

GCSE Hospitality

LMC Conference
23rd January, 2010

- Why GCSE Hospitality?
- Unit content
- Assessment
- Support

Why Hospitality?

- Important role in NI economy;
- Employs 45,200 people in NI;
- 17% increase in number working as H&C managers, 9% in chefs;
- 31% of workforce aged 25 and under;
- 10% of all sector vacancies hard to fill;
- Chefs difficult to recruit-lack of required skills;
- Qualification levels risen over 5 years;
- Improvements in service standards.

Looking to the Future

- Sector forecast to grow by over 16% (8,000 additional jobs) by 2017;
- When taking replacement demand into account- 27,100 people required in the sector between 2007-2017;
- Forecast demand for graduates - 3,900 more managerial jobs in the sector in 2017 than 2007.

Unit 1 The Hospitality Industry



- Investigating hospitality;
- Products and services provided;
- Career opportunities;
- Customer care and standards;
- Communication;
- Diet and health;
- Health and safety at work; and
- First aid at work.

Unit 2 Reception & Accommodation

- Front office;
- Customer cycle;
- Use of services and facilities;
- Front office and links with other depts;
- Non-English speaking guests; and
- Accommodation.

Unit 3 Food and Drink

- Basic food hygiene;
- Principles of handling food safely;
- Basic knife skills;
- Food preparation;
- Drinks preparation;
- Food service;
- Waste management; and
- Organising a function.

Assessment

- External assessment- 40%
 - Unit 1: The Hospitality Industry
 - Available Jan and June
 - Unit 2: Reception and Accommodation
 - Pre-release paper
 - Available June only
- Single tier
- 1hour 30mins duration

Pre-Release Material

- Teachers and students will be provided with a scenario, 8 weeks prior to the examination;
- The scenario will be based on a hospitality context;
- Guide teacher and students on the focus of the examination;
- Scenarios will change each year.

Examination papers

Examination papers will consist of:-

- Short answer questions requiring the candidate to recall information (AO1)
- Structured questions requiring candidates to apply their knowledge (AO2)
- Questions which require candidates through extended writing to analyse and evaluate information (AO3)

UNIT 3

Food and Drink

(Controlled Assessment Tasks)

Internal Assessment

- Unit 3 Food and Drink
- Assessment weighting-60%
 - A log book
 - A meal assignment
 - A function assignment

The Log Book

- Evidence of having carried out the **10 identified skills** throughout the course
- Points to remember when carrying out the skill (AO1)
- Photographic evidence of each skill (AO2)
- Summative evaluation called Review of Learning and Performance (AO3)

Skill Record Sheet

Skill record page

Skill demonstrated: Roux sauce

Points I have to consider

1. Weigh the ingredients accurately so the cooked sauce is the right consistency
2. Cook the roux for 2 mins over a medium heat to cook the starch so the sauce does not taste raw
3. Stir the milk in slowly so there are no lumps
4. Stir continuously when bringing to the boil again to stop lumps forming

AO1 Mark Band	1	2	3
Please tick			✓

Photographic evidence Cauliflower cheese



Teacher Observation of carrying out skill	Mark band	Mark awarded
Mary worked independently and followed all the steps to produce a good quality sauce	1	6
	2	

The Meal Task

- Students must research, plan, cook and serve a 2 course meal and a beverage for TWO people;
- The assignment task based on one of the three broad areas in Appendix 2;
 - Afternoon tea
 - Two course lunch for city centre bistro
 - Healthy breakfast for student athletes
- Students should be encouraged to cook different dishes to those included in the Log Book.

The Function Task

- The task based on one of the 3 broad areas;
 - A themed meal
 - A buffet lunch for business associates
 - A school awards event;
- Students work as a group to plan implement and evaluate the function for at least 10 people;
- Two aspects must be considered by students
 - group work
 - individual role.

Schemes of Work

SOW Unit 2 - Microsoft Word		
File Edit View Insert Format Tools Table Window Help		
Final Showing Markup Show		
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25		
<p>Students should be able to:</p> <p>(The Customer Cycle (enquiry, booking/reservation, check-in, use of services and facilities, purchasing products, handling complaints, check-out, payment methods and departure))</p> <ul style="list-style-type: none"> Identify and explain the various stages in the customer cycle. Apply knowledge and understanding of the customer cycle to a given scenario. Explain the procedures involved at the various stages of the customer cycle Demonstrate an ability to complete activities at the various stages of the customer cycle, for example handling enquiries, completing reservation forms, etc. 	<p><i>Students should have opportunities to engage in activities that will increase their understanding</i></p> <p>Teacher explanation: Power Point presentation or handout of the customer cycle.</p> <p>Note making on the activities carried out in the various stages</p> <p>Students Activity: Role plays at the various stages of the customer cycle to deeper student understanding and knowledge.</p> <p>Students undertake an internet search to complete activities from the customer cycle.</p> <p>Stimulus work sheets. Students attempt to complete the activities involved in the customer cycle using stimulus activities, e.g. reservation form, handling payments and checking out guests.</p> <p><i>Students could attempt a range of questions on this topic from specimen papers and past paper questions.</i></p>	<p>Fox, D (2000) People at Work in a Hotel, Evans, London</p> <p>Braham, B (1993) Hotel Front Office, Stanley Thorne, United Kingdom</p> <p>Gardiner, J and Housley, J (2007) GCSE Hospitality and Catering, 1st Edition, Hodder, Arnold,</p> <p>Johns, Y O <i>Hospitality and catering GNVQ</i></p> <p>External visit to a hotel or a business within the hospitality industry.</p> <p>Internet websites www.hilton.co.uk</p> <p>Merchandised products from hotels</p> <p>Stimulus material for the various stages in the customer cycle.</p> <p>CCEA specimen papers and mark schemes for GCSE Hospitality</p>

Learning Outcomes	Teaching and Learning Activities	Resources
<p>Students should be able to:</p> <p>Use of services and facilities (Directions, restaurant reservations, facilities (business and leisure), services (late check out, wake up</p>	<p><i>Students should have opportunities to engage in activities that will increase their understanding</i></p> <p>Teacher explanation - Power Point presentation or handout to explain</p>	<p>Gardiner, J and Housley, J (2007) GCSE Hospitality and Catering, 1st Edition, Hodder, Arnold</p>

Industry experiences

- Industry visits;
- Ambassador programme;
- Speakers;
- Related activities;
- Television programmes ;
- Marketing materials;
- Junior Chef Academy.

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the revision of
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Hospitality


Through studying our GCSE in Hospitality, students develop a broad knowledge and understanding of the hospitality industry. In particular, they learn about:

- how hospitality organisations operate;
- how the hospitality industry meets people's needs;
- the products and services offered by the hospitality industry;
- employment possibilities in hospitality;
- the importance of quality and customer service in the hospitality industry;
- basic food hygiene practices; and
- the skills required to provide food and drink for customers.

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