



MARKING SCHEME

OTHM Individual Management Certificate

Food & Beverage Management

Date: TBC

Time: TBC

Duration: 3 Hours

The examination has two sections:

Section A is compulsory and is worth 40% of the total marks. Candidates must attempt all questions in Section A.

Section B has six questions of which candidates should answer any three. Each question is worth 20% of the total marks.

Do not repeat the question in the answer but show clearly the number of the question you are answering on the appropriate pages of the answer book. Questions may be answered in any order.

Rough workings should be included in the answer book and ruled through after use.

Section A is compulsory.

**You must answer the all questions in this section
(read the short case study and then answer the questions)**

Read the following case study and answer three questions

Hotel Court had been a very profitable hotel but in the last few years it has been steadily failing and is now losing money. A manager had been put in to run the hotel and this person had been the receptionist before being made manager. There had been a steady flow of chefs coming and going; many people complained that the food was of poor quality, sometimes too much was served and at other times too little.

The cost of food for the kitchen had risen by over 50%. Laundry was allowed to build up and often there were insufficient clean table cloths for the tables. The dining room floor was only cleaned every 3 or 4 days. The staffing in the restaurant was comprised of two waitresses who appeared unkempt and were serving 50 tables between them. They were also providing a room service facility to business people who didn't have time to dine in the restaurant in the morning. Some guests would also ask to change their meal or request something extra, only to be told that once the food is cooked the chef leaves the hotel kitchen.

The advertising states that the restaurant enjoys a high reputation for the excellence of its cuisine and the variety of dishes on offer, including vegetarian. The menu is complemented by an extensive wine list. On the day a 'mystery diner' used the restaurant there was no menu on the table. A waitress offered a choice of 2 starters, 3 main courses and 2 desserts. There were no vegetarian dishes on offer and no wine list on the table. The barman was called from the bar and he offered a choice of 2 white wines and 2 reds. It then took about 10 minutes for the wine to arrive and when it did, it was simply left on the table, together with 2 empty glasses. Generally, the staff appeared harassed and indifferent to the visitors.

You must answer all the questions in this section.

Question 1

- a. Explain what is going wrong in **Hotel Court** and how the customers might feel about the problems at this hotel.

(10 marks)

Students should discuss the failings that are evident in the case study, making particular reference to the human resource issues that are implicit in the case study, and provide a comparison with industry practice to explain how customers will feel about the poor levels of service being provided and the impression created by poorly dressed staff.

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| <40 | <i>Pre-structural - simple, short answer merely giving one or two ideas or in some way missing the point of the question. Only providing one suggestion regarding problems at the hotel. Very poor grammar and spelling, lacking any coherent structure.</i> |
| 40-49 | <i>Uni-structural – lacking enough detail and depth. Students may have picked out the information from the question but not added to it significantly. To pass the question students should have had a go at developing some discussion about the relationship between the issues in the case study and the impacts on customers. Poor grammar, spelling and structure.</i> |
| 50-59 | <i>Multi-structural – a shopping list approach, including masses of detail about the topic as it was taught, rehashing lecture notes, demonstrating a large amount of surface learning – describing in detail the theory without ever effectively applying the theory to practice. There should be some good discussion in the answer and at least three clear valid topics within the response. Reasonable grammar, spelling and structure.</i> |
| 60-69 | <i>Relational – integrating a collection of data, really understanding the question, comparing / contrasting ideas, well thought out discussion and with well developed analysis of the issues in the hotel and the impacts on customers. Good grammar, spelling and structure.</i> |
| 70+ | <i>Extended abstract – questioning, theorizing, hypothesizing, reflecting. Very good grammar, spelling and structure. Sophisticated understanding of the problems presented in the case study, supported by theory. Excellent grammar, spelling and structure.</i> |

b. Understanding guests' expectations is so important. How did the hotel's diners perceive the service and dining experience at the hotel?

(15 marks)

Students should identify that customers would clearly be dissatisfied and would also identify issues such as disorganisation, poor training, bad management and lack of consideration for customer needs. A good answer will also discuss how these problems reflect on the rest of the business and that this, in turn, will have an impact on the profitability of the company as few customers will make a return visit.

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| <40 | <i>Pre-structural - simple, short answer merely giving one or two ideas or in some way missing the point of the question. No clear understanding of the perception of customers. Very poor grammar and spelling, lacking any coherent structure. Students cannot pass the question if they have only used one of the 4 segmentation criteria.</i> |
| 40-49 | <i>Uni-structural – lacking enough detail and depth. Students may have picked out the information from the question but not added to it significantly. To pass the question students should be able to show that they identify the impact of poor service on customer perceptions. Poor grammar, spelling and structure.</i> |
| 50-59 | <i>Multi-structural – a shopping list approach, including masses of detail about the topic as it was taught, rehashing lecture notes, demonstrating a large amount of surface learning – describing in detail the relevant theory but not really applying this to examples from the case study. There may be some gaps in understanding. Reasonable grammar, spelling and structure.</i> |
| 60-69 | <i>Relational – integrating the information in the case study, really understanding the question, comparing / contrasting, developing valuable discussion, only some minor errors in application. Good grammar, spelling and structure.</i> |
| 70+ | <i>Extended abstract – questioning, theorizing, hypothesizing, reflecting. Very good grammar, spelling and structure. Sophisticated understanding of the issues in the case study as they relate to the question. Excellent grammar,</i> |

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| | <i>spelling and structure.</i> |
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- c. Explain how the restaurant might be improved and what steps must be taken to turn the restaurant into a profitable part of the hotel.

(15 marks)

This response should identify training needs for staff, customer service and quality. The answer may include a discussion about staffing, replacing the manager, increasing accountability and redesigning the restaurant service and investing in more staff.

(Total 40 marks)

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| <40 | <i>Pre-structural - simple, short answer merely giving one or two ideas or in some way missing the point of the question. No clear recommendations. Very poor grammar and spelling, lacking any coherent structure.</i> |
| 40-49 | <i>Uni-structural – lacking enough detail and depth. Students may have picked out the information from the question but not added to it significantly. To pass the question students should be able to develop at least two ideas to improve customer service. Poor grammar, spelling and structure.</i> |
| 50-59 | <i>Multi-structural – a shopping list approach, including masses of detail about the topic as it was taught, rehashing lecture notes, demonstrating a large amount of surface learning – describing in detail the relevant theory but not really applying this to examples from the case study. There may be some gaps in understanding. Reasonable grammar, spelling and structure.</i> |
| 60-69 | <i>Relational – integrating the information in the case study, really understanding the question, comparing / contrasting, developing valuable discussion and producing some sound and justified recommendations. Only some minor errors in application. Good grammar, spelling and structure.</i> |
| 70+ | <i>Extended abstract – questioning, theorizing, hypothesizing, reflecting. Very good grammar, spelling and structure. Sophisticated understanding of the issues in the case study as they relate to the question and the development of good, realistic recommendations. Excellent grammar, spelling and structure.</i> |

PART B – Answer THREE questions only

When providing examples, you may consider organisations from a country or counties of your choice.

2. Different types of food and beverage establishments use different types of service. Discuss the different types of service and in what establishments they are found.

(20 marks)

Students should respond to this question by comparing a range of different types of businesses which may include pubs, restaurants, cafes, take-aways, fast food and coffee bars, explaining the types of service available and the relationship between the type of business and the service provision.

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| <40 | <i>Pre-structural - simple, short answer merely giving one or two ideas or in some way missing the point of the question. No clear understanding of the perception of customers. Very poor grammar and spelling, lacking any coherent structure.</i> |
| 40-49 | <i>Uni-structural – lacking enough detail and depth. Students may have picked out the information from the question but not added to it significantly. To pass the question students should make some attempt at comparing at least two types of service at two businesses. Poor grammar, spelling and structure.</i> |
| 50-59 | <i>Multi-structural – a shopping list approach, including masses of detail about the topic as it was taught, rehashing lecture notes, demonstrating a large amount of surface learning – describing in detail the relevant theory but not really applying this to the answer. There may be some gaps in understanding. Reasonable grammar, spelling and structure.</i> |
| 60-69 | <i>Relational – integrating the information, really understanding the question, comparing / contrasting, developing valuable discussion and delivering an effective comparison of the different types of service. Only some minor errors in application. Good grammar, spelling and structure.</i> |
| 70+ | <i>Extended abstract – questioning, theorizing, hypothesizing, reflecting. Very good grammar, spelling and structure. Sophisticated understanding of the different types of service and their rationale in the business context. Excellent grammar, spelling and structure.</i> |

3. Explain the five key marketing and communications tools, demonstrating how these are used within Food & Beverage Management

(20 marks)

Students will gain 4 marks related to each explanation, two marks for a good definition, and 2 marks for examples or deeper explanation:

- Advertising
- Sales Promotion
- Direct Marketing
- Public Relations
- Personal Selling

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| <40 | <i>Pre-structural - simple, short answer merely giving one or two ideas or in some way missing the point of the question. Only one tool is considered, or elements are misunderstood. Poor grammar and spelling, lacking any coherent structure.</i> |
| 40-49 | <i>Uni-structural – lacking enough detail and depth. Students may have picked out the information from the question but not added to it significantly. To pass the question students should be discussing at least two of the five methods. Poor grammar, spelling and structure.</i> |
| 50-59 | <i>Multi-structural – a shopping list approach, including masses of detail about the topic as it was taught, rehashing lecture notes, demonstrating a large amount of surface learning – describing in detail the relevant theory but not really applying this. There may be some gaps in understanding. Reasonable grammar, spelling and structure.</i> |
| 60-69 | <i>Relational – integrating the information, really understanding the question, comparing / contrasting, developing valuable discussion and delivering an effective outline and explanation of the five methods. Only some minor errors in application. Good grammar, spelling and structure.</i> |
| 70+ | <i>Extended abstract – questioning, theorizing, hypothesizing, reflecting. Very good grammar, spelling and structure. Sophisticated understanding of the different marketing and communications tools. Excellent grammar, spelling and structure.</i> |

4. The food and beverage market can be segmented as:

- (a) Captive
- (b) Non-captive
- (c) Semi-captive

Firstly, explain each of these markets, providing examples and a clear explanation. Additional marks will be awarded for a detailed discussion about the benefits of each segment to the customer.

(20 marks)

Students should be awarded one mark for a good definition, two marks for explanation and two marks for examples. The subsequent discussion should be awarded the additional 5 marks.

- (a) Captive – no choice is offered (e.g. hospital patients)*
- (b) Non-captive – free choice of establishments (e.g. the High Street)*
- (c) Semi-captive – there is some choice (e.g. airline passengers can choose who to travel with, but not the choice of food on board)*

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| <40 | <i>Pre-structural - simple, short answer merely giving one or two ideas or in some way missing the point of the question. Only one segment is considered, and is somewhat misunderstood. Poor grammar and spelling, lacking any coherent structure.</i> |
| 40-49 | <i>Uni-structural – lacking enough detail and depth. Students may have picked out the information from the question but not added to it significantly. To pass the question students should be discussing at least two of the segments. Poor grammar, spelling and structure.</i> |
| 50-59 | <i>Multi-structural – a shopping list approach, including masses of detail about the topic as it was taught, rehashing lecture notes but failing to deliver an effective explanation of the segments. There may be some gaps in understanding. Reasonable grammar, spelling and structure.</i> |
| 60-69 | <i>Relational – integrating the information, really understanding the question, comparing / contrasting, developing valuable discussion and delivering an effective outline and explanation of the three segments. Only some minor errors in application. Good grammar, spelling and structure.</i> |
| 70+ | <i>Extended abstract – questioning, theorizing, hypothesizing, reflecting. Very good grammar, spelling and structure. Sophisticated understanding of the different segments. Excellent grammar, spelling and structure.</i> |

5. When offering a service to customers, some aspects of it will be tangible and some intangible. Explain the differences between the two types of customer of service.

(20 marks)

Most services in this sector are intangible and this presents many challenges for managers. Students need to recognise the difference between tangible and intangible services and provide examples. A good answer will explain how the intangibility of service makes the customer experience key to business success, and that many customers have different expectations of the same venue.

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| <40 | <i>Pre-structural - simple, short answer merely giving one or two ideas or in some way missing the point of the question. No clear understanding of the difference between tangible and intangible services . Poor grammar and spelling, lacking any coherent structure.</i> |
| 40-49 | <i>Uni-structural – lacking enough detail and depth. Students may have picked out the information from the question but not added to it significantly. To pass the question students should be discussing at least two of the five markets. Poor grammar, spelling and structure.</i> |
| 50-59 | <i>Multi-structural – a shopping list approach, including masses of detail about the topic as it was taught, rehashing lecture notes but failing to deliver an effective applied discussion about the differences between tangible and intangible services. There may be some gaps in understanding. Reasonable grammar, spelling and structure.</i> |
| 60-69 | <i>Relational – integrating the information, really understanding the question, comparing / contrasting, developing valuable discussion and delivering an effective discussion about tangible and intangible sources, supported with examples. Only some minor errors in application. Good grammar, spelling and structure.</i> |
| 70+ | <i>Extended abstract – questioning, theorizing, hypothesizing, reflecting. Very good grammar, spelling and structure. Sophisticated understanding of the primarily intangible nature of the hospitality industry, supported with examples and detailed levels of comparison between the tangible and intangible aspects of service delivery. Excellent grammar, spelling and structure.</i> |

6. Mystery guests are used to gauge customer service and satisfaction in hospitality environments.
- (a) For an organisation you are familiar with discuss your understanding of the guests' perception of the service provided and the actual level of service the business can offer.

Students should discuss the how customer expectations can be very different even when service is the same. Students may make reference to grading and quality schemes such as AA Rosettes and Michelin Stars. This will be worth half the marks for this question. The other five marks can be attained by identifying that businesses can enhance service and exceed customer expectations, but that equally some customers have expectations that exceed the ability of a particular business – for example a customer should not expect table service in a fast food restaurant.

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| <40 | <i>Pre-structural - simple, short answer merely giving one or two ideas or in some way missing the point of the question. No clear understanding of the idea of the perceptual gap that exists. Poor grammar and spelling, lacking any coherent structure.</i> |
| 40-49 | <i>Uni-structural – lacking enough detail and depth. Students may have picked out the information from the question but not added to it significantly. To pass students must demonstrate that they understand the gap that exists between perceived and expected service. Poor grammar, spelling and structure.</i> |
| 50-59 | <i>Multi-structural – a shopping list approach, including masses of detail about the topic as it was taught, rehashing lecture notes but failing to deliver an effective applied discussion. There may be some gaps in understanding. Reasonable grammar, spelling and structure.</i> |
| 60-69 | <i>Relational – integrating the information, really understanding the question, comparing / contrasting, developing valuable discussion and delivering an effective discussion about the gap between service expectation and service delivery. Only some minor errors in application. Good grammar, spelling and structure.</i> |
| 70+ | <i>Extended abstract – questioning, theorizing, hypothesizing, reflecting. Very good grammar, spelling and structure. Sophisticated understanding of the relationship between customer expectations and the quality of service that is actually delivered. Excellent grammar, spelling and structure.</i> |

- (b) Consider how any gap between the two might be lessened.

(20 marks)

This half of the total answer will identify opportunities such as training, discounts and interpretation that can be used to improve service or lessen customer expectations. A good response here will identify opportunities to pre-empt customer expectations by, for example, making it clear on the menu that there is no waitress service, or providing extras such as free drinks to enhance value for money.

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| <40 | <i>Pre-structural - simple, short answer merely giving one or two ideas or in some way missing the point of the question. Lacks any realistic suggestions. Poor grammar and spelling, lacking any coherent structure.</i> |
| 40-49 | <i>Uni-structural – lacking enough detail and depth. Students may have picked out the information from the question but not added to it significantly. To pass students must make at least two recommendations. Poor grammar, spelling and structure.</i> |
| 50-59 | <i>Multi-structural – a shopping list approach, including masses of detail about</i> |

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| | <i>the topic as it was taught, rehashing lecture notes but failing to provide any justified recommendations. There may be some gaps in understanding. Reasonable grammar, spelling and structure.</i> |
| 60-69 | <i>Relational – integrating the information, really understanding the question, comparing / contrasting, developing valuable discussion and delivering effective, justified recommendations. Only some minor errors in application. Good grammar, spelling and structure.</i> |
| 70+ | <i>Extended abstract – questioning, theorizing, hypothesizing, reflecting. Very good grammar, spelling and structure. Effective, justified recommendations. Excellent grammar, spelling and structure.</i> |

7. (a) What is the value of the menu?
 (b) What should the menu do?
 (c) Why is the language of the menu so important?
 (d) How does the time of day affect the way a menu is compiled?

(20 marks)

Students should be awarded 5 marks for each answer. a) should discuss why the menu is necessary and the way it reflects the overall experience in the restaurant b) will discuss how the menu will show price, food for different dietary needs and in some instance nutritional value. c) will identify how the menu language may change in different restaurants, particularly those serving non-domestic foods, such as an Italian Restaurant, but should also provide a translation or explanation of the item. d) will identify how different types of food should be served at different times of day, or at different price points during the day.

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| <40 | <i>Pre-structural - simple, short answer merely giving one or two ideas or in some way missing the point of the question. No clear responses to any element of the question. Poor grammar and spelling, lacking any coherent structure.</i> |
| 40-49 | <i>Uni-structural – lacking enough detail and depth. Students may have picked out the information from the question but not added to it significantly. To pass students must be able to provide some valid response to each element of the question. Poor grammar, spelling and structure.</i> |
| 50-59 | <i>Multi-structural – a shopping list approach, including masses of detail about the topic as it was taught, rehashing lecture notes but not really adding any new ideas or personalised explanation. There may be some gaps in understanding. Reasonable grammar, spelling and structure.</i> |
| 60-69 | <i>Relational – integrating the information, really understanding the question, comparing / contrasting and providing well thought out explanations. Only some minor errors in application. Good grammar, spelling and structure.</i> |
| 70+ | <i>Extended abstract – questioning, theorizing, hypothesizing, reflecting. Very good grammar, spelling and structure. Detailed responses to each part with good use of supporting evidence and examples. Excellent grammar, spelling and structure.</i> |