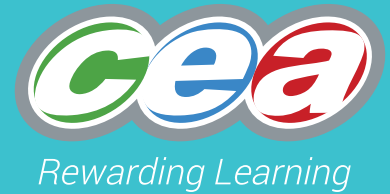


GCSE



CCEA GCSE Specimen Assessment Materials for **Hospitality**

For first teaching from September 2017
For first assessment in Summer 2018
For first award in Summer 2019
Subject Code: 0007



Foreword

CCEA has developed new specifications which comply with criteria for GCSE qualifications. The specimen assessment materials accompanying new specifications are provided to give centres guidance on the structure and character of the planned assessments in advance of the first assessment. It is intended that the specimen assessment materials contained in this booklet will help teachers and students to understand, as fully as possible, the markers' expectations of candidates' responses to the types of tasks and questions set at GCSE level. These specimen assessment materials should be used in conjunction with CCEA's GCSE Hospitality specification.

GCSE Hospitality

Specimen Assessment Materials

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Subject Code	0007
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SPECIMEN PAPERS



Rewarding Learning

General Certificate of Secondary Education
2018

Centre Number

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Candidate Number

--	--	--	--

Hospitality

Unit 1:

The Hospitality Industry

[CODE]

SPECIMEN PAPER

TIME

1 hour.

INSTRUCTIONS TO CANDIDATES

Write your Centre Number and Candidate Number in the spaces provided at the top of this page.

Write your answers in the spaces provided in this question paper.

Answer **all six** questions.

INFORMATION FOR CANDIDATES

The total mark for this paper is 65.

Figures in brackets printed down the right-hand side of pages indicate the marks awarded to each question or part question.

Quality of written communication will be assessed in **question 6**.

For Examiner's use only	
Question Number	Marks
1	
2	
3	
4	
5	
6	
Total Marks	

1 (a) Read each statement and circle **true** or **false**. Circle only **one** answer for each statement.

A receptionist in a hotel must be able to speak a foreign language	TRUE	FALSE	[1]
A residential home prepares and serves meals to residents	TRUE	FALSE	[1]
Mc Donalds is a fast food restaurant	TRUE	FALSE	[1]
A Head Chef is in charge of the restaurant team	TRUE	FALSE	[1]

(b) The hospitality industry is divided into two sectors, the commercial sector and catering services sector.

Read each definition below and name the sector.

Definition 1:

This sector includes any hospitality and catering businesses that have their main source of income from the sale of food and drink and/or accommodation. This sector includes hotels, restaurants and fast-food outlets.

The sector is _____ [1]

Definition 2:

This sector can provide food and drink for its workers, clients, residents or visitors even though this is not its primary purpose. This sector includes hospitals, prisons and schools.

The sector is _____ [1]

Examiner Only	
Marks	Re-mark

2 (a) Front Office and Administration are **two** of the departments that make up a hotel.

Write down **two** other departments.

1 _____ [1]

2 _____ [1]

(b) Explain **three** reasons why it is important to have strong links between departments in a hotel, and demonstrate the importance of these links to the smooth running of the hotel.

1 _____

_____ [2]

2 _____

_____ [2]

3 _____

_____ [2]

Examiner Only	
Marks	Re-mark

3 (a) Complete the table below by writing down **two** different roles for each job title.

Job Title	Job Roles
Room Attendant	1 _____ [1]
	_____ [1]
	2 _____ [1]
	_____ [1]
Sous Chef	1 _____ [1]
	_____ [1]
	2 _____ [1]
	_____ [1]
Receptionist	1 _____ [1]
	_____ [1]
	2 _____ [1]
	_____ [1]

(b) Write down **three** sources where a restaurant could advertise locally for waiters.

- 1 _____ [1]
- 2 _____ [1]
- 3 _____ [1]

Examiner Only	
Marks	Re-mark

(c) Explain **three** qualities a receptionist should have to work in a hotel.

1 _____

_____ [2]

2 _____

_____ [2]

3 _____

_____ [2]

Examiner Only	
Marks	Re-mark

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

Examiner Only

Marks **Re-mark**

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

A 50 people

B 100 people

C 150 people

[1]

(ii) Health and Safety is the responsibility of:

A employers

B employees

C employers and employees

[1]

(iii) COSHH procedures ensure the safe storage of:

A ingredients

B chemicals

C liquids

[1]

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

A commercial and catering kitchens

B reception area

C accommodation

[1]

(v) The piece of legislation that focuses on fire prevention and procedures is:

A Health and Safety at Work Act (1974)

B Reporting of Injuries, Diseases and Dangerous Occurrence Regulations 2013 (RIDDOR)

C Fire Safety Regulations (NI) (2010)

[1]

(b) Describe three steps a first aider in a commercial kitchen may take when treating a small cut on the finger.

1 _____

_____ [2]

2 _____

_____ [2]

3 _____

_____ [2]

Examiner Only	
Marks	Re-mark

5 (a) Explain **two** healthy cooking methods that you would recommend in the preparation of a healthy meal or dish.

1 _____

_____ [2]

2 _____

_____ [2]

(b) Describe how each nutrient is used in the body.

Protein

_____ [2]

Carbohydrates

_____ [2]

Vitamins

_____ [2]

Examiner Only	
Marks	Re-mark

(c) A local indoor play activity centre has planned the menu below for children's parties.

Children's Party Menu

Chicken nuggets

Raw vegetable batons

Sweet potato fries

Ice-cream

Fresh strawberries

Fruit Shoot drink

Analyse the planned menu.

How suitable is this menu for children aged 3 to 6 years?

[6]

Examiner Only	
Marks	Re-mark

6 Hotels are rated by a star system.

Evaluate the advantages and disadvantages of a star system for a hotel.

The quality of your written communication will be assessed in this question.

Examiner Only	
Marks	Re-mark

THIS IS THE END OF THE QUESTION PAPER



Rewarding Learning

General Certificate of Secondary Education
2019

Centre Number

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Candidate Number

--	--	--	--

Hospitality

Unit 2:

Hospitality and the Customer

[CODE]

SPECIMEN PAPER

TIME

1 hour.

INSTRUCTIONS TO CANDIDATES

Write your Centre Number and Candidate Number in the spaces provided at the top of this page.

Write your answers in the spaces provided in this question paper.

Answer **all six** questions.

INFORMATION FOR CANDIDATES

The total mark for this paper is 65.

Figures in brackets printed down the right-hand side of pages indicate the marks awarded to each question or part question.

Quality of written communication will be assessed in **question 6**.

For Examiner's use only	
Question Number	Marks
1	
2	
3	
4	
5	
6	
Total Marks	

1 (a) Write down **two** ways a hotel could meet the needs of a family with a baby.

1 _____ [1]

2 _____ [1]

(b) Explain **three** services that a hotel could provide to meet the needs of a family with two teenagers.

1 _____

_____ [2]

2 _____

_____ [2]

3 _____

_____ [2]

Examiner Only	
Marks	Re-mark

(c) Read each statement and circle **true** or **false**. Circle only **one** answer for each statement.

(i) Table service is more expensive to provide than a counter service.

True False

[1]

(ii) Transported meal systems are used by airlines.

True False

[1]

(iii) The Gueridon system of service is used in fast food outlets.

True False

[1]

(iv) Starters, drinks and desserts can be served by staff during carvery service.

True False

[1]

(v) Silver service is usually carried out at a function.

True False

[1]

(d) Explain **two** advantages of having a drinks vending machine in a hotel corridor.

1 _____

_____ [2]

2 _____

_____ [2]

Examiner Only	
Marks	Re-mark



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Examiner Only	
Marks	Re-mark

(a) Write down **three** ways a waiter could promote a positive image through appearance and hygiene.

- 1 _____ [1]
- 2 _____ [1]
- 3 _____ [1]

(b) Explain **two** benefits of a company having a good corporate image.

- 1 _____ [2]
- 2 _____ [2]

(c) Explain the term 'mystery customer'.

- _____ [2]

3 (a) Explain **four** steps an employee could take to deal effectively with a customer complaint.

1 _____

_____ [2]

2 _____

_____ [2]

3 _____

_____ [2]

4 _____

_____ [2]

Examiner Only	
Marks	Re-mark

(b) Describe **three** methods a Head Chef could use to communicate with the kitchen brigade.

1 _____

_____ [2]

2 _____

_____ [2]

3 _____

_____ [2]

Examiner Only	
Marks	Re-mark

4 (a) Guests are often asked to complete a questionnaire following a stay in a hotel.

Explain **three** ways the hotel could use this information.

1 _____

_____ [2]

2 _____

_____ [2]

3 _____

_____ [2]

(b) Explain **one** benefit of a loyalty card to a hospitality outlet.

_____ [2]

Examiner Only	
Marks	Re-mark

5 A fast food chain is opening in your area.

(a) Explain **two** ways it could advertise its products and services.

1 _____

_____ [2]

2 _____

_____ [2]

(b) Analyse **two** promotional activities it may use to attract customers.

1 _____

_____ [2]

2 _____

_____ [2]

Examiner Only	
Marks	Re-mark

- 6 Mr and Mrs Jones have booked a standard room at the five star Sunshine Hotel. The Marketing Department has asked receptionists to increase guest spending.

Discuss a range of selling and promotional opportunities a receptionist may use.

The quality of your written communication will be assessed in this question.

Examiner Only

Marks Re-mark

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THIS IS THE END OF THE QUESTION PAPER

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General Certificate of Secondary Education

Hospitality

Unit 3:

Food and Beverage
Preparation and Service

[CODE]
SPECIMEN

**GUIDANCE ON
CONTROLLED
ASSESSMENT**

Guidance for Controlled Assessment for Unit 3

Students must:

- A. produce a portfolio of three short tasks (30% of the assessment weighting); and
- B. contribute to the team planning and carrying out of a function (20% of the assessment weighting).

A. Portfolio - Three Short Tasks (Tasks 1, 2 and 3)

1. The suggested guided time for each of the three tasks is **8 hours** (total 24 hours).
2. The maximum number of words for each task is **1000** words.
3. The time for the practical session is **1 hour 30 minutes**.
4. Over the three tasks the focus will be on different parts of a typical menu from hospitality outlets, i.e. starters/light bites, main courses and desserts.
5. Candidates will be expected to cook a dish for four people. They will demonstrate a range of practical skills in each practical session. Where a skill is repeated in more than one task, candidates can only access the top markband once.
6. A detailed plan listing ingredients, resources and timed plan of work is not required for Tasks 1 and 2. This is only required for Task 3. Task 3 will involve making more than one dish, therefore candidates will produce recipes, costed food orders, resources list and a timed order of work.
7. The emphasis on practical food preparation and presentation skills should always be on standards required within the hospitality outlet set in the task.
8. To meet the three assessment objectives candidates will be assessed in a range of skills from the specification over the three tasks, for example:
 - research;
 - mathematical/costing/portioning;
 - analysis;
 - justifying choices/applying knowledge and understanding;
 - planning;
 - practical skills/creativity;
 - evaluation;
 - making judgements; and
 - drawing conclusions.

The table below sets out the marks available in Tasks 1, 2 and 3 for each Assessment Objective. (See Mark Scheme for details of Assessment Criteria)

Assessment Objective	Maximum mark available	
Task 1		
Task Analysis (AO1)	9	
Practical Skills (AO2)	25	
Evaluation (AO3)	6	
	Total marks: 40	
Task 2		
Task Analysis (AO1)	9	
Practical Skills (AO2)	25	
Evaluation (AO3)	6	
	Total marks: 40	
Task 3		
Planning Activities and Time Plan (AO1)	9	
Practical Skills (AO2)	25	
Evaluation (AO3)	6	
	Total marks: 40	
	Total marks: 120	

Please refer to Appendix 2 of the specification for the assessment criteria for Tasks 1, 2 and 3.

9. The quality of written communication will be assessed throughout the portfolio.

Example of a Portfolio Task for Tasks 1 or 2

Please note that candidates will not be required to produce a resource list or time plan in Tasks 1 or 2.

Your local garden centre is opening a restaurant. You are responsible for creating a lunch menu.

- (a) Research three possible meat based dishes to include on the mains section of the menu. (AO1)
- (b) Select one of the dishes and justify your choice. (AO1)
- (c) Prepare, cook and serve your chosen dish in 1 hour and 30 minutes. (AO2)
- (d) Evaluate your work. (AO3)

Example of a Portfolio Task for Task 3

The chef in the Happy Eater Bistro wants to introduce a five item traditional Ulster breakfast menu. The choice includes eggs (fried, poached or scrambled).

- (a) Draw up a breakfast menu. (AO1)
- (b) Produce a planning sheet for the preparation and service of the breakfast within a 1 hour and 30 minutes time frame. The plan should include the following:
 - Ingredients list;
 - Equipment list; and
 - Time plan. (AO1)
- (c) Work out the selling price of the breakfast for the menu. (AO1)
- (d) Prepare and serve your chosen breakfast for two people in 1 hour and 30 minutes. (AO2)
- (e) Evaluate your work. (AO3)

B. Plan an Event or Function Assignment

1. The controlled assessment task for the event or function must be chosen from one of three broad areas set by CCEA.
2. Centres should devise a scenario within one of the broad areas to enable candidates to meet the demands of the assessment criteria.
3. Candidates must be involved in the team planning, implementation and evaluation of an event or function for a minimum of 10 to a maximum of 20 people.
4. The suggested time for the event or function is a minimum of **15 guided hours**.
5. The maximum number of words is **1700 words**.
6. The time for the practical session is **3 hours**.
7. Candidates may carry out food preparation roles, front of house roles or a mixture of both depending on the circumstances within a centre.
8. The event or function allows candidates to demonstrate their ability and skills to work in a team. It is recommended that the team should be no more than 12 students.

The table below sets out the marks available in the 'Plan an Event or Function' assignment for each Assessment Objective.

Assessment Objective	Maximum mark available	
Task Analysis (AO1)	6	
Planning:		
Planning Activities	12	
Time Plan	9	
	Total marks: 27	
Practical Skills (AO2)		
• Skills and Methods	15	
• Safety and Hygiene	6	
• Practical Outcomes	18	
	Total marks: 39	
Evaluation (AO3)		
Personal Evaluation	6	
Team Evaluation	8	
	Total marks: 14	
	Total marks: 80	

Please refer to Appendix 2 of the specification for the assessment criteria for the Event or Function Assignment.

9. The quality of written communication will be assessed in the Task Analysis and Evaluation elements.

Example of an Event or Function Assignment

Candidates must be involved in the planning, implementing and evaluating an event or function for at least 10–20 people.

Examples include:

- a themed meal;
- a buffet lunch; or
- a school event.

The assignment must include the following:

(a) Task analysis. (AO1)

(b) Planning, including:

- resources and equipment;
- methods and an ingredients list;
- individual job role; and
- a time plan. (AO1)
-

(c) Practical skills, including:

- a range of skills;
- an understanding of personal hygiene and safety;
- selecting and using equipment and ingredients safely and hygienically;
- organising and sequencing activities and identifying priorities; and
- producing an outcome that is appropriate to the task. (AO2)
-

(d) Team evaluation. (AO3)

(e) Personal evaluation. (AO3)

MARK SCHEMES



General Certificate of Secondary Education

Hospitality

GENERAL MARKING INSTRUCTIONS

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.

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Rewarding Learning

**General Certificate of Secondary Education
2018**

Hospitality

Unit 1:

The Hospitality Industry

[CODE]

SPECIMEN

**MARK
SCHEME**

- 1 (a) Read each statement and circle **true** or **false**. Circle only one answer for each statement. (AO1)

A receptionist in a hotel must be able to speak a foreign language FALSE [1]

A residential home prepares and serves meals to residents TRUE [1]

McDonalds is a fast food restaurant TRUE [1]

A Head Chef is in charge of the restaurant team FALSE [1]

(4 × [1]) [4]

- (b) The hospitality industry is divided into two sectors, the commercial sector and catering services sector. Read each definition below and name the sector. (AO1)

Definition 1:

This sector includes any hospitality and catering businesses that have their main source of income from the sale of food and drink and/or accommodation. This sector includes hotels, restaurants and fast-food outlets.

The sector is commercial [1]

Definition 2:

This sector can provide food and drink for its workers, clients, residents or visitors even though this is not its primary purpose. This sector includes hospitals, prisons and schools.

The sector is catering services [1]

(2 × [1]) [2]

6

- 2 (a) Front Office and Administration are two of the departments that make up a hotel.

Write down **two** other departments. (AO1)

Any **two** from:

- Accommodation
- Food Preparation
- Food and Beverage Service
- Management

All other valid points will be given credit.

(2 × [1]) [2]

(b) Explain **three** reasons why it is important to have strong links between departments in a hotel, and demonstrate the importance of these links to the smooth running of the hotel. (AO1, AO2)

- Departments are more efficient reducing the possibility of guest complaints
- Fewer arguments between staff as each member knows their role and responsibilities in each department thus creating a happier work place
- Management can inform other departments about possible issues, e.g. staffing to ensure all departments are prepared
- Any special request made by guests will be relayed to the correct department accurately therefore enhancing the overall experience for the guest

All other valid points will be given credit

Reason identified [1]

Reason explained [2]

(3 × [2])

[6]

8

3 (a) Complete the table below by writing down **two** different roles for each job title. (AO1)

Job Title	Job Roles
Room Attendant	Any two from: <ul style="list-style-type: none"> • Servicing bedrooms • Cleaning public areas of the hotel • Organising cleaning cart before duty • Reporting any damage to property to housekeeper
Sous Chef	Any two from: <ul style="list-style-type: none"> • Assist head chef with creating menus/new dishes • Training of commis chefs • In charge of kitchen if Head Chef is absent • Preparing and cooking dishes on the menu
Receptionist	Any two from: <ul style="list-style-type: none"> • Answer telephone queries • Answer guest queries at reception • Check guests in and out of hotel • Finalise bills at the end of guests stay

All other valid points will be given credit

(3 × [2])

[6]

(b) Write down **three** sources where a restaurant could advertise locally for waiters. (AO1)

Any **three** from:

- Local newspaper
- Job centre
- Careers notice board in school or college
- Social media
- Hotel website
- Recruitment agency

All other valid points will be given credit

(3 × [1])

[3]

(c) Explain **three** qualities a receptionist should have to work in a hotel. (AO1, AO2)

Any **three** from:

- Friendly approach when dealing with queries so customers feel relaxed
- Ability to work under pressure when reception is busy
- Enthusiastic personality that creates happier atmosphere for guests
- Being punctual when arriving to work to avoid letting employer or colleagues down
- Smart personal appearance to create a good first impression with customers

All other valid points will be given credit

Quality identified [1]

Quality explained [2]

(3 × [2])

[6]

15

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

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

A 50 people

B 100 people

C 150 people

✓

[1]

(ii) Health and Safety is the responsibility of:

A employers

B employees

C employers and employees

✓

[1]

AVAILABLE
MARKS

			AVAILABLE MARKS
(iii)	COSHH procedures ensure safe storage of:		
	A ingredients		
	B chemicals	✓	[1]
	C liquids		
(iv)	The HACCP system should be in place in all:		
	A commercial and catering kitchens	✓	[1]
	B reception area		
	C accommodation		
(v)	The piece of legislation that focuses on fire prevention and procedures is:		
	A Health and Safety at Work Act (1974)		
	B Reporting of Injuries, Diseases and Dangerous Occurrence Regulations 2013 (RIDDOR)		
	C Fire Safety Regulations (NI) (2010)	✓	[1]
			[5]
(b)	Describe three steps a first aider in a commercial kitchen may take when treating a small cut on the finger. (AO1, AO2)		
	Any three from:		
	• Wash cut with cool running water to remove any debris		
	• Check cut for any debris that could possibly cause infection		
	• Dry cut with disposable paper towel to avoid contamination		
	• Press the cut and hold finger above the heart to reduce bleeding		
	• Cover cut with a blue plaster to keep wound clean		
	All other valid points will be given credit		
	Step identified [1]		
	Step described [1]		
	(3 × [2])		[6]

11

- 5 (a) Explain **two** healthy cooking methods that you would recommend, in the preparation of a healthy meal or dish. (AO1, AO2)

Any **two** of the following:

- Steaming – food can be cooked in steam and nutrients are not overly boiled; good for vegetables
- Baking – cooking food in the oven without fat, e.g. baked potatoes
- Stir-frying – cooking meat and vegetables quickly and with little oil
- Boiling – using water and no fat
- Grilling – food is placed on a wire rack and fat can be disposed of after cooking
- Poaching – cooking food in hot water using liquid and no fat

All other valid points will be given credit

Method identified [1]

Method explained [2]

(2 × [2])

[4]

- (b) Describe how each nutrient is used in the body. (AO2)

Protein

- Used for growth in children, adolescents, pregnant women and nursing mothers
- It is required throughout life for maintenance and repair of body tissues, growth of hair, nails and skin
- It can be used to provide energy if energy foods are low in the diet

Carbohydrates

- Main function is to provide energy
- Carbohydrate in the form of sugar provides instant short term energy while starch provides the body with long term energy
- If the body does not use the energy provided by carbohydrate it is converted to fat in the body and can lead to obesity/overweight

Vitamins

- Protect against disease to improve physical health
- Vitamins are essential to life as they help the body to release nutrients from food
- When the diet does not supply vitamins then a number of diseases/health problems may result, e.g. anaemia occurs when vitamin C is low as the body cannot use the mineral iron

All other valid points will be given credit

Simple description of how nutrient is used [1]

Description with elaboration or example [2]

(3 × [2])

[6]

- (c) A local indoor play activity centre has planned the menu below for children's parties.

Analyse the planned menu.

How suitable is this menu for children aged 3 to 6 years? (AO2, AO3)

<p>Children's Party Menu</p> <p><i>Chicken nuggets</i></p> <p><i>Raw vegetable batons</i></p> <p><i>Sweet potato fries</i></p> <p><i>Ice-cream</i></p> <p><i>Fresh strawberries</i></p> <p><i>Fruit Shoot drink</i></p>
--

- The menu includes food with a variety of colours and textures - this will be appealing to children in this age group and encourage them to eat a range of foods
- It includes food containing high levels of calcium and vitamin D - this will encourage strong bone and teeth formation in children as bones are growing and developing
- It includes protein foods – these will be good for growth; important for children
- Fresh vegetables and fruit are included – this will promote healthy eating for children
- Some of the food is fried – this does not encourage good eating habits throughout childhood
- The drink may contain a lot of sugar – this leads to tooth decay and is a major problem for children
- The drink may contain artificial colouring – this contributes to hyperactivity in children

Simple statement about the menu [1]

Accurate with analysis [2]

Accurate with analysis and clear reference to children [3]

(2 × [3])

[6]

16

- 6 Hotels are rated by a star system. Evaluate the advantages and disadvantages of a star system for a hotel. (AO3)

Advantages may include:

- Star ratings are easy to understand for customers.
- Customers can select the hotel to match the star rating they prefer. A high star rating will attract customers willing to pay more for their hotel.
- The hotel will have to provide the services and standard of accommodation that matches their star rating.

- The star rating can be used to promote the hotel and attract new customers.

Disadvantages may include:

- It may be expensive to provide a high standard of service and accommodation to match a high star rating, e.g. en-suite facilities or leisure facilities.
- Smaller hotels may find it difficult to achieve the rating they would like because they cannot provide certain facilities.

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 the star rating system. 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 the star rating system. 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

Good range of advantages and disadvantages of the star rating system 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

AVAILABLE
MARKS



Rewarding Learning

**General Certificate of Secondary Education
2019**

Hospitality

Unit 2:

Hospitality and the Customer

[CODE]

SPECIMEN

**MARK
SCHEME**

1 (a) Write down **two** ways a hotel could meet the needs of a family with a baby. (AO1)

Any **two** from:

- Cot
- High Chair
- Bottle warmer
- Microwave
- Baby listening service

All other valid points will be given credit

(2 × [1])

[2]

(b) Explain **three** services that a hotel could provide to meet the needs of a family with two teenagers. (AO1, AO2)

Any **three** from:

- Provision of a games room with table tennis, table football etc. for teenagers to join with others their own age or get away from adults
- Provide games consoles in the hotel bedrooms for teenagers to use in the evenings
- Provide PC and WiFi areas for teenagers to access internet and keep in contact with their friends
- Provide a teenage friendly club with staff to organise activities to keep them occupied

All other valid points will be given credit

Service identified [1]

Service explained [2]

(3 × [2])

[6]

(c) Read each statement and circle **true** or **false**. Circle only **one** answer for each statement. (AO1)

- | | | |
|--|-------|-----|
| (i) Table service is more expensive to provide than a counter service | TRUE | [1] |
| (ii) Transported meal systems are used by airlines | TRUE | [1] |
| (iii) The Gueridon system of service is used in fast food outlets | FALSE | [1] |
| (iv) Starters, drinks and desserts can be served by staff during carvery service | TRUE | [1] |
| (v) Silver service is usually carried out at a function | TRUE | [1] |

[5]

(d) Explain **two** advantages of having a drinks vending machine in a hotel corridor. (AO1, AO2)

Any **two** from:

- The vending machine company has responsibility for replenishing supplies and collecting money enabling the hotel to provide a service for guests
- Guests can access a range of chilled drinks 24/7 and when the bar is closed
- Guests can select and access drinks immediately and do not have to wait for room service
- A convenient way for guests to access and pay for a range of drinks at a lower cost than using room service.

All other valid points will be given credit

(2 × [2])

Advantage identified [1]

Advantage explained [2] [4]

17

2 (a) Write down **three** ways a waiter could promote a positive image through appearance and hygiene. (AO1)

Any **three** from:

- Tidy uniform
- Little or no makeup or jewellery
- Short and clean fingernails
- Wash or shower daily/no offensive body odour
- Clean and tidy hair
- No chewing gum
- Cuts and wounds covered with appropriate clean dressings
- No visible tattoos or piercings

All other valid points will be given credit

(3 × [1])

[3]

(b) Explain **two** benefits of a company having a good corporate image. (AO1, AO2)

•

Any **two** from:

- A company logo will be part of the corporate image and all employees will be dressed in uniform, easily recognised by guests
- Guests will know the standard of facilities to expect as furnishings and decor will be similar in all outlets
- The use of the company logo on toiletries, stationery etc. is a method of advertising
- The guests will know the quality of food to expect as the menus will be similar in all outlets

All other valid points will be given credit

Benefit identified [1]

Benefit explained [2]

(2 × [2])

[4]

(c) Explain the term 'mystery customer.' (AO1, AO2)

- A customer employed by an establishment to provide feedback on the experience
- He/she will be unknown to the employees to ensure feedback on the establishment is accurate
- He/she will work with a checklist to allow comparison between outlets and focus on issues identified by the employers

All other valid points will be given credit

Simple statement [1]

Statement accurately explained [2]

(1 × [2])

[2]

9

3 (a) Explain **four** steps an employee could take to deal effectively with a customer complaint. (AO1, AO2)

Any **four** from:

- Acknowledge the customer immediately and say sorry that the customer is unhappy with the service
- Listen carefully to ensure they understand the complaint and the customer knows they are being taken seriously
- Summarise the complaint by repeating back to the customer what was said to make sure they understand
- Solve the problem so the customer can continue to enjoy their experience
- Thank the customer for their patience and for drawing attention to the issue enabling the employee to solve the problem

All other valid points will be given credit

Step identified [1]

Step explained [2]

(4 × [2])

[8]

(b) Describe **three** methods a Head Chef could use to communicate with the kitchen brigade. (AO1, AO2)

Any **three** from:

- Verbal communication, e.g. holding regular meetings to discuss issues
- Written communication, e.g. use a kitchen notice board to outline plans and schedules
- Use non verbal communication during services, e.g. pointing, gesturing
- ICT, e.g. email/memos to ensure all staff are kept updated when off duty
- Social media, e.g. text or facebook

All other valid points will be given credit

Method identified [1]

Method described [2]

(3 × [2])

[6]

14

AVAILABLE
MARKS

- 4 (a) Guests are often asked to complete a questionnaire following a stay in a hotel.

Explain **three** ways the hotel could use this information. (AO1, AO2)

Any **three** from:

- The feedback from customers may highlight weaknesses that will help the hotel improve their products or services
- The strengths identified can be used in promotional materials to market the business
- The training needs for staff could be tailored to areas of weakness
- Staff morale could be raised by rewarding staff who have provided good service

All other valid points will be given credit

Way identified [1]

Way explained [2]

(3 × [2])

[6]

- (b) Explain **one** benefit of a loyalty card to a hospitality outlet. (AO1, AO2)

Any **one** from:

- To encourage regular custom/repeat business as points accumulated usually earn a reward
- Can be used as a marketing tool as customer may talk about the benefits to others so advertising the company
- Registering the card provides the outlet with customer details for on line marketing

All other valid points will be given credit

Benefit identified [1]

Benefit explained [2]

(1 × [2])

[2]

8

5 A fast food chain is opening in your area. (AO1, AO2)

(a) Explain **two** ways it could advertise its products and services.

Any **two** from:

- Social media, e.g. twitter/facebook to target customers as this is widely used as a means of communication
- Website which could be easily accessed by potential customers for details of menus
- Sponsorship, e.g. at sporting fixtures – provide an opportunity to reach a wide audience
- Mail drop in local area to make people aware of menus and opening times.

All other valid points will be given credit

Way identified [1]

Way explained [1]

(2 × [2])

[4]

(b) Analyse **two** promotional activities it may use to attract customers. (AO3)

Any **two** from:

- Meal deals with discounts when purchasing more than one item so attracting customers because they save money
- Special low cost menus available to attract customers at a less busy time, e.g. early evening to boost trade
- Promotional gifts, especially for children, to encourage repeat business
- Loyalty cards, to encourage repeat business.

All other valid points will be given credit.

Method of promotion identified [1]

Accurate with elaboration [2]

(2 × [2])

[4]

8

6 Mr and Mrs Jones have booked a standard room at the five star Sunshine Hotel. The Marketing Department has asked receptionists to increase guest spending.

Discuss a range of selling and promotional opportunities a receptionist may use. (AO3)

- Offer customers an upgrade of a room to a suite or superior room for a small additional fee, thus increasing the revenue generated
- Offer to book customers in for dinner in the hotel thus increasing the amount of money the customer is likely to spend during their stay
- Promote the use of the leisure and spa facilities, so the customer is spending on these additional services and has a more enjoyable experience

- Offer an additional night's stay free or with a discount during non-busy times to ensure the hotel is full. This means guests stay for longer and spend more so increasing the hotel's revenue. Also encourages them to book, choosing hotel over another hotel.
- By promoting the hotel shop the receptionist can encourage guests to purchase a souvenir to remind them of their stay which increases spending in the hotel
- Make sure guests are fully aware of the facilities and services the hotel has, e.g. meals and spa to encourage them to spend on these services
- Promote a sister hotel or restaurant in the area thus confining the spending power of the guest to the hotel chain

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. 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. 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

Good range of well explained appropriate points. 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

AVAILABLE MARKS



INVESTORS
IN PEOPLE

