



Rewarding Learning

General Certificate of Secondary Education

Leisure, Travel and Tourism

Unit 1

Understanding the Leisure,
Travel and Tourism Industry

[GLE11]

Assessment

**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.

QWC Marking Guidance

Read the candidate response in full before awarding marks. Place response in the most appropriate Level and annotate the left hand column in accordance. Then mark response ensuring that it is ticked with only the maximum number for the judged level.

1 (a) Other than sailing, identify **four** different water-based activities.

Any **four** water-based activities such as:

- Canoeing
- Sub-aqua diving
- Water skiing
- Swimming

Any other acceptable response.

(4 × [1])

[4]

(b) Identify **four** types of facility where sport and physical recreation can be undertaken.

Any **four** of the following:

- Leisure centres
- Health clubs and private gyms
- Sports venues and arenas
- Sports clubs (private and public)
- Ski centres

(Candidates should not name a facility)

Any other acceptable response.

(4 × [1])

[4]

(c) Study **Fig. 2** below which shows different types of leisure, travel and tourism facilities and activity. Complete **Table 1** by matching the correct leisure, travel and tourism component with the letter from each image.

Table 1

Image	Industry Component
B	Countryside recreation
A	Arts and entertainment
C	Sport and physical recreation
D	Transport

(4 × [1])

[4]

(d) The catering component includes a range of facilities available to the leisure, travel and tourism industry. List **four** of these.

Any **four** of the following:

- Restaurants, including hotel restaurants
- Pop-up restaurants
- Cafés
- Takeaways

Any other acceptable answer.

(4 × [1])

[4]

(e) Complete **Table 2** by identifying each leisure activity as being either active or passive.

Table 2

Leisure Activity	Active/Passive
Watching a play	Passive
Weeding a garden	Active
Playing Xbox games	Active
Reading <i>Lord of the Rings</i>	Passive

(4 × [1])

[4]

(f) Analyse **two** factors that have influenced changes in the leisure industry in recent years.

- Technology
- Communication
- Levels of affluence
- Quality expectations
- Healthy lifestyle
- Media/celebrity
- Industry award

Any other acceptable response.

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

Level 1 ([1]–[2])

Candidate demonstrates basic knowledge and understanding;
They identify up to two factors without any analysis, or one limited analysis;
e.g. Home computer – most homes have a computer
e.g. Growth in DIY. Too expensive to employ a worker to fix house.

Level 2 ([3]–[4])

Responses at this level provide limited analysis of two factors that have influenced changes in the leisure industry in recent years,
e.g. most homes now have a computer and there are a range of popular games that can be downloaded from the internet.
e.g. It has become popular for people to carry out their own DIY as to employ someone has become expensive and they like to be able to do it themselves.

Level 3 ([5]–[6])

Responses at this level provide a detailed analysis of two factors that have influenced changes in the leisure industry in recent years,
e.g. most homes have a computer and there are a range of games that can be downloaded from the internet. Can interact with friends online by challenging each other when playing games on the internet.
e.g. DIY has become more popular as people are watching television programmes on how to do the tasks and improvements that they need around their home and have learnt how to do the work and be creative.

[6]

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- 2 (a) Identify **two** different **types** of tourist attractions which are present at **Titanic Belfast and Beyond**.

Award [1] for each correct answer

- Built attraction
- Heritage attraction

(2 × [1])

[2]

- (b) State **three** purposes of visitor attractions and give **one** example of each from the insert.

Award [0] for responses not worthy of credit.

Award [1] for each correct purpose

- education
- preservation
- entertainment

(3 × [1])

Award [1] for each correct example

Note: example must be correct for stated purpose.

e.g. education, learning about the history of the Titanic.

e.g. preservation, restoration of SS Nomadic

e.g. entertainment, nine interpretive and interactive galleries visitor experience.

Any other acceptable response.

(3 × [1])

[6]

- (c) Titanic Belfast appeals to customers as a tourist attraction. Using the insert, identify and describe **two** links to other leisure, travel and tourism components which make it more appealing to visitors.

Award [1] for correctly identifying a leisure, travel and tourism component,

e.g. Catering

e.g. Transport

Award [2] for correctly identifying and briefly describing a leisure, travel and tourism component,

e.g. Catering, food and drinks are available in Bistro 401 and the Galley café

e.g. Transport links and services. There are parking spaces and bus links to and from the centre.

(2 × [2])

[4]

- (d) Destinations such as Belfast are described as tourist towns or cities. Complete **Table 3** by identifying **two** other main types of leisure, travel and tourism destinations in Northern Ireland and give an example of each.

Table 3

Type of Destination	Example
1	
2	

Award [1] for each type of destination.

Any **two** of the following:

- Coastal areas
- Countryside areas
- Sporting venues
- Theme parks
- Places of cultural and historic interest
- Built attractions

(2 × [1])

Award [1] for each correct example

Note: example must be correct for stated type of destination.

e.g. Coastal area – North Antrim Coast

e.g. Sporting venue – Kingspan Stadium, Belfast.

(2 × [1])

[4]

- (e) Identify which **type of customer** would most likely be interested in visiting Titanic Belfast and explain why.

Award [1] for correctly identifying the customer type: Culturally Curious

Explanation

Award [1] for a basic explanation.

e.g. Culturally Curious visitors are interested in experiencing history and culture.

Award [2] for a sound explanation

e.g. Culturally Curious visitors are interested in experiencing history and culture. They want to broaden their understanding by experiencing authentic places and are prepared to make an effort to do so.

Any other acceptable response.

[3]

- (f) Analyse **two** factors that influence the choice of travel for a visitor planning a day trip to Titanic Belfast.

Award [0] for a response not worthy of credit

Award [1] for a basic statement identifying a factor that influences the choice of travel for a visitor planning a day trip to Titanic Belfast,

e.g.

- How long they plan to stay;
- How they plan to travel;
- How much the trip will cost;
- How far they have to travel;
- Personal preference, for example an interest in the Titanic;

(2 × [2])

Award [2] for a basic analysis of an appropriate factor,

e.g. Cost – travelling to and from Belfast can be expensive

e.g. Distance – it may take a long time to travel to/from Belfast

Award [3] for a sound analysis of appropriate factor,

e.g. Cost – travelling to and from Belfast can be expensive as ferry or air travel may be necessary.

e.g. Distance – the time taken to travel from some parts of the country to Belfast may make the journey unattractive.

Any other acceptable response.

(2 × [3])

[6]

25

3 (a) Define the following terms: visitor; tourist.

Award [0] for a response not worthy of credit

Award [1] for a limited definition of a visitor.

e.g. A visitor is a person who visits a location for less than 12 hours

Award [2] for a sound definition of a visitor

e.g. A visitor is a person who visits a location for less than 12 hours and does not stay overnight.

Award [1] for a limited definition of a tourist

A tourist is a person who travels outside of their usual environment for leisure, business or other purposes

Award [2] for a sound definition of a tourist

e.g. A tourist is a person who travels outside of their usual environment for leisure, business or other purposes and stays for at least one night.

(2 × [2])

[4]

(b) Apart from the cost, discuss **two** reasons why this family might prefer to book their hotel with bed and breakfast only.

Award [0] for a response not worthy of credit

Reasons

- Freedom to structure their day
- Not tied to meal times
- Can cater for different food tastes
- Allows a flexible arrangement around meal times
- Parents can control what children get to eat

Any other acceptable response.

Use QWC marking guidance.

Level 1 ([1]–[2])

Candidates demonstrate basic knowledge and understanding;

They may state two reasons why tourists might prefer bed and breakfast.

Alternatively they may give a basic discussion of one reason only.

e.g. allows more freedom to visit other restaurants and bars

e.g. not tied to eating meals at hotel times.

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 the intended meaning is not clear.

Level 2 ([3]–[4])

Candidates demonstrate limited knowledge and understanding;

They identify up to two reasons with some discussion. Detailed discussion of one reason could gain [3] marks.

e.g. allows more freedom to visit other restaurants and bars, that may offer different menus

e.g. not tied to eating meals at hotel times. Can eat earlier or later in the day

The candidate uses only 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 demonstrate detailed knowledge and understanding;

They identify two reasons with detailed discussion,

e.g. allows more freedom to visit other restaurants and bars, that may offer different menus. Can visit other parts of the resort and not be tied to being close to the hotel's location.

e.g. not tied to eating meals at hotel times. Can eat earlier or later in the day.

Allows the visitor to plan a more flexible programme of activity during the day.

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]

- (c) (i) Explain what is meant by a leisure, travel or tourism, **trend or fashion**.

Award [0] for a response not worthy of credit

Award [1] for a basic explanation of a trend or fashion.

e.g. A trend or fashion is something that is popular.

Award [2] for a sound explanation of a trend or fashion linked to leisure, travel and tourism

e.g. A trend or fashion is something that is popular at a certain point in time; an example of which could be culinary tourism after watching

Masterchef or playing tennis after watching Wimbledon. [2]

- (ii) Identify and explain **one** other factor that may affect the choice of leisure, travel or tourism activity undertaken by a tourist.

Other factors affecting the choice of leisure, travel or tourism activity.

- age group,
- socio-economic group,
- holiday patterns,
- friends and family,
- availability of transport,
- personal preferences,
- availability of facilities.

Any other acceptable response.

Award [0] for a response not worthy of credit

Award [1] for correctly identifying one other factor that affects the choice of leisure, travel and tourism activity,

e.g. how old the person is.

e.g. you have little spare money for holidays.

e.g. facilities may be closed.

Award [2] for a correctly identified factor with some explanation,

e.g. a young person may prefer more adventurous activities than an older person.

e.g. because you have limited funds you may choose a staycation which is within your budget.

e.g. facilities may be closed due to the coronavirus pandemic. [2]

- (d) Describe the role of ATOL in the leisure, travel and tourism Industry.

Award [0] marks for Air Travel Organiser's License

Award [1] for a basic description of the role of ATOL

e.g. ATOL is a licensing body that provides financial protection for travellers.

Award [2] for a sound description of the role of ATOL

e.g. ATOL is a licensing body that provides financial protection for customers who book air package holidays from organisations that are based in the UK when a travel organisation ceases trading.

Award [3] for a detailed description of the role of ATOL

e.g. ATOL is a licensing body that provides financial protection for customers who book air package holidays from organisations that are based in the UK when a travel organisation ceases trading. ATOL financial protection is provided to customers who have booked but who can not now take the holiday as well as ensuring that those awaiting travel back to the UK can be transported home at no additional cost. [3]

- (e) Air travel is often described as being long or short haul. Identify and describe **two** other types of air travel in the tourism industry.

Award [1] for the correct identification of another type of air travel.

- Scheduled
- Chartered
- Domestic

Award [2] for correctly identifying and briefly describing another type of air travel.

e.g. Scheduled: this is a flight that is regularly timetabled by an airline

e.g. Chartered: this is a flight specifically booked by another organisation to a specific destination

e.g. Domestic: this is a flight between locations within a country's national border.

(2 × [2])

[4]

- (f) Airlines now use social media as a way to meet their needs and the needs of customers. Analyse **three** other ways that **technology** is now used to benefit both the customer and the airline.

Ways to benefit the organisation

- Customer feedback using online rating, online review sites and social media
- Online booking
- Paperless tickets
- Self check-in and check-out

Any other acceptable response.

Use QWC marking guidance.

Award [0] for a response not worthy of credit

For each reason:

Level 1 ([1]–[3])

Candidates demonstrate basic knowledge and understanding;

They identify up to three ways to benefit the organisation without any analysis.

e.g. Self check-in

e.g. Online booking

e.g. Online review sites

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 the intended meaning is not clear.

Level 2 ([4]–[6])

Candidates demonstrate limited knowledge and understanding;

They identify up to three reasons with some analysis.

e.g. Self check-in – easily completed at home and avoids waiting at the terminal to check in for flight

e.g. Online booking – convenient at home and avoids the need to visit a travel agent

e.g. Online review sites – allows both the customer and the airline to review past performance of level of service provision

The candidate uses only 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])

Candidates demonstrate detailed knowledge and understanding;

They identify up to three reasons with sound analysis.

e.g. Self check-in – easily completed at home and avoids waiting at the terminal to check in for flight. Allows passenger to know seat number in advance of flight and reduces the stress of travelling. Able to go directly through the security checks

e.g. Online booking – convenient to do at home and avoids the need to visit a travel agent. Traveller can compare costs and times of other similar flights from other airlines. Booking at home can be a less pressurised environment in comparison to deciding at the travel agent's office. No queues.

e.g. Online review sites – allows both the customer and the airline to review past performance of level of service provision. Can help identify good practice and encourage or discourage a traveller from making a booking with a particular airline.

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.

[9]

30

- 4 (a) What may be work for one person might be a leisure activity for someone else. Explain how this is possible.

Award [1] for a simple explanation.

e.g. An individual may be employed in the leisure industry, e.g. as a gardener.

e.g. An individual may be employed as a sports coach.

Award [2] for a sound explanation.

e.g. An individual may provide a service in the leisure industry and therefore may no longer be interested in participating in that leisure activity.

Gardening is also a home-based leisure activity undertaken for enjoyment.

e.g. An individual may be employed as a sports coach for people who participate in the sport as a leisure activity.

Any other acceptable response.

[2]

- (b) Ski centres are an increasingly important part of the sport and physical recreation component. Describe **two** ways that UK ski centres provide services to their customers.

Services

- Provide an opportunity for new comers to try skiing without the expense of a holiday abroad
- Allows more experienced skiers the opportunity to practice their skills outside of the winter season either on dry ski slopes or at indoor ski centres
- Allows for the hire of equipment and test of its suitability

Any other acceptable response.

Award [1] for a basic response relating to how a UK ski centre provides services to its customers,

e.g. people can learn to ski.

e.g. people can practice their skills.

Award [2] for a sound description of a service provided by a UK ski centre, e.g. people can learn the basics of skiing before going on a ski holiday.

e.g. people can practice their skills to ensure they are ready for the slopes.

(2 × [2])

[4]

- (c) (i) On-site high ropes courses are now a feature of some outdoor activity centres. Explain **one** advantage to the centre in providing this type of facility.

Advantages

- more customers
- widen their range of activities

Any other acceptable response.

Award [1] for a basic explanation of an advantage to the centre,

e.g. more customers.

Award [2] for a sound explanation of an advantage to the centre, e.g. more customers will be attracted to participate. [2]

- (ii) Describe **one** other adventure **facility** which may be offered by an outdoor activity centre.

Any **one** of the following:

- Climbing wall
- Orienteering course
- Cycle trails
- Canoe pool
- Nature trail

Any other acceptable response.

Award [1] for basic response stating a suitable adventure facility, e.g. Climbing wall.

Award [2] for sound description of a suitable adventure facility, e.g. Climbing wall which provides opportunities for customers to climb in a controlled environment. [2]

- (d) Analyse **three** reasons why people use leisure and tourism facilities.

Reasons include:

- Health and well-being. Being physically active can improve your health and is necessary to strengthen and maintain the bodies cardiovascular and muscle systems. Exercise through sporting activity will help maintain strength and stamina and will improve flexibility. All of these benefits will help prevent injury and maintain a healthy mindset.
- Socialising with friends. Maintaining a circle of friends who meet regularly can help to reduce stress and anxiety levels. Friends encourage the development of relaxation opportunities such as eating out at restaurants and enjoying entertainment opportunities at cinemas or theatres. Benefits from socialising can include better sleep patterns or weight control. All of which can support other health and well-being activities.
- Learning new skills or improving on existing skills. Skill acquisition in a sport or any other art form creates a feeling of satisfaction and achievement. Skill improvements can be identified and can often be measured and these can act as a further motivation to skills improvement. Facilities such as public community centres can often provide opportunities to engage in physical activity or in less physically demanding fine arts such as painting, photography or in competitive sports such as chess.

Any other acceptable response.

Use QWC marking guidance.

Award [0] for a response not worthy of credit

Level 1 ([1]–[3])

Candidates demonstrate basic knowledge and understanding;

They identify up to three reasons without any analysis,

e.g. Health and well-being.

e.g. Socialise with friends.

e.g. Learn new skill or improve existing skills.

Candidates may however give a sound or detailed analysis of only one reason.

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 the intended meaning is not clear.

Level 2 ([4]–[6])

Candidates demonstrate limited knowledge and understanding;

They identify up to three reasons with some analysis,

e.g. Health and well-being. Being physically active can improve your strength and stamina. Exercise will improve flexibility. All of these benefits will help prevent injury and maintain a healthy mindset.

e.g. Socialise with friends. Maintaining a circle of friends who meet regularly can help to reduce stress and anxiety levels. Friends encourage the development of relaxation opportunities such as eating out at restaurants and enjoying entertainment opportunities at cinemas or theatres.

e.g. Learn new skill or improve existing skills. Learning new skills or improving on existing skills. Skill acquisition in a sport or any other art form creates a feeling of satisfaction and achievement. Skill improvements can be identified and can often be measured and these can act as a further motivation to skills improvement.

The candidate uses only 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])

Candidates demonstrate detailed knowledge and understanding;

They identify up to three reasons with developed and detailed analysis.

- Health and well-being. Being physically active can improve your health and is necessary to strengthen and maintain the bodies cardiovascular and muscle systems. Exercise through sporting activity will help maintain strength and stamina and will improve flexibility. All of these benefits will help prevent injury and maintain a healthy mindset.
- Socialising with friends. Maintaining a circle of friends who meet regularly can help to reduce stress and anxiety levels. Friends encourage the development of relaxation opportunities such as eating out at restaurants and enjoying entertainment opportunities at cinemas or theatres. Benefits from socialising can include better sleep patterns or weight control. All of which can support other health and well-being activities.

- Learning new skills or improving on existing skills. Skill acquisition in a sport or any other art form creates a feeling of satisfaction and achievement. Skill improvements can be identified and can often be measured and these can act as a further motivation to skills improvement. Facilities such as public community centres can often provide opportunities to engage in physical activity or in less physically demanding fine arts such as painting, photography or in competitive sports such as chess.

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.

[9]

19

Total

100

**AVAILABLE
MARKS**