consuming for hotel as employees only learn the hotel's procedures and training is completed quicker
- As employee is not off site when being trained, no additional staff will be required thus saving on staffing costs.

All other valid points will be given credit

Benefit identified [1]

Benefit explained [1]

(3 × [2])

[6]

10

3 A triangular bandage is an example of one item found in a first-aid box.

(a) Write down **five** other items that would be included. (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

Any other valid points will be given credit

(5 × [1])

[5]

(b) Identify **one** action a first-aider would take to treat the following and explain the reason for taking this action. (AO1, AO2)

#### **Small cut on finger**

Action a first aider would take.

- Clean cut with running water
- Pat cut dry with sterile dressing
- Cover cut with plaster

Reason for action taken.

- To remove any dirt
- To remove excess moisture
- To reduce risk of infection

#### **Scald on the wrist**

Action a first aider would take.

- Hold under cold running water for at least 10 minutes
- Cover with sterile dressing
- Remove jewellery

Reason for action taken.

- To cool the scald and prevent further damage
- Reduce risk of infection
- To allow for possible swelling and help cool area

#### **Guest found unconscious but breathing**

Action a first aider would take.

- Call out for assistance
- Dial 999 and ask for ambulance
- Place guest in recovery position

Reason for action taken.

- To get additional support
- To get professional assistance
- To avoid airway being obstructed

**Individual going into anaphylactic shock**

Action a first aider would take.

- Dial 999 and ask for ambulance
- Administer auto-injector
- Get individual to sit upright

Reason for action taken.

- To get medical help immediately
- To make breathing easier
- To relax muscles in the airway

Any other valid points will be given credit

(8 × [1])

[8]

13

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4 Health and safety at work promotes good working practices.

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(a) Write down **three** responsibilities employers have to protect employees under the Health and Safety at Work legislation. (AO1)

- Ensure workplace is regularly monitored and working practices are revised
- Provide safe storage for substances that could be a risk to safety
- Make sure all work practices are safe
- Provide appropriate information, instructions, training and supervision of staff
- Provide and maintain safe equipment and systems of work
- Provide a safe working environment with adequate toilet, washing and changing facilities.

Any other valid points will be given credit

(3 × [1])

[3]

(b) Explain the purpose of HACCP in a commercial kitchen. (AO2)

- Identifies where hazards might occur in the food production process that could cause harm
- Allows management to put into place stringent actions to prevent the hazards from occurring.

RIDDOR states that employers must report all accidents that take place in the workplace.

Purpose identified [1]

Purpose explained [1]

Any other valid points will be given credit

(1 × [2])

[2]

(c) Explain why employers must carry out this procedure. (AO2)

- It is a legal requirement so that Health and Safety Executive (HSE) can investigate serious accidents
- To identify reasons for the cause of the accident, so that recommended actions/procedures can be put in place.

Reason identified [1]

Reason explained [1]

Any other valid points will be given credit

(1 × [2])

[2]

(d) Explain **one** benefit of implementing COSHH in the workplace. (AO2)

- Protect staff and premises as safe working practices with chemicals are put in place
- Staff feel safer in workplace and this may improve productivity
- Reduce staff absences as fewer accidents take place
- Reduce insurance premiums as procedures for safe practice are enforced.

Benefit identified [1]

Benefit explained [1]

(1 × [2])

[2]

9

5 Following government recommendations, hospitals must offer healthy, nutritious meals for patients.

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(a) Write down the **five** groups of nutrients found in food. (AO1)

- Protein
- Fat
- Carbohydrates
- Vitamins
- Minerals

(5 × [1])

[5]

(b) Explain **three** ways a chef in a hospital can improve meals for a patient with heart disease. (AO2, AO3)

- Reduce the amount of saturated fat in dishes as this can lower blood cholesterol
- Include plenty of fruit and vegetables in dishes to ensure patient gets a wide range of vitamins and minerals
- Include fibre rich foods, e.g. wholegrains to regulate blood pressure
- Choose low fat, low sugar ingredients to reduce blood fats (triglycerides)
- Avoid using salt as this can contribute to hypertension which is a risk factor for heart disease
- Control portion sizes of dishes to help maintain a healthy weight.

Any other valid points will be given credit

Improvement identified [1]

Improvement explained [1]

(3 × [2])

[6]

11

**6** Analyse the importance of a hotel Duty Manager having good interpersonal skills.

- Verbal communication to ensure staff clearly know their roles and responsibilities
- Written communication allows the manager to communicate with staff and customers
- Non-verbal communication – positive body language will help make staff and customers feel welcome and valued
- Leadership skills to ensure high morale amongst staff
- Teamwork to be able to work together to create a happy working environment
- Time-keeping to prevent disruption in the hotel that may impact on others working
- Competent ICT 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.

[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 of a Duty Manager having good interpersonal skills. 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 points of a Duty Manager having good interpersonal skills. 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.

**Level 3 ([7]–[9])**

Overall impression: Highly Competent

Identifies a good range of points of a Duty Manager having good interpersonal skills, 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**

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9

**65**