Rewarding Learning

General Certificate of Secondary Education
January 2014

Leisure and Tourism

Unit 1: Introduction to Leisure and Tourism

[GLT11]

WEDNESDAY 8 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 which they should apply in allocating marks to 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 candidate's 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 schemes
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.

1 **(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 limited definition, e.g. going on holiday.
Award [2] for a detailed definition of tourism which covers the key elements identified above. [2]

(b) One purpose of tourism visits is taking a holiday. Identify **four** other purposes and provide **one** example of each.

Any **four** of:
•   Sightseeing
•   Visiting an attraction
•   Visiting friends or relatives
•   Going to a sports event as a spectator or a participant
•   Business

Award [1] for identification of each suitable purpose, and [1] for each example.
(4 × [2]) [8]

(c) Travelling by **road** is one **form** of travel. Identify **three** other forms of travel.

Air
Sea
Rail
(3 × [1]) [3]

(d) Describe, using an example, the following types of holiday.

Two Centre Holiday
A holiday which is taken in two different destinations which may or may not be in close proximity to each other for a continuous period of time, e.g. a family visiting Florida may spend time in Orlando and then move to Clearwater or St. Petersburg.

[1] for a suitable example.
Max [2] for description. [3]

Cruise Holiday
A holiday taken on board a ship which provides meals, entertainment and accommodation and calls in different ports to allow visits to different locations, e.g. a cruise of the Western Mediterranean might include Valencia (Spain), Barcelona (Spain), Monte Carlo (France), Rome (Italy), Ajaccio (Corsica), Gibraltar and La Coruna (Spain).

[1] for a suitable example.
Max [2] for description. [3]

Independent Holiday
A holiday which customers plan and book for themselves which meets their own needs and interests, e.g. the customer often uses the Internet to book the elements of their holiday including travel, transfers, accommodation and car hire.

[1] for a suitable example.
Max [2] for description. [3]

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2 **(a)** Complete **Table 1** to identify whether the following leisure activities are active or passive.

Table 1

Leisure Activity	Active / Passive
DIY	Active
Visiting the cinema	Passive
Watching tennis at Wimbledon	Passive
Participating in an orienteering competition	Active
Reading a book	Passive
Playing 5-a-side football	Active

[6]

(b) Identify and explain **two** reasons why people use leisure and tourism facilities.

Any **two** of:
• For entertainment, e.g. going to the cinema/playhouse/concert
• For recreational purposes, e.g. playing 5-a-side football with friends
• For relaxation, e.g. going to a spa to be pampered
• For socialising and eating out, e.g. to join friends for a meal at a restaurant
• For health reasons, e.g. to use exercise to help reduce weight
• For expertise of service or product, e.g. to take a golf lesson with a golf professional

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 explanation.

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

AVAILABLE
MARKS

(c) Identify and analyse **three** factors which have influenced how the leisure and tourism industry has changed over the last ten years.

Any **three** of:
- Income levels have decreased as a result of recession so people have less money for luxuries such as holidays. This means more people are holidaying within UK.
- Holiday entitlement – minimum holiday entitlement for all and greater flexibility means people taking holidays outside the traditional summer holiday period.
- Working hours have become more flexible, more people work part-time and work shift patterns. This creates greater opportunities for leisure.
- Retirement patterns – retirement age is actually increasing. Pensioners are healthier than ever and wealthier so can enjoy increased leisure and tourism.
- Range of facilities – the range of facilities has increased dramatically in recent years (leisure centres, outdoor recreation centres): this has increased the opportunities for leisure.

For each factor.
Award **[0]** for a response not worthy of credit.

Level 1 ([1])
Factor only identified.

Level 2 ([2])
Factor identified with some analysis.

Level 3 ([3])
Factor identified with detailed analysis.
(3 × [3])   [9]   21

3 **(a)** Identify **three** different leisure and tourism facilities.

- Museum
- Sports centres
- Theme park
Or any other acceptable answer

Award [1] for each appropriate facility (must be different) identified to a maximum of [3].   [3]

(b) Describe how each of the following types of leisure and tourism organisations operate, giving examples.

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 organisations 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:

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

Level 1 ([1])
Basic description of sector.

Level 2 ([2])
Some description of sector.

Level 3 ([3])
Sound description of sector.
(3 × [3])   [9]

(c) Analyse **three** benefits of public and private organisations working together
in the planning and operation of a major leisure or tourism event.

Benefits:
- More than one sector involved allows increased facilities, services,
  products
- Sectors able to rely on each other for support
- Increased capital available especially from the private sector
- Sectors work together to develop the facilities and improve the customer
  experience
- Profit will go to both sectors
- Government is not totally liable for all the expenditure/spreads risk
Or any other acceptable answer

Use the above indicative content with the following level banding.

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

For each benefit:

Level 1 ([1])
Candidates demonstrate basic knowledge and understanding, e.g. they
identify one benefit without any development. Candidates use only a limited
form and style of writing. There is little use of specialist vocabulary.
Presentation, spelling, punctuation and grammar may be such that intended
meaning is not clear.

AVAILABLE MARKS

Level 2 ([2])
Candidates demonstrate sound knowledge and understanding; one benefit is identified with some development. Candidates use an appropriate form and style of writing. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([3])
Candidates demonstrate detailed knowledge and understanding; one benefit is identified with detailed development as above. Candidates successfully select and use an appropriate form and style of writing. 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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4 Study the Insert which gives information about Children's Birthday Parties. Answer the following questions.

(a) Identify the following:

Deposit per child required: *£5*
When full payment is required: *within 7 days of party taking place*
(2 × [1])   [2]

(b) Identify **three** periods of the day when it is not possible to book a Birthday Party at Dobbies. Suggest **one** reason why each of these periods is not available.

Before 10am; 12noon – 2pm; after 6pm.

Reasons
• Food would not be ready early in the morning
• Very busy at lunch time
• Overtime wages would be necessary after 6pm
• Evening times after 6pm would not be suitable for young children
• Or any other acceptable answer
(3 × [2])   [6]

(c) Describe how Dobbies might make use of **one** up-to-date business system to improve their booking process.

They could have their booking form on-line with a list of all the activities they have on offer. Customer would then be able to choose packages on-line and make their bookings. These bookings would be able to be confirmed by e-mail and alternatives given if required.
Or any other acceptable answer.   [3]

AVAILABLE MARKS

(d) Describe **one** skill and **one** personal quality which staff taking the children's parties need to have.

Skill
e.g. Good communication and organisational skills which they are able to use competently to work with children at their level whilst still remaining the person in charge. Ability to deal with problems.
Or any other acceptable answer. [3]

Personal Quality
e.g. Have a fun loving personality which will create a good atmosphere for the children and give them a good experience. Patience and empathy with children.
Or any other acceptable answer. [3]

(e) Staff supervising the children's parties are required to undergo a child protection check. Identify the relevant check and discuss **three** reasons why it is important.

Name of check:
Criminal Records Bureau (CRB), Access NI, Disclosure and Barring Service Check (DBS), police check [1]

Reasons
- Ensures that the organisation is confident that their employees have no previous convictions in relation to children
- Safety of children is ensured
- Parents can be confident of the safety provision for their children
- Protection of employee is ensured
- Protection of organisation is ensured
- Checks are legal requirements
Or any other acceptable answer

For **each** reason:

Use the indicative content with the following level banding.

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

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

Level 2 ([2])
Reason identified with some explanation. The candidate uses an appropriate form and style of writing. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([3])
Reason identified with detailed explanation. The candidate successfully selects and uses an appropriate form and style of writing. 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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5 Study the Insert which gives information about safety on board an aircraft. Answer the following questions.

(a) The safety on board card uses symbols rather than written instructions. Identify and explain **one** advantage of this to passengers.

Advantages
- Suitable for all ages
- Suitable for all nationalities
- Easy to understand

Or any other acceptable answer

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

Level 1 ([1])
Advantage only identified.

Level 2 ([2])
Advantage identified with some explanation.

Level 3 ([3])
Advantage identified with detailed explanation. [3]

(b) Explain **two** reasons why it is necessary for the airline to make passengers aware of evacuation procedures.

Reasons
- Legal requirement
- Know how to help themselves
- Know how to help others
- Aware of where the emergency doors are
- Know how to fit breathing masks
- Know how to fit lifejackets and how to use equipment attached
- Know what is and is not allowed in an emergency
- To avoid panic
- To give passengers confidence

Or any other acceptable answer

Use the above indicative content with the following level banding.

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

For **each** reason:

Level 1 ([1])
Candidates demonstrate basic knowledge and understanding, e.g. they identify a reason without any explanation. Candidates use only a limited form and style of writing. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

	AVAILABLE MARKS

Level 2 ([2])
Candidates demonstrate sound knowledge and understanding; a reason is identified with some explanation. Candidates use an appropriate form and style of writing. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([3])
Candidates demonstrate detailed knowledge and understanding; a reason is identified with detailed explanation. Candidates successfully select and use an appropriate form and style of writing. There is a widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.
$(2 \times [3])$ [6]

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Total	**100**