



Rewarding Learning

**General Certificate of Secondary Education
2014**

Leisure and Tourism

Unit 1: Introduction to
Leisure and Tourism

[GLT11]

FRIDAY 23 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 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 Study the **Insert** which provides information on the Majestic Cinema. Answer the questions which follow.

(a) Which movie would be best suited to each of the following groups of people?

18 year olds *Stoker*

13 year olds *The Impossible*

Pre-school children *Nativity 2*

16 year olds *Flight*

(4 × [1]) [4]

(b) Identify **one** product, **one** service and **one** facility available at a cinema.

- Product: e.g. ice-cream, popcorn, drinks
- Service: advice on films, escort to seats, pre-booking (not waiting tables etc.)
- Facility: wheelchair access, toilets, car park
- Or any other acceptable answer

(3 × [1]) [3]

(c) Describe **two** ways in which the cinema could be made more accessible for wheelchair users.

Measures

- Wider doorways to allow easy access for wheelchairs
- Special area to park wheelchair to watch movie without view being blocked
- Ramps leading up to doorway
- Lifts to reach an upper or lower floor allowing users full choice of screens
- Disabled parking spaces close to the entrance, special entrances
- Or any other acceptable answer

For each reason.

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

Level 1 ([1])

Measure only identified.

Level 2 ([2])

Measure identified with some description.

Level 3 ([3])

Measure identified with detailed description.

(2 × [3]) [6]

(d) Identify and explain **two** ways in which the cinema might make its customers aware of its evacuation procedures.

- Play a short film before the movie starts to provide the information
- Have an employee give a short presentation before the movie
- Flash the exit signs after the lights have gone down
- 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 way:

Level 1 ([1])

Candidate demonstrates basic knowledge and understanding, e.g. they identify and explain one way without any development. 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])

Candidate demonstrates sound knowledge and understanding; one way is identified and explained with some development. 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])

Candidate demonstrates detailed knowledge and understanding; one way is identified and explained with detailed development. 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.

[6]

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2 Study **Fig. 1** which shows a range of jobs in the Leisure and Tourism industry. Answer the questions which follow.

(a) Complete **Table 1** by matching a job from **Fig. 1** to the most relevant component of the Leisure and Tourism industry. Each job should be used only once.

| Component of the leisure and tourism industry | Job |
|---|---------------------------------|
| Sport and Physical Recreation | <i>Leisure Centre Attendant</i> |
| Arts and Entertainment | <i>Concert Co-ordinator</i> |
| Transportation | <i>Cabin Steward</i> |
| Home-Based Leisure | <i>Librarian</i> |
| Accommodation | <i>Hotel Manager</i> |
| Visitor Attractions | <i>Tour Guide</i> |
| Tourism Organisations | <i>Travel Agent</i> |

Table 1

(7 × [1])

[7]

(b) Describe **one main** role associated with the following jobs.

Hotel Manager

- Day to day running of a hotel
- Managing Heads of Department within the hotel
- Managing staff employed by the hotel
- Ensuring the hotel is meeting the demands of its customers
- Responsibility for financial planning and decisions
- Staff recruitment and selection
- Or any other acceptable answer

Librarian

- Keeps books in a good condition
- Classifies books according to a system which enables users to easily find books
- Records books which have been lent to library users
- Keeps the library tidy
- Ensures users of the library behave according to the rules
- Or any other acceptable answer

Tour Guide

- Shows people around an attraction /venue
- Provides information on the attraction / venue
- Relates folklore about the attraction / venue
- Ensures the safety of people taking a tour with them
- Or any other acceptable answer

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

Level 1 ([1])

Role only identified.

Level 2 ([2])

Role identified with some description.

Level 3 ([3])

Role identified with detailed description.

(3 × [3])

[9]

(c) The Leisure and Tourism industry normally operates using a three-tier organisational structure. Identify the **three** levels.

- Managerial
- Supervisory
- Operational

(3 × [1])

[3]

(d) Analyse how the following factors have influenced the development of the Leisure and Tourism industry over the last ten years.

Retirement Patterns

- People are taking flexible retirement
- People are living longer
- People are now fitter/healthier when they retire
- People usually receive retirement pension packages
- Or any other acceptable answer

Working Hours

- Introduction of a shorter working week
- Introduction of payment for task, not the time taken
- Time / work commitments may leave people with more / less time
- Or any other acceptable answer

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 sound analysis.

(2 × [3])

[6]

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- 3 (a) Study **Table 2** which gives four holiday scenarios. Complete Table 2 by stating the purpose of the traveller’s visit and the type of holiday being taken.

The first has been completed for you as an example.

| Scenario | Purpose | Type of Holiday |
|---|---|-------------------------|
| A family of four travels to southern Spain to a resort complex. All flights, transfers, accommodation, entertainment and all food and drinks are included | <i>Holiday</i> | <i>All-inclusive</i> |
| Mr. and Mrs. Martin organize their own travel from New York to visit the Giant’s Causeway | <i>Sightseeing Attractions</i> | <i>Independent</i> |
| Ex-pats John and Irene travel from Sydney to Northern Ireland. They hire a car with their flight as they intend catching up with people from their past. | <i>Visiting friends and relatives</i> | <i>Fly Drive</i> |
| Keen cyclists Ken and Craig travel to France to follow the Tour de France | <i>Going to a sports event as a spectator</i> | <i>Special Interest</i> |

Table 2

(8 × [1])

[8]

- (b) Explain **one** advantage of booking an independent holiday.

- Able to book from the comfort of their own home
- Able to tailor the holiday to suit their own needs
- Able to tailor costs of the airline / accommodation to suit their needs
- 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]

(c) Camping and caravanning holidays have become increasingly popular with UK holidaymakers. Suggest and explain **three** reasons why this is so.

Reasons:

- Less costly compared to a hotel or an apartment
- Able to take all their home comforts with them
- They have their own accommodation with them.
- They have their own cooking facilities with them.
- No suitcases.
- They can choose when they travel and where they stay.
- They have transport to use when they reach their destinations.
- Or any other acceptable answer

For each reason identified.

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

Level 1 ([1])

Reason only identified.

E.g. Less costly compared to a hotel or an apartment

Level 2 ([2])

Reason identified with some explanation.

E.g. Less costly compared to a hotel or an apartment so they can still afford to go on holiday

Level 3 ([3])

Reason identified with detailed explanation.

E.g. Less costly compared to a hotel or an apartment so they can still afford to go on holiday or take several holidays as they have purchased their tent or caravan they have only the cost of the campsite to pay for which is often only a small fee.

(3 × [3])

[9]

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4 Catering is an important component of the Leisure and Tourism industry.

(a) Identify **three** different types of catering facilities.

Any three of:

- Pubs and bars
- Restaurants
- Cafés
- Fast Food Outlets

(3 × [1])

[3]

(b) Many catering facilities offer a delivery service. Explain **one** advantage of this to customers.

Advantages

- Customers can phone in their orders without having to leave their homes
- Customers do not have to arrange for childcare to enjoy a meal cooked for them
- If entertaining in their home they can get their food without having to leave their guests

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

Level 1 ([1])

Advantage only identified.

Level 2 ([2])

Advantage identified with some description.

Level 3 ([3])

Advantage identified with detailed description.

[3]

(c) Explain **one** reason, other than eating-out, why people use catering facilities.

Reasons

- For entertainment – to watch a cookery demonstration
- For relaxation – to enjoy a meal without having the stress of cooking it
- For socialising – to meet with friends and enjoy their company
- For health reasons – to purchase a meal which is calorie counted
- For expertise of service – to sample a taster menu, to discover new foods/menus
- For recreation – for the pleasure of eating a quality meal

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

For each way:

Level 1 ([1])

They identify reason without any explanation.

Level 2 ([2])

Reason is identified with some explanation.

Level 3 ([3])

Reason is identified with detailed explanation. [3]

(d) Discuss using, **three** examples, the changes in eating-out provision over the last ten years.

- Spending by visitors
- Volume of visitor numbers
- Wider range of restaurants
- Wider range of types of food
- Better/improved facilities
- Improved customer care/staff training
- Greater employment opportunities

For each example:

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 identify one example without any discussion. 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]

Candidate demonstrates sound knowledge and understanding; they identify one example with some discussion. 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]

Candidate demonstrates detailed knowledge and understanding; they identify one example with detailed discussion. 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. [9]

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5 James has been appointed as a theme park ride supervisor. Before taking up his position he must obtain a First Aid Certificate.

(a) Suggest why James has had to obtain a First Aid Certificate.

- To ensure he knows how to deal with minor injuries
- Legal requirement
- To meet with the requirements of the company
- To ensure customers will have someone with first aid knowledge to deal with them in the event of an accident
- Or any other acceptable answer

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

Level 1 ([1])

Suggestion without any development.

Level 2 ([2])

Suggestion with some development.

Level 3 ([3])

Suggestion with detailed development.

[3]

(b) After James administers first aid, he must complete a written accident report. Suggest **two** reasons why this is important.

- Legal requirement
- To record the details of who was injured
- To record the details of how the injury occurred
- There will be a record of what actions were taken and by whom
- Management will be able to identify what caused the injury which will enable them to take action to avoid a similar accident in the future
- Or any other acceptable answer

For each reason:

Level 1 ([1])

They identify reason without any development.

Level 2 ([2])

They identify reason with some development

Level 3 ([3])

They identify reason with sound development

(2 × 3)

[6]

(c) All Leisure and Tourism organisations are required to have a Health and Safety Policy. Analyse, using **three** examples, the importance of this to the organisation.

- Required by Legislation – Health and Safety Order
- Specific regulations for different aspects, e.g. Maintenance of rides, food storage and preparation
- Employees / customers will feel safe
- Puts in place measures to ensure people’s safety
- Ensures employees / customers are aware of safe practices
- Some activities will require special measures, e.g. height restriction on certain rides
- Or any other acceptable answer

For each example:

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 identify the importance without any analysis. 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])

Candidate demonstrates sound knowledge and understanding; they identify the importance with some analysis. 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])

Candidate demonstrates detailed knowledge and understanding; they identify the importance with detailed analysis. 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.

[9]

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Total

100