New Specification

cea
Rewarding Learning

**General Certificate of Secondary Education
2011**

Leisure and Tourism

Unit 1: Introduction to
Leisure and Tourism

[GLT11]

MONDAY 16 MAY, 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 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.

1 **(a)** Define the term **leisure**.

Leisure time is the opportunity available to an individual, after completing the necessities of life, when they have the freedom to choose and engage in an experience which is expected to be personally satisfying.

[1] Simple
[2] Sound
(2 × [1]) (AO1)   [2]

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

Leisure Activity	Active/Passive
Hill Walking	Active
Visiting the Theatre	Passive
Playing Wii	Active
Chatting on Facebook	Passive
Watching the Grand National	Passive
DIY	Active

(6 × [1]) (AO1)   [6]

(c) Describe **one** reason why people engage in leisure activities.

Reasons:
• to follow an interest
• to keep fit
• to socialise with others.
Or any other acceptable answer

Use the above indicative content with the following level banding
Award [0] for a response not worthy of credit

[1] Reason only stated
[2] Reason stated with some description
[3] Reason stated with a sound description
(3 × [1]) (AO2)   [3]

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(d) Identify **three** components of the Leisure industry.

Any three of:
- arts and entertainment
- sport and physical recreation
- visitor attractions
- home-based leisure.

(3 × [1]) (AO1) [3]

(e) More people participate in leisure today than ten years ago. Identify and analyse **three** factors which have influenced these changes.

Factors:
- income levels
- holiday entitlement
- working hours
- retirement.

Or any other acceptable answer

For each factor:
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.

Level 2 [2]
Factor identified with some analysis. 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 [3]
Factor identified with detailed analysis as above. 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 a widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Maximum of [3] × [3]

(3 × [1]) (AO2) + (6 × [1]) (AO3) [3] + [6]

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2 (a) Identify **four** facilities an individual might use at the Newtown Leisure Centre.

Any **four** of:
- swimming pool
- fitness suite
- health suite
- synthetic pitch
- multi purpose hall
- crèche
- café.

Or any other acceptable answer (must be included in brief)

$(4 \times [1])$ (AO1) [4]

(b) List **three** classes which may be taken in the dry area of Newtown Leisure Centre.

Any **three** of:
- karate
- judo
- aerobics
- trampolining
- table tennis.

$(3 \times [1])$ (AO1) [3]

(c) Explain why it is important that Newtown Leisure Centre provides a:

Crèche
Reasons:
- encourages use of centre by mothers/fathers
- safe environment for children
- provides another source of income for the centre.

Or any other acceptable answer

Café
Reasons:
- customer will stay longer in the centre
- customer will spend more in the centre
- packages can be put together for customer, e.g. birthday parties.

Or any other acceptable answer

Use the above indicative content with the following level banding
Award [0] for a response not worthy of credit

[1] Reason only stated
[2] Reason stated with some description
[3] Reason stated with a sound description

$(2 \times [1])$ (AO2) + $(2 \times [2])$ (AO3) [2] + [4]

(d) (i) Identify and explain **one** type of information which Newtown Leisure Centre might keep using up-to-date business systems.

Information on:
• customer details
• areas for use by individuals/groups
• customer complaints records
• health and safety procedures
• on-line bookings.
Or any other acceptable answer
Award [0] for a response not worthy of credit

[1] Type of information only stated
[2] Type of information stated with some description
[3] Type of information stated with a sound description   [3]

(ii) Analyse **one** advantage and **one** disadvantage for Newtown Leisure Centre of using up-to-date technology to store information.

Advantages	**Disadvantages**
Data kept securely (password protected)	If computer goes wrong data can be lost
Only accessible to authorised staff	Only accessible to authorised staff
Mailing list can be produced	Errors can be made
Stock can be controlled	

It is expected that the advantage and disadvantage should not be the reverse of each other.

Use the above indicative content with the following level banding
Award [0] for a response not worthy of credit

Level 1 [1]
Advantage/disadvantage only stated. 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 [2]
Advantage/disadvantage stated with some explanation. 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.

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Level 3 [3]
Advantage/disadvantage stated with sound explanation. 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 a widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.
$(3 \times [2])$ (AO2) + $(3 \times [1])$ (AO3)   [6]

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3 (a) Discover Northern Ireland is an example of a tourism organisation. Identify **two other** types of tourism organisation and provide an example of each in **Table 2**.

Organisation	Example
Travel Agents	Co-op Travelcare
Tour Operators	TUI

Or any other acceptable answer
$(4 \times [1])$ (AO1)   [4]

(b) What evidence is there to suggest that Discover Northern Ireland wants to appeal to other countries?

Visitor guide booklets are available in languages other than English [1], such as Spanish, Italian, German and French [2].
$(2 \times [1])$ (AO1)   [2]

(c) Explain how the accommodation listed in the Northern Ireland Accommodation Guide might meet the needs of people taking:

Special Interest Holidays	Types of Accommodation	Meet needs by:
• scuba-diving • golfing • sailing • walking • motor-biking • or any other acceptable answer	• caravan and camping • self-catering accommodation	• freedom to come and go • provides more relaxed atmosphere • make meals to suit their own time-table • space to keep their gear

Award [0] for a response not worthy of credit

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[1] Accommodation only stated
[2] Accommodation stated with some description of how it might meet the customers' needs
[3] Accommodation stated with a sound description of how it might meet the customers' needs

Short Break Holidays	Types of Accommodation	Meet needs by:
• weekend holidays • mid-week breaks	• hotels (couples and singles) • bed & breakfast • guest houses • self-catering (groups)	• easy access • close to other facilities • convenience

Award [0] for a response not worthy of credit

[1] Accommodation only stated
[2] Accommodation stated with some description of how it might meet the customers' needs
[3] Accommodation stated with a sound description of how it might meet the customers' needs
$(2 \times [3])$ (AO2)   [6]

(d) Other than accommodation information, what would you expect to find in the Discover Northern Ireland Visitor Guide and analyse the value of this information to the visitor.

• pre and post arrival
• provides information to suit the needs of different types of visitor (leisure, business, education)
• information to suit visitors with different interests
• visitor will require information on attractions
    – places to eat
    – places to take part in activities
    – places to observe activities
    – places of entertainment.
Or any other acceptable answer

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 identify examples without any 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.

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Level 2 ([4]–[6])
Candidate demonstrates sound knowledge and understanding; examples are identified with some development. 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 ([7]–[9])
Candidate demonstrates detailed knowledge and understanding; examples are identified with detailed development as above. 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 a widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.
(3 × [1]) (AO2) + (6 × [1]) (AO3)   [3] + [6]

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4 (a) Using the management structure in **Resource 2**, identify **two** supervisory and **two** operational jobs within the Zoo and complete **Table 3**.

Supervisory	Curators
Supervisory	Head of Business
Operational	Store Keeper
Operational	Receptionist

Or any other acceptable answer
(4 × [1]) (AO1)   [4]

(b) Describe the following terms relating to employment.

Full-time
The employee is required to work a full week [1], either in regular hours or shifts [1], and employed all year round [1].

[2] Maximum
(1 × [1]) (AO1) + (1 × [1]) (AO2)   [1] + [1]

Seasonal
The employee is only employed for a set period of time [1] during which the organisation is at its busiest [1], or during the period it is open for over summer/winter [1].

[2] Maximum
(1 × [1]) (AO1) + (1 × [1]) (AO2)   [1] + [1]

(c) Discuss **two** main duties of a:

Curator
Any **two** of:
•   bring new animals to the zoo
•   run the zoo's breeding programme
•   ensure the zoo has a good habitat for the animals
•   make sure the animals are comfortable and happy
•   make sure the zoo has keepers who can handle the animals.
Or any other acceptable answer

Zoo Keeper
Any **two** of:
•   prepare and provide food for the animals
•   make sure the animals diet is suitable
•   clean the animals cages
•   keep the animal area clear from any dangerous items
•   follow proper safety procedures when working with animals
•   to be knowledgeable about the animals and able to answer visitor questions
•   to be able to take guided tours of the zoo.
Or any other acceptable answer

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

[1] Role only identified
[2] Role identified with some description
[3] Role identified with detailed description as above
(2 × [1]) (AO2) + (2 × [2]) (AO3) × 2   [4] + [8]

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(d) Identify what actions the Head of Business might take to support **two** of his staff in their work duties.

- provide day-to-day support/advice
- offer the opportunity for professional development
- review their performance and provide positive feedback
- deal with staffing problems.

Or any other acceptable answer

Staff to include:
- marketing student
- shop manager/shop assistants
- receptionists/telephonists
- office cleaners.

Use the above indicative content with the following level banding
Award [0] for a response not worthy of credit

Level 1 ([1]–[2])
Candidate demonstrates basic knowledge and understanding, e.g. they identify two staff supports without any 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 staff supports are identified with some development. 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 ([5]–[6])
Candidate demonstrates detailed knowledge and understanding; two staff supports are identified with detailed development as above. 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 a widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.
$(2 \times [1])$ (AO2) + $(4 \times [1])$ (AO3)   [2] + [4]

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5 Analyse why it is important that all Leisure and Tourism organisations implement a Health and Safety policy.

To include:
- to comply with the law
- to create a healthy and safe working environment
- to ensure the health and safety of the visitors
- to ensure the employees are able to deal with health and safety issues
- to reduce the number of accidents in the workplace
- to ensure all employees are aware of health and safety procedures
- to ensure visitors have an awareness of the health and safety
- procedures to be followed in event of an emergency.
  Or any other acceptable answer

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 identify reasons without any 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 ([4]–[6])
Candidate demonstrates sound knowledge and understanding; reasons are identified with some development. 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 ([7]–[8])
Candidate demonstrates detailed knowledge and understanding; reasons are identified with detailed development as above. 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 a widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

$(3 \times [1])$ (AO2) + $(5 \times [1])$ (AO3)   [3] + [5] | 8

Total | **100**