

# GCSE Subject Criteria for Hospitality and/or Catering

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## **The criteria**

### **Introduction**

GCSE subject criteria set out the knowledge, understanding, skills and assessment objectives common to all GCSE specifications in a given subject.

They provide the framework within which the awarding organisation creates the detail of the specification.

### **Aims and learning outcomes**

1. GCSE specifications in Hospitality and/or Catering should encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors. They should prepare learners to make informed decisions about further learning opportunities and career choices.
2. GCSE specifications in Hospitality and/or Catering must enable learners to:
  - actively engage in the processes of hospitality and/or catering to develop as effective and independent learners;
  - develop an awareness of the structure and diversity of the industry, and its contribution to society and the economy;
  - develop an awareness and appreciation of commercial and industry issues;
  - apply knowledge and understanding of the industry within a range of contexts;
  - develop and use a range of transferable skills through learning to use resources, workplace systems, procedures and practices used in the industry to enable them to become effective and independent learners;
  - develop an awareness and understanding of environmental issues and sustainability.

### **Subject content**

3. The content of GCSE specifications in Hospitality and/or Catering must reflect the learning outcomes.

4. GCSE specifications in Hospitality and/or Catering must require learners to demonstrate, as appropriate to the title, knowledge and understanding of:
  - the industry: accommodation; food and beverage; and front of house;
  - the types of products and services provided;
  - a range of customer groups;
  - job roles, career opportunities and relevant training;
  - appropriate forms of communication within the industry;
  - the importance of record keeping;
  - the range of equipment used in the hospitality and catering industry;
  - customer care standards and procedures;
  - basic nutrition and diet;
  - food preparation;
  - health and safety at work;
  - environmental issues and sustainability.
  
5. GCSE specifications in Hospitality and/or Catering must require learners to do the following across a range of contexts:
  - respond to customer enquiries;
  - deal with customer complaints;
  - select and use appropriate forms of communication;
  - plan, prepare and serve food and beverages;
  - select and use appropriate equipment and materials;
  - apply the basic principles of costing and budgeting;
  - apply health and safety standards and procedures.

6. GCSE specifications in hospitality and/or catering must require learners to plan and carry out investigations and tasks in which they:
- analyse issues and problems;
  - identify, gather and record relevant information and evidence;
  - analyse and evaluate evidence;
  - make reasoned judgements and present conclusions.

### Assessment objectives

7. The specification must require learners to demonstrate the assessment objectives in an applied context.
8. All specifications must require learners to demonstrate their ability to:

	<b>Assessment objectives</b>	<b>Weighting</b>
<b>AO1</b>	Recall, select and communicate their knowledge and understanding of a range of contexts.	25–35%
<b>AO2</b>	Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.	40–50%
<b>AO3</b>	Analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions.	20–30%

### Scheme of assessment

9. GCSE specifications in Hospitality and/or Catering must allocate a weighting of 40 per cent to external assessment and a weighting of 60 per cent to controlled assessment in the overall scheme of assessment.
10. Question papers must be targeted at the full range of GCSE grades.

## Grade descriptions

11. Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

Grade	Description
<b>A</b>	<p>Candidates recall, select and communicate detailed knowledge and thorough understanding of hospitality and/or catering.</p> <p>They apply relevant knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks, working safely and with a high degree of precision.</p> <p>They analyse and evaluate the evidence available, reviewing and adapting their methods when necessary. They present information clearly and accurately, making reasoned judgements and presenting substantiated conclusions.</p>
<b>C</b>	<p>Candidates recall, select and communicate sound knowledge and understanding of aspects of hospitality and/or catering.</p> <p>They apply suitable knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks, working safely and with precision.</p> <p>They review the evidence available, analysing and evaluating some of the information clearly, and with some accuracy. They make judgements and draw appropriate conclusions.</p>
<b>F</b>	<p>Candidates recall, select and communicate knowledge and understanding of basic aspects of hospitality and/or catering.</p> <p>They apply basic knowledge, understanding and skills to plan and carry out simple investigations and tasks, with an</p>

	<p>awareness of the need for safety and precision. They modify their approach in the light of progress.</p> <p>They review their evidence and draw basic conclusions.</p>
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Any enquiries regarding this publication should be sent to us at:

Office of Qualifications and Examinations Regulation	
Spring Place	2nd Floor
Coventry Business Park	Glendinning House
Herald Avenue	6 Murray Street
Coventry CV5 6UB	Belfast BT1 6DN

Telephone 0300 303 3344

Textphone 0300 303 3345

Helpline 0300 303 3346