



*Rewarding Learning*

**General Certificate of Secondary Education  
2019**

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**Leisure, Travel and Tourism**

**Unit 2**

**Promoting and Sustaining the Leisure,  
Travel and Tourism Industry**

**[GLE21]**

**FRIDAY 31 MAY, MORNING**

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**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, Travel and Tourism.

Candidates must show they are able to:

- AO1** recall, select and communicate their knowledge and understanding of a range of contexts;
- AO2** apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks; and
- AO3** analyse and evaluate information, sources, and evidence, make reasoned judgements and present conclusions.

### *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 **marketing**.

Marketing in the leisure travel and tourism industry is about getting the right product to the right people in the right place at the right time.

Award [1] for a basic or incomplete definition,  
e.g. it is about promoting a product.

Award [2] for a complete definition as above. [2]

(b) Identify why leisure, travel and tourism organisations constantly **alter** the marketing mix.

Organisations alter the mix in order to achieve their organisational objectives.

Award [1] for a partial answer,  
e.g. to make a profit or  
to be competitive.

Award [2] for a complete answer as above. [2]

(c) Identify the difference between an **intangible** and **tangible** product or service and give one example of each that may be found in the leisure, travel and tourism industry.

Tangible products are physical goods that customers can take away with them such as a baseball cap or a programme. Intangible products or services are things the customer buys but cannot take away with them such as a day in a theme park, an aerobics class or a flight.

Award [1] for an incomplete answer that does not fully identify the difference between tangible and intangible products or services,  
e.g. products can be seen, services cannot be seen.

Award [2] for a complete answer as above.  
(2 × [1])

Award [1] mark each for a correct example of both a tangible or intangible product or service.

Award [0] for a response not worthy of credit.  
(2 × [1]) [4]

(d) The leisure, travel and tourism market can be segmented by gender. Identify **four** other ways to segment the market.

Award [1] mark each for the following:

- Age
- Social group
- Lifestyle
- Ethnicity

(4 × [1]) [4]

(e) Explain why organisations **target** particular market segments and describe using an example, how this can be achieved in the leisure, travel and tourism industry.

Explanation

Customers have different needs and target marketing is an effective way to offer the correct products and services to the correct people or customers

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Award [1] for a basic explanation,  
e.g. allows the organisation to promote their business to small numbers of people.

Award [2] for a complete explanation as above.

Example

Coach tours from Belfast to Scotland are targeted towards older couples and singles. Promotion is through advertisements in local newspapers that are more frequently read by this target market

Any other suitable answer.

Award [1] for a basic description,

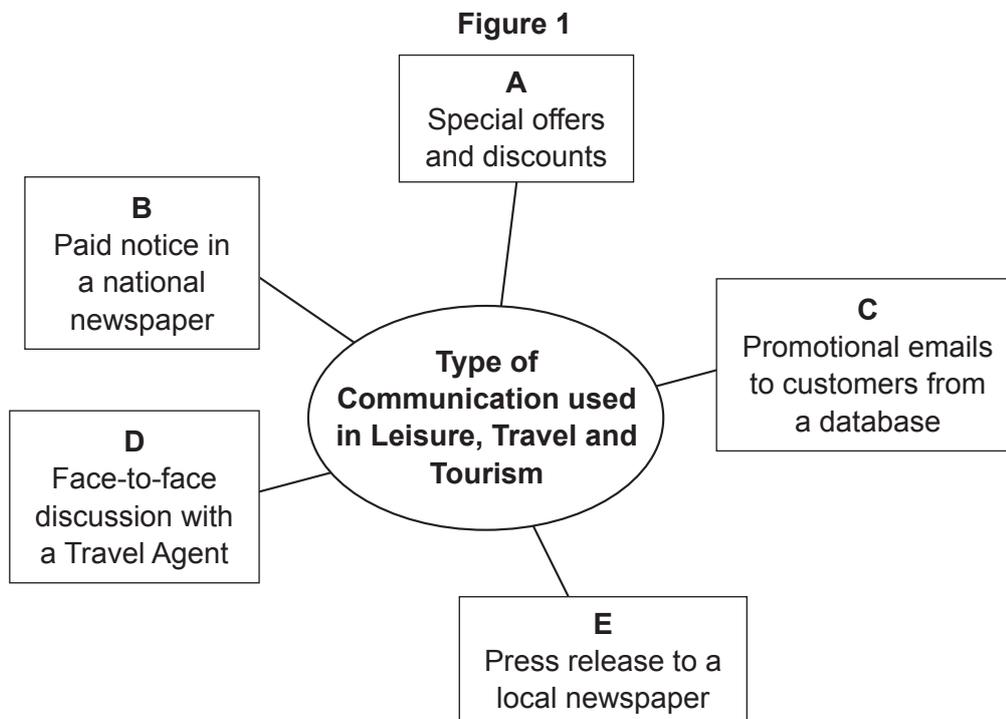
e.g. coach tours to Scotland for retired people.

Award [2] for a full description and example as above.

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

[4]

- (f) Study **Fig 1** below which shows different types of communication used within the leisure, travel and tourism industry. Complete **Table 1** below by matching the correct type of communication to the correct promotional technique by inserting the appropriate letter.



Promotional technique	Letter
Personal Selling	D
Sales Promotion	A
Advertising	B
Direct Marketing	C
Public Relations	E

**Table 1**

(5 × [1])

[5]

(g) Identify **three** pricing strategies used by leisure, travel and tourism organisations.

All three from :

- Profitability
- Peak and off-peak pricing or high and low season pricing
- Group and special discounts.

(3 × [1])

[3]

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- 2 (a) Identify the **five** planning steps required to ensure that promotional activity is effective.

- Identify clear promotional objectives
- Identify the target market
- Choose the most appropriate promotional technique
- Choose the most appropriate promotional materials or material
- Monitor and evaluate the success of the promotional activity.

Award [1] for each of the answers from above.

(5 × [1])

[5]

- (b) Identify why leisure, travel and tourism organisations engage in **market research**.

Market research is undertaken in order to find out what their customers need or want from the organisation.

Award [1] for an incomplete identification, e.g. it is done to find out more about customers.

Award [2] for a full identification as above.

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

[2]

- (c) Study the insert provided which gives information about Titanic Boat Tours. Answer the following questions.

- (i) Identify **two** main and **two** ancillary products or services provided by Titanic Boat Tours.

Any two main products or services including:

- Public boat tour
- Private boat tour
- School or educational boat trips.

(2 × [1])

Any two ancillary products or services including:

- Car parking
- Souvenirs, e.g. T-shirt
- Parties
- Wedding celebrations
- Film productions
- Halloween, Christmas and festive parties

(2 × [1])

[4]

- (ii) Identify **three** ways that Titanic Boat Tours have shown an understanding of the importance of e-marketing.

Any **three** of the following:

The brochure identifies that Titanic Tours has its own

- website address
- email address
- Facebook page
- Twitter account.

Note: • Do not allow phone number  
• Allow online booking

(3 × [1])

[3]

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- (iii) Identify **four** criteria that you could use to analyse the effectiveness of the Titanic Boat Tour's promotional brochure.

Award [1] only for each of the following:

- The design of the brochure
- The use of images
- Appropriate language
- Inclusion of detailed information.

Award [1] for each of the above

(4 × [1])

[4]

- (iv) Identify **two** ways the Titanic Boat Tours cater for people with disabilities.

- Free disabled car parking
- One of the boats, the Mona, is wheelchair accessible.

(2 × [1])

[2]

- (d) Study **Table 2** below, which shows a simple SWOT analysis for the **public boat tours** operated by the Lagan Boat Company.

Answer the questions that follow.

- (i) Explain why car parking is described as a weakness.

There is no dedicated car parking available at the site and the company relies on public paid car parking being available in two locations. These are both subject to use by other organisations and spaces may be difficult to find for boat tour visitors at certain times.

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

Award [1] for a limited explanation,

e.g. car parking is not available at the Boat Tour site.

Award [2] for a detailed explanation,

e.g. car parking is not available at the departure point, visitors have to rely on paid parking which can be expensive.

[2]

- (ii) Explain why weather and regulations can be considered as threats to the organisation.

Weather

- When the weather is cold and wet there may not be many tourists who wish to take the tour.
- The sailings are subject to weather conditions and may be cancelled by the Captain.
- This may affect the profitability of the boat tours.

Regulations

- Because passengers are aboard a boat, safety regulations are strict
- There are additional costs associated with complying with strict safety regulations
- Failure to comply may result in closure of business.

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

Award [1] for a simple explanation with little detail,

e.g. when the weather is cold and wet there may not be many tourists who wish to take the tour,

e.g. because passengers are aboard a boat, safety regulations are strict.

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Award [2] for a detailed explanation,  
e.g. the sailings are subject to weather conditions and may be cancelled  
by the Captain. This may affect the profitability of the boat tours.  
e.g. because passengers are aboard a boat, safety regulations are  
strict. Failure to comply with regulations may result in closure of the  
business.

[4]

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3 (a) Define the term **sustainable tourism**.

Sustainable tourism is tourism that takes full account of its current and future economic, social and environmental effects and meets the needs of visitors, the leisure, travel and tourism industry, the environment and host communities.

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

Award [1] for a simple definition, (one that only identifies a part of the above definition.)

e.g. tourism that takes account of various factors and helps local communities.

Award [2] for a full and complete definition containing all aspects as outlined above. [2]

(b) Identify and describe **two** ways to practise the principles of sustainable tourism at a tourist destination.

Identification

Any **two** of the following:

- Minimising the negative environmental impact
- Creating economic benefits
- Conserving local culture
- Promoting links and respect between tourists and the local community.

(2 × [1]) [2]

Description

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

Award ([1]) for a simple description for each correctly identified way to support local communities,

Any **two** from:

e.g. Minimising the negative environmental impact at the destination – ensuring that car parking is available for visitors

e.g. Creating economic benefits – bringing tourism related jobs to local people

e.g. Conserving local culture – encourage local people to provide local crafts for sale

e.g. Promoting links and respect between tourists and the local community – helping locals who are affected by tourists

Award ([2]) for a sound description of each correctly identified way to support local communities.

Any **two** from:

e.g. Minimising the negative environmental impact at the destination – ensuring that car parking is available for visitors and clearly signposted

e.g. Creating economic benefits – bringing tourism related jobs to local people, e.g. a tour guide

e.g. Conserving local culture – encourage local people to provide local crafts for sale, e.g. paintings of the local area

e.g. Promoting links and respect between tourists and the local community – helping locals who are affected by tourists by allowing free access to the facility or attraction

(2 × [2]) [4]

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- (c) Identify and describe **two** ways that the growth of winter snow sports has had a negative effect on the environment.

Negative effects:

Any **two** of the following:

- Noise pollution
- Overcrowding
- Air pollution
- Littering
- Aesthetic pollution (scenic beauty affected)
- Traffic congestion
- Animal habitats

Any other acceptable response.

(2 × [1])

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

Description:

- Award [1] for a basic description of the negative effect, e.g. Ski resort will require noisy ski lifts.
- Award [2] for a sound description of the negative effect, e.g. Ski resort will require noisy ski lifts to transport skiers to the slopes.

(2 × [2])

[6]

- (d) Explain **one** positive and **one** negative economic effect of leisure, travel and tourism development for people living close to a seaside resort.

Positive economic effects include:

- Increased employment opportunities
- Increased disposable income

Negative economic effects include:

- Rising cost of living
- Local businesses may close
- Goods may become more expensive
- Goods may be available for tourists but not for locals
- Jobs may be seasonal and low paid with antisocial shift patterns
- 

Any other acceptable response.

Award [1] for each correct effect. Maximum of one from each effect.

(2 × [1])

#### **Level 1 ([1]–[2])**

Candidates explain each effect at a basic level with little development.

e.g. increased employment opportunities – Tourism development will mean that new businesses will require new employees, or

Goods may become more expensive – increase in the number of visitors will affect the cost of all kinds of goods.

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])**

Candidates explain each effect at a sound level with some development.

e.g. increased employment opportunities – Tourism development will

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mean that new businesses will require new employees, – the increase in job numbers will also include a wider range of jobs, some of which will be traditional and some completely new to the area, or  
 Goods may become more expensive – increase in the number of visitors will affect the cost of all kinds of goods, – supply and demand will underpin price increases and visitors will be able to afford these prices more easily than local people.

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])

Candidates explain each effect at a comprehensive level with a detailed development.

e.g. increased employment opportunities – Tourism development will mean that new businesses will require new employees, – the increase in job numbers will also include a wider range of jobs, some of which will be traditional and some completely new to the area, – the jobs will offer promotion to locals where local knowledge may be important to the employer, perhaps in culture or geography or such like, or  
 Goods may become more expensive – increase in the number of visitors will affect the cost of all kinds of goods, – supply and demand will underpin price increases and visitors will be able to afford these prices more easily than local people, – Local people will be expected to pay higher prices throughout the year while occasional visitors will only pay higher prices for the duration of their holiday or visit.

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. [8]

- (e) A responsible traveller should respect the destination by being socially, environmentally and economically responsible. Describe **one** example of each.

Award [1] mark for a basic description.

- Social – asking before taking a photograph, speak language, anti-social behaviour
- Environment – reducing water consumption, litter
- Economic – eating in local restaurants, buy local products .

Award [2] marks for a sound description.

- Social – asking before taking a photograph to avoid offence
- Environment – reducing water consumption by reusing towels
- Economic – eating in local restaurants with locally produced produce.

Any other acceptable response.

(3 × [2])

[6]

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- 4 (a) A **passport** and a **visa** are often required when going on holiday. Explain why both may be required by a traveller.

Citizens must have a valid passport that identifies who they are and identifies their nationality, before they can travel to any other country.

Award [1] for a basic explanation,  
e.g. a passport allows you to travel.  
Award [2] for a complete explanation as above.  
(2 × [1])

A **visa** is a special endorsement to a passport either as a stamp or an attached document, as evidence of permission from the destination country, to temporarily visit within its borders.

Award [1] for a basic explanation,  
e.g. a visa is required for some countries.  
Award [2] for a complete explanation as above.  
(2 × [1])

[4]

- (b) (i) Malaria is the main health risk to travellers to a tropical region. Identify the medical precaution to prevent this health risk.

Award [1] for a basic answer,  
e.g. take anti malaria tablets. (Do not allow vaccinations)  
Award [2] for a complete answer,  
e.g. take a course of anti malaria tablets, before, during and after travelling.

[2]

- (ii) Identify and describe **two physical precautions** that a tourist should take to prevent this health risk.

Award [1] mark for identifying each physical precaution and award [1] mark for description.

Any **two** of the following:

- Mosquito repellent – usually applied by spray to the skin
- Mosquito net – provided in bedrooms to cover the sleeping area
- Clothing – which restricts the ability of the mosquito to bite

(2 × [2])

[4]

- (c) Aircraft crews provide a safety demonstration to passengers prior to take-off. Identify **two** parts of this demonstration and explain why this information is important to the passenger.

Award [0] for a response not worthy of credit.  
Award [1] mark for identifying each part of the demonstration. Maximum of [2].

Any **two** of the following:

- How to fasten the seat belt
- How to use oxygen masks
- When and how to use the life jacket
- How to find the nearest exit if the cabin is in darkness or smoke filled.

Award [1] for each basic explanation of why this information is important to passengers. Maximum of [2].

e.g. Seat belt fastening – required to keep passengers safe in seats in an emergency

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- e.g. Oxygen mask deployment – needed if air is no longer available in the aircraft  
 e.g. Life jacket use – used if the plane lands on water  
 e.g. Floor lighting – useful when lighting fails.

Award [2] for each developed explanation of why this information is important to passengers. Maximum of [2].

e.g. Seat belt fastening – required to keep passengers safe in seats in an emergency. These situations can include dangerous inflight turbulence of emergency landing

e.g. Oxygen mask deployment – needed if there is no air in the aircraft. This can happen if the cabin is depressurised due to the cabin being punctured or damaged

e.g. Life jacket use – used if the plane lands on water. Passengers would not be able to stay afloat for long with a lifejacket

e.g. Floor lighting – useful when lighting fails. This can be the case in a crash when there is smoke in the cabin. [6]

- (d) Tourists need to be aware of local customs regarding **food and drink** and **dress** in overseas destinations. Explain how these customs can affect UK tourists.

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

#### Level 1 ([1]–[2])

Candidate explains how one or two of the customs can affect UK tourists at a basic level with little development.

e.g.

Drink – Drinking alcohol is an offence in public

Dress – Scant clothing is not permitted.

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])

Candidates provide an explanation of how both customs can affect UK tourists at a sound level with some development.

e.g.

Drink – Drinking alcohol is an offence in public. If permitted it must only be taken in specified areas

Dress – Scant clothing is not permitted. Ladies must not expose parts of arms or legs.

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])

Candidates provide an explanation of how both customs can affect UK tourists at a comprehensive level with detailed development.

e.g.

Drink – Drinking alcohol is an offence in public. If permitted it must only be taken in specified areas, such as hotels or private accommodation.

Dress – Scant clothing is not permitted. Ladies must not expose parts of

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arms or legs. Women may be required to wear head dress or be subject to prosecution.

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.

[6]

**Total****AVAILABLE  
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22

**100**