Rewarding Learning

**General Certificate of Secondary Education
January 2013**

Leisure and Tourism

Unit 1: Introduction to Leisure and Tourism

[GLT11]

WEDNESDAY 9 JANUARY, AFTERNOON

MARK SCHEME

General Marking Instructions

Introduction
Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria that they should apply in allocating marks to the candidates' responses. The mark schemes should be read in conjunction with these general marking instructions.

Assessment objectives
Below are the assessment objectives for GCSE Leisure and Tourism.

Candidates must show they are able to:

- 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); and
- analyse and evaluate information, sources, and evidence, make reasoned judgements and present conclusions (AO3).

Quality of candidates' responses
In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking
Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking
Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks
Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Types of mark scheme
Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the "best fit" bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Marking calculations

In marking answers involving calculations, examiners should apply the "own figure rule" so that candidates are not penalised more than once for a computational error.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within level of response as follows:

Level 1: Quality of written communication is limited.
Level 2: Quality of written communication is satisfactory.
Level 3: Quality of written communication is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 1 (Limited): The candidate uses only a limited form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Satisfactory): The candidate uses an appropriate form and style of writing, supported with appropriate use of diagrams as required. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 (High standard): The candidate successfully selects and uses an appropriate form and style of writing, supported with effective use of diagrams where appropriate. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

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1 (a) Use the information provided to complete **Table 1**.

Accident Report Form

Name of injured person	Ann Smith [1]
When did it happen? DD/MM/YYYY	24/11/2012 [1]
Where did it happen? (state which room, building, place)	Swimming pool, Brae Leisure Centre [1]
How did it happen? Give the cause if you can	Slipped on diving board [1]
Was there an injury? If so please give details (e.g. fracture, bruise, cut, sprain, strain)	Yes – deep cut from the top of her thigh to her knee [1]
Names of witnesses	Sophie Smith Niamh Smith [1]

(6 × [1])   [6]

Table 1

(b) Explain why it is important to ensure all details on the Accident Report Form are correct.

For the organisation
They have all the facts correctly noted to enable them to examine why the incident occurred [1] and the measures they may need to put in place [2] to ensure it will not happen to another person [3].   [3]

For Ann Smith
If the injury is severe and she is left with a scar or other form of lasting damage [1] the information which will be required if she makes a claim [2] will be available to support the organisation [3].   [3]

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	AVAILABLE MARKS

(c) Providing first aid is one duty of a lifeguard. Describe **one other** main duty undertaken by a lifeguard.

Duties:
* supervising the swimming pool
* ensuring the cleanliness of the water
* ensuring the cleanliness of the decks
* ensuring all equipment used in and around the pool is in good order and safe.

Use the indicative content with the following level banding.

Award [0] for a response not worthy of credit

Level 1 [1]
Duty only identified.

Level 2 [2]
Duty identified with some description.

Level 3 [3]
Duty identified with detailed description. [3]

(d) The Brae Leisure Centre employs a manager to run the centre.
Explain **one** skill and **one** personal quality required by a leisure centre manager.

Skills	**Personal qualities**
Organisational	Approachable
Communication	Understanding
Team work	Determined
Numeracy	Focused
Problem solving	Caring
ICT	Hard working
Or any other acceptable answer	

For one skill and one quality
Award [0] for a response not worthy of credit

Level 1 [1]
Skill/quality only identified.

Level 2 [2]
Skill/quality identified with some description.

Level 3 [3]
Skill/quality identified with detailed description.
(2 × [3]) [6]

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2 **(a)** Define the term **"tourism"**.

Tourism is the temporary short term movement of people to destinations outside the place where they normally live and work, and includes day visits and excursions.

Award [1] for a simple or basic definition, e.g. going away on holiday.
Award [2] for a sound definition as above. [2]

(b) Identify **four** purposes of tourism visits.

Any **four** of:
- going on a holiday
- sightseeing
- visiting an attraction
- visiting friends or relatives
- going to a sports event as a spectator or a participant
- business.

(4 × [1]) [4]

(c) Travelling by sea is one form of travel used in leisure and tourism. Identify **three** other forms of travel.

- road
- rail
- air.

(**Not** methods – car, train, aeroplane)
(3 × [1]) [3]

(d) Discuss **two** reasons why it is important for ferry passengers to be aware of evacuation procedures.

Reasons:
- know what to do in an emergency
- be familiar with the escape routes
- know where the lifeboats are located
- it will cause less panic/people will remain calmer.

Or any other acceptable answer

For each reason
Award [0] for a response not worthy of credit

Level 1 [1]
Reason only identified.

Level 2 [2]
Reason identified with some discussion.

Level 3 [3]
Reason identified with detailed discussion.
(2 × [3]) [6]

(e) Ferry companies need to take account of current disability legislation. Give details of **two** ways in which they must provide for disabled passengers.

Ways
- assist passengers onto ferry
- provide lifts to enable passengers to move between decks
- have wide access doors
- provide easy access toilets
- have designated areas in its restaurant (which provides additional space for wheel chairs).

Or any other acceptable answer

For each way
Award [0] for a response not worthy of credit

Level 1 [1]
Way only identified.

Level 2 [2]
Way identified with some description.

Level 3 [3]
Way identified with detailed description.
(2 × [3])   [6]

(f) Ferry companies use electronic booking and ticket issuing systems via their web page. Analyse **one** benefit of these systems to the customer.

Benefit:
- easy to access
- customer has ticket immediately upon booking
- customer can make changes to their booking on-line
- customer can make additional copies of their booking reference as required.

Award [0] for a response not worthy of credit

Level 1 [1]
Benefit only identified.

Level 2 [2]
Benefit identified with some analysis.

Level 3 [3]
Benefit identified with detailed analysis.   [3]

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3 (a) Study **Resource 2** which shows a range of leisure activities. Match the activity to the key component of the leisure industry by writing down the **letter** in the right hand column of **Table 2**. Each activity should be used only **once**.

Resource 2

A	Deep sea diving in the Red Sea
B	A night out at the cinema
C	Going to a theme park
D	Walking in Gortin Glen Forest Park
E	Reading a book

Component	Activity
Children's Play Activities	*C*
Home-based Leisure	E
Arts and Entertainment	B
Sport and Physical Recreation	A
Countryside Recreation	D

(5 × [1])   [5]

Table 2

(b) Identify **four** reasons why people use leisure facilities.

Any **four** of:
- for entertainment
- for recreational purposes
- for relaxation
- for socialising and eating out
- for health reasons
- for expertise of service or product.

(4 × [1])   [4]

(c) There are different types of leisure organisations which operate in different sectors. Describe the following, using examples in each of your answers.

Public
Public sector organisations are largely funded by central or local government and this influences their strategies and policies. Organisations include leisure centres, tourist boards and art centres.

Private
Private sector organisations are directly or indirectly in private ownership. They are normally for profit-making. Examples include hotels, coach companies, health clubs and fitness clubs.

Voluntary
Voluntary sector organisation are managed and operated largely by volunteers. They are often non-profit making or charitable, such as local sports clubs and the National Trust.

For each sector:
Use the above indicative content with the following level banding.

Award [0] for a response not worthy of credit.

Level 1 ([1]) – basic description of sector or an example only given.

Level 2 ([2]) – some description of sector including a relevant example.

Level 3 ([3]) – sound description of sector supported by a relevant example.
(3 × [3]) [9]

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(d) Leisure and Tourism organisations often work together. Analyse **two** reasons why this is important to the organisations involved.

Reasons:
- more than one sector involved allows increased provision of facilities, services, products
- sectors able to rely on each other for support
- increased capital available especially if private sector involved
- sectors work together to develop higher quality facilities and improve the customer experience
- profit will go to the sectors in partnership
- one sector is not totally liable for all the expenditure.

For each reason
Award [0] for a response not worthy of credit

Level 1 ([1]–[2])
Candidate demonstrates basic knowledge and understanding, e.g. they identify one or two reasons without any development or they identify one reason with some development. The candidate uses only a limited form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 ([3]–[4])
Candidate demonstrates sound knowledge and understanding; two reasons are identified with some development or one reason is fully analysed. The candidate uses an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[6])
Candidate demonstrates detailed knowledge and understanding; two reasons are identified with detailed analysis as above. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is a widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear. [6]

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4 **(a)** Study **Resource 3** showing the different types of holiday. Complete
Table 3 by matching the type of holiday to the definition given.
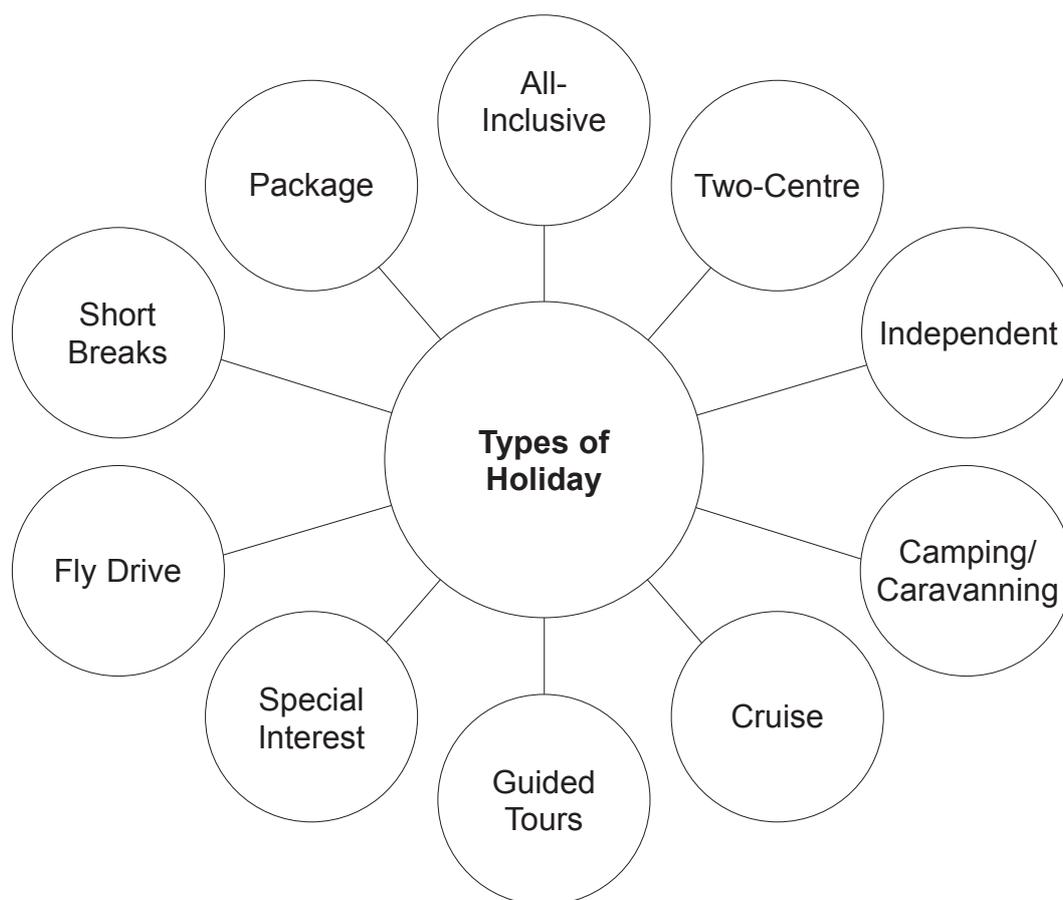
Resource 3

Definition	Type
A holiday combining a charter or scheduled flight with car hire.	Fly drive
A holiday taking in two contrasting or similar destinations.	Two-centre
A holiday aboard a ship, visiting several destinations.	Cruise
A holiday which includes flights, transfers, accommodation, food, entertainment and the services of a resort representative.	All-inclusive
A holiday which involves tourists bringing their own accommodation, staying at one or more destinations.	Camping/ Caravanning
A holiday which involves tourists putting together their own itinerary and purchasing their own accommodation and transportation.	Independent
A holiday where tourists learn to sail a dinghy.	Special interest

(7 × [1])   [7]

Table 3

AVAILABLE
MARKS

(b) Describe how developments in transportation and technology have contributed to an increase in the number of people taking overseas holidays.

- development of low cost airlines
- availability of flights at limited costs
- increased use of the Internet to book flights
- ability to choose seats when booking on-line.
Or any other acceptable answer

For transportation – [3] max. For technology – [3] max.

Use the above indicative content with the following level banding

Award [0] for a response not worthy of credit.

Level 1 [1]
Candidate demonstrates basic knowledge and understanding, e.g. they may identify a transport and a technology development.

Level 2 [2]
Candidate demonstrates sound knowledge and understanding; they may identify a transport and a technology development with some description.

Level 3 [3]
Candidate demonstrates detailed knowledge and understanding; they may identify a transport and a technology development with detailed explanation as above.
(2 × [3])   [6]

(c) Analyse **three** factors, other than transportation and technology, which have influenced how the leisure and tourism industry has developed over the last ten years.

Factors
Any **three** of:
- income levels
- holiday entitlement
- working hours
- retirement patterns
- range of facilities.

Use the indicative content with the following level banding

Award [0] for a response not worthy of credit

Level 1 ([1]) – factor only identified.
The candidate uses only a limited form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

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Level 2 ([2]) – factor identified with some analysis.
The candidate uses an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([3]) – factor identified with detailed analysis.
The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is a widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.
(3 × [3])   [9]

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AVAILABLE MARKS

5 Accommodation is a major component of the leisure and tourism industry. Discuss how **three** other components may link with accommodation and analyse why they rely on each other.

- use transportation to get to the accommodation (T)
- use catering facilities for meals (L & T)
- have entertainment provided at the accommodation (L)
- use sporting/fitness facilities at the accommodation (L)
- visit attractions (L & T).

Or any other acceptable links

Use the above indicative content with the following level banding

Award [0] for a response not worthy of credit

Level 1 ([1]–[3])
Candidate demonstrates basic knowledge and understanding, e.g. they may identify up to three possible links with no discussion or one link with full discussion. The candidate uses only a limited form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 ([4]–[6])
Candidate demonstrates sound knowledge and understanding; up to three links are identified with some discussion. The candidate uses an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([7]–[9])
Candidate demonstrates detailed knowledge and understanding; three links are identified with detailed discussion. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is a widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear. [9]

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Total 100

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