

CONFIDENTIAL



GCSE MARKING SCHEME

SUMMER 2016

**HOSPITALITY AND CATERING
UNIT 4 - HOSPITALITY AND THE CUSTOMER**

INTRODUCTION

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

Online marking

WJEC will be using a method of marking examination scripts known as e marker® for this paper. Under this system, candidates' scripts are scanned and then transmitted to examiners electronically via the internet. Examiners mark on-screen; marked responses and marks are then submitted electronically.

Whilst the basic principles remain unchanged, this method entails some important changes to the way the system operates when examiners mark on paper:

- Examiners do not mark complete scripts. Instead scripts are divided into segments by question (item), and are transmitted to examiners in this form. Therefore, each candidate's script will be marked by a number of different examiners.
- Examiners are required to complete an online standardising exercise. This involves the marking of a number of common candidate responses (roughly 30 of each item) which will be included in examiners' allocations at regular intervals during the process. Should marks given to these items fall outside the tolerance agreed by senior examiners on more than one occasion, examiners will be prevented from further marking of that item until the team leader has been able to resolve the issue.

In terms of technical requirements, examiners participating will need a personal computer running on Windows XP, Vista or Version 7 and a broadband internet connection. With an Apple Mac a Windows emulator is required.

For further details, please see the user guide available one marker® when you log on. Instructions on how to log on to the system and your username and password have been sent separately.

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Q.1	<p>Award 1 mark for each correct answer [3]</p> <p>(i) False (ii) True (iii) False</p>
Q.2	<p>Award 1 mark for each correct answer [3]</p> <p>(i) B (ii) C (iii) A</p>
Q.3	<p>Award 1 mark for each correct answer [2]</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • Head Housekeeper • Housekeeper • Room attendant/chambermaid • Maintenance officer • Domestic/cleaner • Night porter
Q.4	<p>Award 1 mark for each correct answer [4]</p> <p>Answers could include:</p> <p>Staff Members</p> <ul style="list-style-type: none"> • Do not have to think about what to wear • Saves money/wear and tear on their own clothes • Larger establishments also launder the uniform – saving time and money • Staff feel part of a team • All look same so no discrimination • Health and safety (only accept once in (i) or (ii)) • Easily recognisable (only accept once in (i) or (ii)) <p>Establishment</p> <ul style="list-style-type: none"> • Corporate identity/staff recognised nationally • Staff look neat and tidy • Creates a good impression for customers • Customers know who to approach • Health and safety

<p>Q.5 (a)</p>	<p>Award 1 mark for each correct point made. [3]</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • Provide jobs for (local) people • Use local tradesmen • Buy local produce • Provide more choice for locals to eat out • Bring more people into the town, more general trade • Generate more income for the town/more profit • Regeneration of buildings
<p>(b)</p>	<p>Award 1 mark for each correct answer. [3]</p> <ul style="list-style-type: none"> • Smart appearance • Appropriate body language • Good personal hygiene • Polite/well mannered • Good communication skills/speaks clearly/good listener • Good command of English • Basic knowledge of food/menus • Clear handwriting • Basic ICT skills • Good references • Good command of another language • Experience • Training • Reliable • Good timekeeping • Able to take initiative • Confident • Good team skills <p>NB: This list is not exhaustive</p> <p>Accept slightly different wording for the same point</p>
<p>(c)</p>	<p>Award 1 mark for each correct duty given with some explanation. [3]</p> <p>Award a maximum of 2 marks for a basic/brief list even if there are three points, as answer must describe.</p> <p>(3 marks must be 3 points with some description)</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • Show customers to their table (in some establishments) • Take orders • Pass orders/liaise with the kitchen • Serve food and drink • Lay tables with relevant cutlery • Clear tables • Present bill/take money at the end of the meal • Knowledge of food and drink available, know about/inform customers about allergies • Take bookings/answer the phone • Manage tables they are in charge of • Check customers are happy/met customers' needs e.g. Fetch a high chair, move chairs for disabled etc.

(d)

Criteria marked: examiners to refer to paper version of mark scheme

[3]

(i) **Award 0 marks** for incorrect response.

Award 1-2 marks for an answer that recalls some knowledge and demonstrates a basic understanding of how to deal with customer complaints.

Award 3 marks for an answer that recalls knowledge and demonstrates a good understanding of the correct procedure. The answer will include a minimum of 3 points with some evidence of discussion.

Answers may make reference to:

- Listen
- Apologise
- Assure the customer that you will find out about the delay straight away
- Check with the kitchen to find out why the food is delayed
- Report back to the customer with reason and idea of time
- Discuss situation with manager
- Possibility of free drink/dessert – if agreed with manager
- Apologise again
- Stay calm
- Be professional and be polite

(ii) Criteria marked: examiners to refer to paper version of mark scheme

Award 0 marks for incorrect response.

[3]

Award 1-2 marks for an answer that recalls some knowledge and demonstrates a basic understanding of the correct procedure.

Award 3 marks for an answer that demonstrates a good understanding of the required procedure. The answer will include a minimum of 3 points with some evidence of discussion.

Answer may make reference to:

- Stay calm
- Get first aid kit/first aider
- Elevate finger
- If bleeding freely, apply pressure/remove from the view of customers
- (Ask another member of staff to) clear the glass/wear gloves
- Dispose of glass/dressings correctly
- Cover the cut with a blue waterproof plaster/or brightly coloured
- Check the waiter is feeling fine
- Record in the accident book
- Check for blood spillage
- If serious cut: advise waiter on further treatment, take over his customers/tables etc.

<p>Q.6 (a)</p>	<p>Award 1 mark for each correct point in relation to the menu type with some description. [4]</p> <p>Award 2 marks for (i), 2 marks for (ii)</p> <p>N.B. Award 1 mark for 2 points with no description e.g. limited, cheap</p> <p>Answers could include:</p> <p>(i) Fast-food</p> <ul style="list-style-type: none"> • Items priced individually • May be themed e.g. burgers • Often have meal deals/specials • Easy to view/displayed above service area/picture format • Limited choice of dishes e.g. Subway lots of choice but mostly bread based • Often standard menus • Cheaper options <p>(ii) À la carte</p> <ul style="list-style-type: none"> • All dishes cooked to order • dishes/accompaniments individually priced • More refined dining than fast food • Expensive • Wider choice ingredients used/dishes/courses • May change more regularly e.g. seasonal <p>NB. Remember this is the differences in the Menu choice</p>
<p>(b)</p>	<p>(i) Award 1 mark for each correct advantage [2]</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • Know in advance what they will be paying/set price/fixed price for specified number of courses • Can decide in advance what they are eating • As a limited menu, service should be fairly quick • Allows them to sample the restaurant's food without committing to great expense <p>(ii) Award 1 mark for each correct advantage [2]</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • Able to buy in bulk • Less waste/more profit • Attract a wider/different trade to that of the evening • Can pre-prepare much of the food as it is a limited menu • Good way of using up excess stock • Helps with advance menu planning/stock control

<p>Q.7 (a)</p>	<p>Award 1 mark for each correct point made with no explanation. [3]</p> <p>Award up to 2 marks (or one point well explained).</p> <p>Award 3 marks for at least two points well explained.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • It is the law/EU regulations • To improve their reputation • Attracts new customers • Customers encouraged to return • Saves money • Saves resources • Reduce pollution/reduces carbon footprint
<p>(b)</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Criteria marked: examiners to refer to paper version of mark scheme</p> </div> <p>Award 0 marks for incorrect response. [9]</p> <p>Award 1-2 marks for a basic answer of how to reduce, reuse and recycle.</p> <p>Award 3-5 marks for a more detailed answer that shows understanding of the three Rs, with at least one expanded point in each section.</p> <p>Award 6-8 marks for a detailed answer that covers all three areas. Answers will include 6-7 points with some evidence of discussion.</p> <p>Award 9 marks for a full answer covering all 3 areas.</p> <p>Reduce Answers could include:</p> <ul style="list-style-type: none"> • Buying ingredients that are fresh or in less packaging • Buy ingredients in bulk • Only serve water to customers when they ask for it • Serve water by the glass rather than placing a jug on the table • Make sure that washing machines/dishwashers are full before being switched on • Invest in energy saving equipment • Use accurate portion control • Energy saving light bulbs • Install showers rather than baths • Encourage guests to use towels more than once • Push button/auto taps • Dual flush toilets/hippo bricks • Keycards to activate electric in the room • Heating/air con only on in rooms that are booked/occupied • Automatic lights • Thick curtains/double glazing • Small kettles in rooms • Re fillable toiletries • Make use of emails for receipts, ordering etc. to save paper

(b)
(cont.)

Re-use

Answers could include:

- Re-use large plastic containers for storing other items
- Cardboard boxes could be used on wet floors
- Use leftover vegetables (not cooked) for soups
- Re use jars for storage
- Repair and reuse broken equipment
- Rainwater for the garden

Recycle

Answers could include:

- Recycle food waste- most authorities recycle waste for compost
- Have recycling bins in the kitchen for glass/paper/card/cans
- Use old towels for cleaning cloths

This list is not exhaustive

Accept any other acceptable responses

Q.8

Criteria marked: examiners to refer to paper version of mark scheme

[8]

Award 0 marks for incorrect response.

Award 1-2 marks for a basic answer that recalls some knowledge and demonstrates a basic understanding of how ICT may be used in the successful running of a hotel.

Award 3-6 marks for a more detailed answer showing a good understanding of how ICT can be used in the running of a hotel. There will be some evidence of discussion.

NB. Credit up to 3 marks for extensive list with no justification as question is "Assess"

Award 7-8 marks for a full answer. Answer will include 6-7 relevant points with some evidence of discussion of how ICT may be used in the successful running of a hotel.

Answers could include:

- Bookings; rooms, meals, functions, events etc.
- Stock records
- Menu planning/printing menus
- Staff rotas
- Staff details/pay
- Ordering/delivery of stock
- Stock rotation
- Cleaning schedules/ housekeeping
- EPOS – customer orders relayed straight to the kitchen/ipads/hand held devices
- Advertising/Marketing
- Web page
- Researching dietary conditions, trends in food choice, etc.
- Security: cameras/keycards etc.
- Accounting/wages
- Customer feedback/complaints
- Training for staff
- Recording customers special needs/requirements
- In house entertainment/ICT resources attracts customers
- Skype/webinar available

This list is not exhaustive.

Accept any other acceptable responses.

Q.9 (a) Candidates need to be improving/enhancing the given menu by suggesting garnishes, adding accompaniments, etc. NOT replacing dishes [8]

Criteria marked: examiners to refer to paper version of mark scheme

Award 0 marks for incorrect response.

Award 1-3 marks for an answer that recalls some knowledge and demonstrates a basic understanding of how to make the given menu more varied and interesting.

Learners can be awarded 1 mark for each change, to any course with no explanation

Award 4-6 marks for an answer that recalls knowledge and demonstrates good understanding of how to make the menu more varied and interesting. The answer will include a minimum of 3 changes, (one to each course) with some evidence of discussion.

Award 7-8 marks for a full answer that suggests at least 2 improvements to each course, with explanation.

To award full marks, all three courses must be discussed.

Answers could include:

Starter

- Serve with melba toast/or different bread/crackers to provide a contrasting texture
- Add vegetables the pate, offer a smooth or coarse pate
- Salad garnish/micro herbs/tomato rolls to add colour to the plate
- Adding chutney/marmalade/chilli jams – add colour and texture

Main

- Serve a sauce with the steak to add moisture/flavour
- Choose a selection of different coloured and textured vegetables e.g. broccoli, carrots, mange tout, ratatouille, baby corn, asparagus
- Add potatoes in some form, e.g. dauphinoise/new boiled/croquette/wedges etc.
- Serve a flavoured butter to add moisture/flavour

Dessert

- Add colour with fruit/flower decoration/crystallised flowers/fruits
- Serve with a fruit coulis
- Change base to ginger biscuits, chocolate digestives, pastry, add nuts
- Add fresh fruit/flavourings e.g. orange/chocolate/baileys to the cheesecake
- Offer ice cream or cream; whipped, pouring, squirry
- Spun sugar
- Chocolate run outs

These changes are not exhaustive.

Accept any other acceptable responses.

(b)

Criteria marked: examiners to refer to paper version of mark scheme

Award 0 marks for incorrect response.

[5]

Award 1-2 marks for a basic answer that shows a limited knowledge and understanding of menu planning. Answer may resemble a simple list.

Award 3-4 marks for a more detailed answer that includes some evidence of discussion and a good knowledge of menu planning.

Award 5 marks for a full answer that includes a minimum of 4 points with evidence of discussion and shows an excellent knowledge of menu planning.

Answers could include:

- Offer a vegetarian option/cater for special dietary needs
- Use local/seasonal vegetables – cheaper and better flavour
- Number of guests
- Safe preparation of high risk foods
- Age of guests
- Portion control
- Available budget/cost of ingredients
- Time of year
- Chefs skills
- Equipment available
- Number of staff
- Theme
- Type of service/room available
- Time available
- Customer specific requirements

Accept any other acceptable responses.

(c)

Criteria marked: examiners to refer to paper version of mark scheme

[6]

NB: No marks to be awarded for any reference to food preparation/serving

Award 0 marks for incorrect response.

Award 1-2 marks for a basic answer that shows limited knowledge and understanding of reducing risks to staff and guests. Answer may resemble a simple list.

Award 3-5 marks for a more detailed answer that includes 3-4 points with some evidence of discussion in relation to reducing risks to staff and guests.

Award 6 marks for a detailed answer that shows good understanding of the risks involved when setting up a room and how to reduce risks in relation to staff and guests.

Answers could include:

- Carry out a risk assessment prior to the event and put procedures in prevent issues
- Safety of staff when hanging wall decorations – 2 members of staff when ladders/steps involved
- Moving/lifting equipment – 2 members of staff, correct procedure i.e. bending the knees before lifting
- Ensure that there is sufficient space to move safely between tables
- Any wires should be out of the way/taped down/pat tested equipment
- Fire exits must be clearly marked and not blocked by anything/fire extinguishers
- All tables and chairs checked for stability
- No overhanging/trailing cloths
- Tripping hazards
- No sharp objects at the end of the tables
- Warning signs e.g. hot plates
- Adequate lighting
- Room capacity is appropriate
- Wheel chair access
- Location of first aid/defibullator etc.
- Clean up skills and use signage

Accept any other acceptable responses.

(d)

Criteria marked: examiners to refer to paper version of mark scheme

[6]

Award 0 marks for incorrect response.

Award 1-2 marks for a simple answer that shows limited knowledge/understanding.

Award 3-4 marks for an answer that includes a wider range of relevant points. At least 3 will be offered.

Award 5-6 marks for an answer which includes a detailed understanding of the importance of teamwork. For full marks a minimum of 5 relevant points will be made with evidence of discussion.

Answers could include:

- Happier working atmosphere/less stressed
- Everyone knows what they are doing/are organised/knows their roles
- People help each other/collaborative working
- Tasks are completed more quickly
- Tasks are carried out effectively
- Good liaison between wait staff and kitchen
- Evening runs smoothly
- Happy customers
- Staff communicate well
- Less accidents
- Problems solved quicker
- Good for staff development as they can learn from each other/aids staff training

Accept any other acceptable responses.