



**General Certificate of Secondary Education
2013**

Leisure and Tourism

Unit 1: Introduction to
Leisure and Tourism

[GLT11]

THURSDAY 16 MAY, MORNING

**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 is undertaken after the necessities of life, such as work/education, have been completed and when people have the freedom to choose and engage in an experience which is expected to be personally satisfied.

Or any other acceptable answer.

[1] limited definition, e.g. activities people do in their free time

[2] detailed definition of leisure activities which covers the key elements identified above

[2]

(b) Study Table 1 which shows a range of leisure activities. Complete Table 1 by using a tick (✓) to show whether the activity is active or passive.

Activity	Active	Passive
Decorating your bedroom	✓	
Flower arranging		✓
Playing 5-a-side football	✓	
Hill walking in the Sperrins	✓	
Watching a movie		✓
Reading a novel		✓

(6 × [1])

[6]

Table 1

(c) Outline **three** reasons why people use leisure and tourism facilities. Give an example of each to support your answer.

Answers may include:

- for entertainment, e.g. to watch an opera at a theatre house
- for recreational purposes, e.g. to play a game of 5-a-side football with friends
- for relaxation, e.g. to read a book in a quiet space
- for socialising and eating out, e.g. meeting up with family for a special occasion such as a birthday
- for health reasons, e.g. using a fitness suite to keep fit
- for expertise of service or product, e.g. golf professional.

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 description and a simple example.

Level 3 [3]

Reason identified with detailed description and a sound example.

(3 × [3])

[9]

(d) Analyse **three** factors which have influenced recent developments in the leisure and tourism industry.

- income levels
- holiday entitlement
- working hours
- retirement patterns
- range of facilities.

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.

Level 2 [2]

Factor identified with some analysis.

Level 3 [3]

Factor identified with detailed analysis as above.

(3 × [3])

[9]

26

2 (a) Identify **four** purposes of tourism visits other than taking a holiday.

Any four of:

- sightseeing
- visiting an attraction
- visiting friends or relatives
- going to a sport event as a spectator or a participant
- business.

(4 × [1])

[4]

(b) Describe the following types of holiday.

Package:

A holiday involving a pre-arranged combination of transportation and accommodation or another tourist service, not ancillary, to transport or accommodation, when sold or offered for sale.

Camping/Caravanning:

A holiday which involves the holiday maker taking their own tent or caravan to the destination or staying in pre-erected tents or static caravans.

Short break:

A short duration trip which is usually less than five days.

For each type of holiday:

[1] basic answer, e.g. holiday arranged for you

[2] sound answer, e.g. holiday which includes flights and accommodation

[3] detailed answer as description above

(3 × [3])

[9]

(c) (i) Which year generated the most revenue from out of state visits to Northern Ireland?

2008

[1]

(ii) How many domestic visits were made in 2002?

910 000

[1]

(iii) Which year had the least number of domestic visits?

2004

[1]

(d) Using Table 3 compare the number of trips to Northern Ireland for business and for holidays. Suggest reasons for the trends you have identified.

Candidates make use of the information provided in the tables to compare:

- increase in holiday visitors
- decrease in business visitors.

Reasons, e.g. better leisure and tourism facilities, changes to the economy.

Level 1 ([1]–[2])

One to two comparisons identified with little/no reasons.

Level 2 ([3]–[4])

Two comparisons given with some reasons.

		AVAILABLE MARKS
	<p>Level 3 ([5]–[6]) Two comparisons given with sound reasons.</p>	22
3	<p>(a) Complete Table 4 by stating four components of leisure and tourism and give one example of each.</p> <p>Any four components and one example from the list below:</p> <ul style="list-style-type: none"> • arts and entertainment: (for example, museums, galleries, theatre, cinema, nightclubs and concert venues); • catering: (for example, pubs and bars, restaurants, cafés, fast-food outlets) • sports and physical recreation: (for example, sports and recreation centres, sports clubs, health clubs and spas, countryside recreation centres and country parks) • visitor attractions: (for example, natural attractions, built attractions, amusement parks and themed parks such as zoos or aquariums) • cultural attractions (for example, castles and stately homes) • home-based leisure: (for example, libraries, computer gaming and DVD/video rental shops) • accommodation: (for example, hotels, guest houses, bed and breakfasts (B&Bs, holiday cottages, holiday parks, caravan parks, campsites and conference centres) • tourism organisations: (for example, travel agents such as Thomson, tour operators such as Thomas Cook, and tourist information and guiding services such as Tourist Information Offices) and • transportation, the main forms of travel used when participating in leisure and tourism: air (chartered and scheduled flights), rail, road (coach and car, including car hire) and sea (including ferries and cruise ships). <p>(8 × [1])</p>	[6]
	<p>(b) Derry-Londonderry is the UK City for Culture 2013. Describe how a leisure and tourism organisation might provide a product, a service and a facility to deliver cultural activities.</p> <p>Product:</p> <ul style="list-style-type: none"> • traditional Irish meal • t-shirt with motif • calendar of special events. <p>Service:</p> <ul style="list-style-type: none"> • guided tour • advisor on activities • event organiser. 	[8]

Facility:

- exhibition room
- coach/bus to events
- special packages.

Or any other acceptable answer

For each product, services and facility

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

Level 1 [1]

Product, service or facility only identified.

Level 2 [2]

Product, service or facility identified with some description.

Level 3 [3]

Product, service or facility identified with detailed description.

(3 × [3])

[9]

17

4 Study the insert provided on Belfast Splash Tours. Answer the following questions.

(a) Identify **two** methods of contacting Belfast Splash Tours to pre-book a tour.

- telephone
- e-mail (or web page)

(2 × [1])

[2]

(b) Identify **three** educational tours which a group of school children may take with Belfast Splash Tours.

Any three of:

- river quality and regeneration
- wildlife on the Lagan
- Belfast landmarks
- shared history and shared heritage
- bespoke, tailored tours.

(3 × [1])

[3]

- (c) Special “Duckling” tours are available. Describe how these might meet the needs of the following:

Birthday parties:

- private area
- novel idea
- can tailor to suit own needs
- something different
- memorable experience.

Award [1] for a basic description relevant to birthday parties

Award [2] for some description relevant to birthday parties

Award [3] for a sound description relevant to birthday parties

Corporate hospitality:

- special treat for guests
- captive audience
- show around Belfast as well as have meeting.

Or any other acceptable answer

Award [1] for a basic description relevant to corporate hospitality

Award [2] for some description relevant to corporate hospitality

Award [3] for a sound description relevant to corporate hospitality [6]

- (d) Describe **two** measures the tour company takes to ensure the safety of its passengers.

- expert crew
- assistance to board/disembark vehicle
- change route to suit weather conditions
- change route due to river conditions
- advise suitability of tour for those with mobility problems.

Use the indicative content with the following level banding.

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

Level 1 [1]

Measure 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]

Measure identified with some description.

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]

Measure identified with detailed description.

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 widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear. [6]

(e) Discuss **two** reasons why an international visitor may wish to take a Belfast City Tour.

- available in six languages
- combo ticket may be purchased
- 48 hour tickets allow for flexibility
- live guide on every tour
- discover history of Belfast.

Level 1 [1]

Reason 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]

Reason 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]

Reason identified with detailed analysis and sound conclusions.

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 widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear. [6]

5 Leisure and Tourism organisations typically operate a three-tier organisation. With reference to a leisure centre or a hotel in your local area, identify and give examples of the three levels, showing the responsibility and accountability at each level.

- managerial
 - overall responsibility
 - makes policy decisions
 - leads supervisors.
- supervisory
 - looks after a team of operational employees
 - reports to manager
 - involved in some decision making.
- operational
 - front line in organisation
 - carries out essential tasks
 - answerable to supervisor.

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

Level 1 ([1]–[4])

Candidate correctly identifies one to three levels, using some examples. 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 ([5]–[8])

Candidate correctly identifies two to three levels, using an example of each with some appropriate 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 ([9]–[12])

Candidate correctly identifies all levels, using an example of each with detailed appropriate 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.

[12]

AVAILABLE
MARKS

12

Total

100