GCSE

Leisure and Tourism

Double Award
January 2010

Mark Scheme

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NORTHERN IRELAND GENERAL CERTIFICATE OF SECONDARY EDUCATION (GCSE) AND NORTHERN IRELAND GENERAL CERTIFICATE OF EDUCATION (GCE)

MARK SCHEMES (2010)

Foreword

Introduction

Mark Schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of 16- and 18-year-old students in schools and colleges. The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes therefore are regarded as a part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

The Council hopes that the mark schemes will be viewed and used in a constructive way as a further support to the teaching and learning processes.

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General Certificate of Secondary Education
January 2010

Leisure and Tourism
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[GDL11]

TUESDAY 12 JANUARY, AFTERNOON

MARK
SCHEME

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Introductory Remarks

The assessment objectives (AOs) for this specification are listed below. Students must:

- Recall, select and communicate their knowledge and understanding of a range of contexts. (AO1);
- Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks. (AO2)
- Analyse and evaluate information, sources, and evidence, make reasoned judgements and present conclusions. (AO3)

General Instructions for Markers

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all markers are following exactly the same instructions and making the same judgements so far as this is possible. Markers must apply the mark scheme in a consistent manner and to the standard agreed at the standardising meeting.

It is important to recognise that in some cases there may be other correct responses that are equally acceptable to those included in this mark scheme. There may be instances where certain judgements have to be left to the experience of the examiner, for example, where there is no absolute, correct answer.

Makers are advised that there is no correlation between length and quality of response. Candidates may provide a very concise answer that fully addresses the requirements of the question and is therefore worthy of full or almost full marks. Alternatively, a candidate may provide a very long answer which also addresses the requirements of the question and is equally worthy of full or almost full marks. It is important, therefore, not to be influenced by the length of the candidate's response but rather by the extent to which the requirements of the mark scheme have been met.

Some candidates may present answers in writing that is difficult to read. Markers should take time to establish what points are being expressed before deciding on a mark allocation. However, candidates should present answers which are legible and markers should not spend a disproportionate amount of time trying to decipher writing that is illegible.

Levels of Response

General descriptions of the criteria governing levels of response mark schemes are set out on the next page. When deciding about the level of a response, a "best fit" approach should be taken. It will not be necessary for a response to meet the requirements of all the criteria within any given level for that level to be awarded.

Having decided what the level is, it is then important that a mark from within the range for that level, which accurately reflects the value of the candidate's answer, is awarded.

Levels of Response Marking Grid

	AO1 [3]	AO2 [3]	AO3 [3]
Level 1	1. Candidates demonstrate a basic knowledge and understanding. They give a basic description. There will be little organisation.	1. Candidates are able to apply limited knowledge and understanding. They give simple explanations. There will be few vocational links.	1. Candidates' responses suggest simple, broadly relevant ideas. They reach straightforward conclusions. Responses may not be clearly presented. They use a limited range of specialist terms.
Level 2	2. Candidates demonstrate a sound knowledge and understanding. They give a sound description. Answers will be organised.	2. Candidates apply knowledge and understanding to a range of situations. They give sound explanations, with some detail. There will be some vocational links and occasional detail.	2. Candidates comment in depth suggesting relevant ideas for development. They reach reasoned conclusions. Responses will usually be clearly presented. They will use a good range of specialist terms where appropriate.
Level 3	3. Candidates demonstrate a detailed understanding. They give a detailed description. Answers will be well organised.	3. Candidates apply relevant knowledge and understanding. They give full, detailed explanations, vocational links and the inter-relationship between factors.	3. Candidates comment fully, suggesting detailed relevant ideas. They reach reasoned conclusions. Responses will consistently be clearly presented in a logical form. They will use a wide range of specialist terms where appropriate.

The levels of response grid should be used in conjunction with the mark scheme and applied to all answers including those which may fall under the guise of any other reasonable response.

1 **(a)** Complete Table 1 by matching a job from Figure 1 to the most relevant component. Each job should only be used once.

Component	Job
Sport and Physical Recreation	*Leisure Centre Manager*
Arts and Entertainment	*Curator*
Countryside Recreation	*Park Ranger*
Home-based Leisure	*Garden Centre Attendant*
Children's Play Activities	*Play Co-coordinator*
Visitor Attractions	*Tour Guide*
Catering	*Commis Chef*

[7] × AO1   [7]

(b) Outline the duties associated with the following jobs in the leisure industry.

Park Ranger
Responsible for making sure the park, its buildings and amenities are kept clean, tidy, in a reasonable state of repair and safe to use. They are responsible for reporting any vandalism or anti-social behaviour to the police.

Commis Chef
Responsible for assisting the Head Chef in preparing and cooking a range of dishes, cleaning the kitchen and emptying bins. Order new stock, inspect it on delivery and prepare it for cooking. May be required to gut and clean animals.

Curator
Responsible for supervising the collection of a museum / gallery, identifying and cataloguing objects. They will have to clean, handle and conserve objects. Liaise with local interest groups, organise lectures and publicise events.

For each of the jobs:

Level 1 ([1])
Basic outline – Duty only stated eg. Park ranger looks after a park.

Level 2 ([2])
Detailed outline eg. Park ranger is responsible for making sure the park, its buildings and amenities are kept clean, tidy, in a reasonable state of repair and safe to use.

Level 3 ([3])
Comprehensive outline eg. Park ranger is responsible for making sure the park, its buildings and amenities are kept clean, tidy, in a reasonable state of repair and safe to use. They are responsible for reporting any vandalism or anti-social behaviour to the police.

[3] × 3 AO2 [9]

(c) Catering organisations have developed over the last twenty years to provide a wider range of products and services. Explain **two** benefits of these developments for customers participating in **home-based leisure**.

Answers should include **two** benefits:

Level 1 ([1]–[2])
Basic explanation
Eg Wider range of food.
Better customer service.
Delivery service.

Level 2 ([3]–[4])
Detailed explanation
Eg There is a wider range of food available such as Indian, Italian and Thai cuisine which was not available before.
Many catering companies now provide a delivery service.
Orders may be placed by telephone.

Level 3 ([5]–[6])
Comprehensive explanation
Eg There is a wider range of food available such as Indian, Italian and Thai cuisine which was not available before but has changed to meet the needs of customers who have through their travels acquired a taste for foreign food.
Many catering companies now provide a delivery service which means that people do not have to leave their homes.
People can phone in their order making it very convenient for people with small children.
Web pages offer information on the products available, so customers are better informed.

[6] × AO2 [6]

22

6

2 **(a)** List **four** other Arts and Entertainment organisations.

Any **four** of:
Theatre
Cinema
Art Galleries
Concert hall
Libraries
Pubs and Clubs
Bingo hall
Race track
Night clubs

[4] × AO1   [4]

(b) Identify **six** facilities the Ulster Folk and Transport Museum provides for its visitors.

Any **six** of:
Visitor Information Centre
Toilets
Adapted toilets
Ballycultra tearoom
Telephone
Shop
Parent and Baby room
Learning centre
Classroom
Residential centre
Manor tearoom

[6] × AO1   [6]

(c) Identify **two** exhibits in the rural area which have facilities for disabled visitors:

Any **two** of:
Corradreenan Farm
Ballyveagh Farm
Cultra Manor
Folk Galleries

[2] × AO1   [2]

7

(d) The Ulster Folk and Transport Museum has links with other components of the Leisure and Tourism industry. Describe how **two** of these components jointly meet the needs of visitors to the museum.

Answers should include at least **two** links.

Level 1 ([1]−[2])
Basic description
Eg The museum has a tearoom which is catering.
You can visit the information centre/you can take a guided tour at the museum which is tourist information and guiding services
If you visit the museum you are also visiting a visitor attraction

Level 2 ([3]−[4])
Detailed description
Eg When visiting the museum, arts and entertainment component, a customer may wish to have something to eat or drink in the tearoom which is a facility from the catering component.

Level 3 ([5]−[6])
Comprehensive description
Eg. When visiting the museum a customer may wish to have something to eat or drink and rather than having to bring this with them they could go to the tearoom. This is a facility in the catering component which is working in conjunction with the arts and entertainment component facility to enhance the visitor's experience.

[6] × AO2   [6]

(e) Explain **two** ways in which the map may enhance the visitor experience.

Answers should include at least **two** reasons:

Level 1 ([1]−[2])
Simple explanation
Eg. Helps them guide themselves around the museum.
Provides information on each exhibit.
Provides contact information.
Shows pictures of the buildings.

Level 2 ([3]−[4])
Some explanation
Eg. Shows pictures of the buildings, so they know they are at the right place.

Level 3 ([5]−[6])
Sound explanation
Eg. Shows pictures of the buildings, so they know they are at the right place and they can read information on what type of property they are visiting and where it originated from.

[2] × AO2
[4] × AO3   [6]

8

(f) Using the information provided by the insert, analyse **two** factors which would influence people to choose to visit the Ulster Folk and Transport Museum.

Level 1 ([1]–[2])
Basic analysis
Eg. The age group.
Their culture.
Special needs
The facilities provided.
The availability of transport.
Their interests.

Level 2 ([3]–[4])
Detailed analysis
Eg. The facilities provided such as the tea room, the visitor information centre, access to actual exhibits etc as they will make the experience more enjoyable.

Level 3 ([5]–[6])
Comprehensive analysis
Eg. The facilities provided such as the tea room, the visitor information centre, etc as they will make the experience more enjoyable. Looking at the map it is likely that the visit will take several hours, so people will need these facilities if they are to have an enjoyable time.

6 × AO3   [6]   30

3 **(a)** For each of the scenarios in Table 2 identify

    a.   The purpose of the traveller's visit
    b.   The type of holiday being taken
    c.   The type of flight being taken.
The first has been completed for you as an example.

Scenario	Purpose	Type of holiday	Type of flight
Mrs Wilson travels from Londonderry to Paris to attend a conference.	*Business*	*Outbound*	*Short haul*
Pupils from a local High School fly to Chamonix in the French alps for a skiing holiday	*Leisure*	*Outbound / Special Interest*	*Short Haul*
Mr. and Mrs. Edgar organize their own travel from Boston, USA to search for their roots in N. Ireland	*Leisure*	*Independent / Inbound / Special Interest*	*Long Haul*
A group of sixth form students travel to London from Belfast for three days to conduct research for their A level portfolios	*Business*	*Domestic / Short Break*	*Short Haul*
Juan Donatello from Brazil brings a display to the Holiday World Exhibition in the Kings Hall, Belfast	*Business*	*Inbound*	*Long Haul*

    [12] × AO1   [12]

    (b) The Pollock family, from Enniskillen, are taking a holiday in France and will be travelling with the family caravan.

        Which **methods** of travel must they use to reach their destination?

        Road
        Sea
        Rail
        Allow car, boat/ferry

        [2] × AO1   [2]

(c) Analyse **one** advantage and **one** disadvantage to the Pollock family
taking their car and caravan to France.

Advantages
They have their own accommodation with them.
They have their own cooking facilities with them.
No suitcases.
They can choose when they travel and where they stay.
They have transport to use when they reach where they are staying.
More economical.

Disadvantages
They have to drive.
Their journey will take longer than flying.
They will be cooking their meals.
No room service.

Level 1 ([1]–[2])
Identify any one advantage and one disadvantage.

Level 2 ([3]–[4])
Detailed analysis
Eg. They will have their own accommodation with them so their children
will be familiar it.
When travelling they can pull in for a stop whenever it suits them.
They have to drive which will be very tiring for all in the car.
The journey will take them at least a day and if they flew it may take less time.

Level 3 ([5]–[6])
Comprehensive analysis
Eg They will have their own accommodation with them so their children will
be familiar with their surroundings and will take less time to settle when they
reach their destination.
When travelling they can pull in for a stop whenever it suits them, so they
are setting their own pace which will be more suitable for their children.
They have to drive which will be very tiring for all in the car, the children
will be very restless and the parents may become very irritated which may
cause tempers to rise.
The journey will take them at least a day driving and crossing to France by
ferry / channel tunnel and then driving again to reach their destination and if
they flew it may take less time.

[2] × AO2
[4] × AO3   [6]

(d) The growth of caravanning sites creates economic benefits for the local area. Analyse **two** economic benefits of such sites for the local area.

Benefits
Increased income to local businesses.
Increased employment opportunities.
More money to improve facilities.
Local people may have greater disposable income.

Level 1 ([1]–[2])
List of two economic benefits

Level 2 ([3]–[4])
Detailed analysis
Eg. Increased tourism means that businesses will earn more money bringing them more profits.
More people will need to be employed to cater for the increased numbers of visitors.

Level 3 ([5]–[6])
Comprehensive analysis
Eg. As the level of tourism increases the businesses will have an increased income enabling them to improve their facilities and employ more persons. They will also be able to pay a higher wage, so their employees will display higher standards and will also have a greater disposable income.

[2] × AO2
[4] × AO3 [6]

26

4 (a) Study the following list which defines the components of Travel and Tourism. Complete Table 3 by matching the definitions to the components. The first answer has been completed for you.

Travel Agents	**A**
Tour Operator	D
Tourist Information and Guiding Services	B
On-line Travel Services	F
Accommodation and Catering	C
Attractions	E
Transportation	G

[6] × AO1 [6]

(b) There are different types of holiday which people take. Define the following types, providing an example:

Domestic
A holiday taken by people within their own country.

[2] × AO1   [2]

Special Interest
A holiday (including an overnight stay) focusing on a person's special interest, for example skiing, golfing, scuba-diving, bird-watching, etc.

[2] × AO1   [2]

(c) Describe **one** reason why short break holidays have become more popular in recent years.

Level 1 ([1])
Basic discussion
Eg. People have more (or less) disposable income
People prefer to have a lot of short holidays

Level 2 ([2])
Detailed discussion
Eg People have more (or less) disposable income and so (backed up with valid reasons)
People prefer to have a lot of short holidays rather than take one long holiday as they can then have time out to relax on a more regular basis.

Level 3 ([3])
Comprehensive discussion
Eg People have more (or less) disposable income and so (backed up with valid reasons)
People prefer to have a lot of short holidays rather than take one long holiday as they can then have time out to relax on a more regular basis

[3] × AO2   [3]

(d) Analyse **three** reasons why people may prefer to use travel agents to book their holiday, rather than use the internet.

For **three** reasons:
Personal service
Knowledge of destination
Special offers
Extra services such as foreign currency exchange
Some people do not have internet access

For each reason:

Level 1 ([1])
Eg. Reason identified.

Level 2 ([2])
Detailed analysis
Eg. Personal service which will be important to people wanting to make sure everything is booked correctly.

Level 3 ([3])
Comprehensive analysis
Eg. Personal service which will be important to people wanting to make sure everything is booked correctly as they may lack confidence in the internet or feel that their banking details may be exposed to dishonest people over the internet.

[3] × 3 × AO2   [9]   22

Total   **100**

14