



Rewarding Learning

General Certificate of Secondary Education

Leisure, Travel and Tourism

Unit 2

Promoting and Sustaining the Leisure,
Travel and Tourism Industry

[GLE21]

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 for the judged level.

- 1 (a) Complete **Table 1** below by identifying a product and a service that are available from each of the following facilities.

Facilities	Product	Service
Leisure Centre	e.g. sports equipment; sweets	e.g. hall hire; swimming session
Hotel	e.g. towels; drinks	e.g. room hire; waiter service

Note: do not credit the same product or service twice

Any other acceptable response.

(4 × [1])

[4]

- (b) Markets can be segmented by age and gender. Identify **three** other ways to segment the leisure, travel and tourism market.

Award [1] for each correct answer.

- Social group
- Lifestyle
- Ethnicity

(3 × [1])

[3]

- (c) Using an example, explain the difference between a main and an ancillary product or service.

Award [1]–[2] for a simple explanation with no example or one example of an ancillary product or service,

e.g. An ancillary service or product is a cheaper product or service.

e.g. An ancillary product would be free shampoo sachets.

Award [3]–[4] for a sound response that clearly explains the difference between a main and ancillary product or service and uses an example of either,

e.g. An ancillary product or service is a cheaper product or service that supports the main products or services. Shampoo sachets are ancillary services to a pool session in a leisure centre.

[4]

- (d) (i) Study **Fig. 2** below which illustrates some of the planning steps that organisations need to take to ensure that promotional activity is effective. Complete **Table 2** below to indicate the correct order for each step by inserting the appropriate letter.

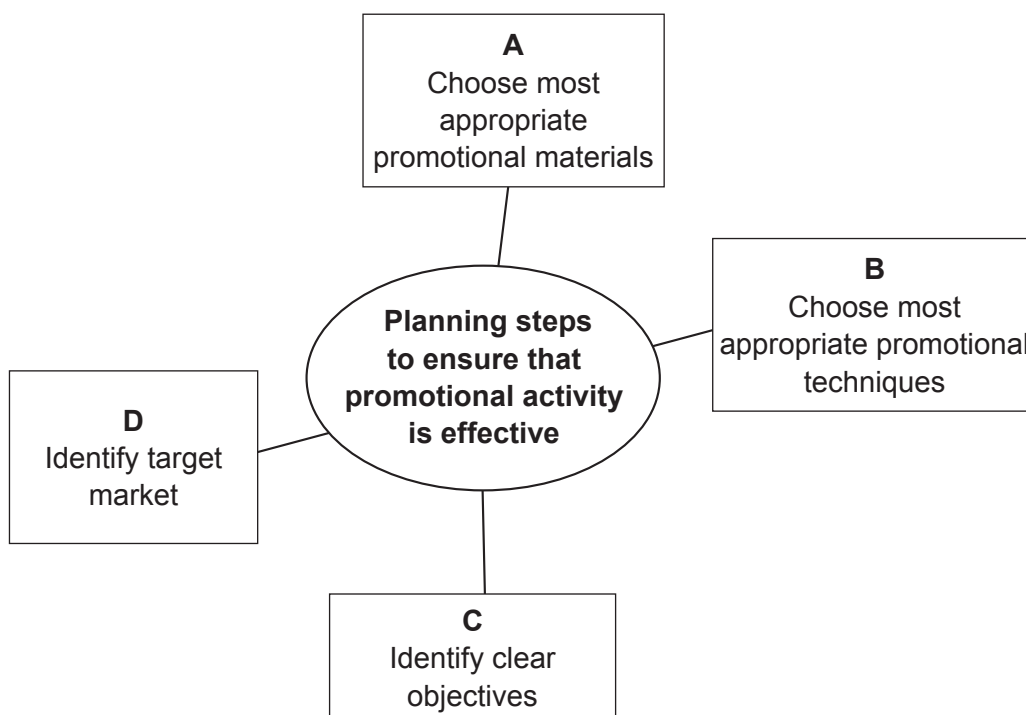


Fig. 2

Table 2

Planning Steps to ensure effective promotional activity.	
1.	C
2.	D
3.	B
4.	A

Award [1] for each step identified in the correct order.

(4 × [1])

[4]

- (ii) Outline the **final** planning step to ensure that a promotional activity is effective.

Award [0] for a response not worthy of credit

Award [1] for a limited response
e.g. Monitor the activity

Award [2] for a sound response
e.g. Monitor and evaluate the success of the promotional activity [2]

- (e) Using examples of each, identify and explain the difference between a promotional material and a promotional technique.

Promotional techniques include:

- Advertising
- Direct marketing
- Public relations
- Personal selling
- Sales promotion

Promotional materials include:

- Social media
- Websites
- Brochures/leaflets
- Advertising in newspapers or TV
- Press releases
- Merchandising
- Demonstrations and displays
- Sponsorship

Award [0] for a response not worthy of credit

Use QWC marking guidance.

Level 1 ([1]–[2])

Candidate demonstrates basic knowledge and understanding;

They identify simple examples of either a promotional material or technique with no explanation of what these are.

e.g. Techniques are things like public relations and materials are things like demonstrations and displays.

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])

Candidate demonstrates limited knowledge and understanding;

They identify examples of promotional material and techniques and provide some explanation of each.

e.g. Techniques are the range of different ways that organisations can communicate directly with the customer and include activities such as public relations. [PR]. Demonstrations and display are specific examples of how PR activity is presented or delivered to customers.

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])

Candidate demonstrates detailed knowledge and understanding; They identify examples of promotional material and techniques with sound explanations.

e.g. Techniques contain a variety of different ways to communicate with the customer and include activities such as public relations. Each technique is suitable for different types of promotional work and depends on the type of products or services being promoted. Different techniques allow the seller to determine how it will deliver its message to its customers and how many or what type of customer will be targeted.

Promotional materials are the different ways that can be used to communicate directly to customers and these are the actual activities that the customer experiences. An example of a PR material is a trade or public demonstration or a display where individual customers are able to examine a product or service and are able to talk directly to a sales person. This type of PR activity may communicate with a small number of customers but may be more effective in that customers are able to identify more deeply with a brand or range of products and services.

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]

- (f) Explain the importance of **location** for leisure, travel and tourism facilities such as a leisure centre.

Award [0] for a response not worthy of credit

Award [1] for a limited explanation,
e.g. It's important to be near customers

Award [2] for a sound explanation,
e.g. Location should be near enough to customers or close to transport links for easy access.

Award [3] for a detailed explanation,
e.g. Location should be convenient to customers and ideally should be between where the customer lives and works so that they can easily use products and services.

Any other acceptable response. [3]

26

- 2 (a) Identify and describe the technique that organisations use to determine their position in relation to competitors in the marketplace.

Award [1] for SWOT analysis.

For each description

Award [0] for an answer not worthy of credit.

Award [1] for a basic description

e.g. A SWOT looks at strengths, weaknesses, opportunities and threats

Award [2] for a sound description

e.g. A SWOT is a way that an organisation can identify its strengths, weaknesses, opportunities and threats and can then have enough understanding of what it needs to change in order to be more competitive in the marketplace.

Award [3] for a detailed description

e.g. A SWOT is a management planning tool that allows an organisation to identify its strengths, weaknesses, opportunities and threats. It allows the organisation an opportunity to see how it compares to its competitors and allows the organisation to prepare to maximise those things that it is doing well and prepare to find solutions to some of its problems. [4]

- (b) (i) State the organisation being promoted in this brochure and identify the sector that it operates in.

For organisation

Award [1] for Sport Northern Ireland

For sector

Award [1] for Public Sector

(2 × [1])

[2]

- (ii) Identify with examples, **four** reasons why this brochure is an effective item of promotional material.

Four reasons why this is an effective piece of promotional material:

- Design
- Use of images
- Use of appropriate language
- Inclusion of detailed information

Award [1] for each

(4 × [1])

Award [1] for each example of how the above can be applied to the brochure.

e.g. Design – the layout is a simple A4 flyer in colour with a balanced mix between text and images.

e.g. Use of images – The brochure uses images throughout and these are appropriate to the outdoors theme with a cover picture of two

ramblers

e.g. Use of appropriate language – The brochure is designed to encourage people to enjoy the outdoors. The language used describes the benefit of outdoor activity

e.g. Inclusion of detailed information – detailed information on how to become involved in a variety of outdoor activity is included in the brochure

(4 × [1])

[8]

- (iii) Suggest **two** e-marketing methods that the organisation could have used to promote enjoyment in the great outdoors instead of using a printed brochure.

Any **two** of the following:

- Website
- Social media such as Facebook

Any other acceptable response.

(2 × [1])

[2]

- (c) Outline the purpose of market research.

Award [0] for an answer not worthy of credit

Award [1] for a basic response,
e.g. To find out about what marketing methods to use.

Award [2] for a sound response,
e.g. To find out what the customer needs are and to help decide on a marketing process.

[2]

- (d) Analyse **three** advantages of using focus groups when conducting market research in leisure, travel and tourism.

Advantages

- Focus group allows for in-depth answers from respondents.
- Participating in a group allows others to develop their own and the answers of others in the group.
- Focus groups are led by a researcher who can steer the direction of the questions and use follow up questions to probe deeper about particular issues.

Any other acceptable response.

Use QWC marking guidance.

Award [0] for a response not worthy of credit

Award ([1]–[3])

Candidate demonstrates basic knowledge and understanding, they identify up to three factors without any development. Alternatively, one factor explained in detail could be awarded top Level 1,

e.g. Focus group allows for more in-depth answers from respondents. A survey questionnaire usually requires a yes or no answer. More detailed

information can be gained from focus groups as the moderator may focus the enquiry and drill deeper when questioning respondents.

Award ([4]–[6])

Candidate demonstrates limited knowledge and understanding, they identify up to three factors with some explanation. Answers at this level may be unbalanced with one factor explained in detail and one or two other factors less so.

e.g. Focus group allows for more in-depth answers from respondents. A survey questionnaire usually requires a yes or no answer. More detailed information can be gained from focus groups as the moderator may focus the enquiry and drill deeper when questioning respondents.

Participating in a group allows others to develop their own and the answers of others in the group.

Focus groups are led by a moderator who can steer the direction of the group's answers.

Award ([7]–[9])

Candidate demonstrates detailed knowledge and understanding; they identify three factors with detailed explanation,

e.g. Focus group allows for more in-depth answers from respondents. A survey questionnaire usually requires a yes or no answer. More detailed information can be gained from focus groups as the moderator may focus the enquiry and drill deeper when questioning respondents.

Participating in a group allows others to develop their own and the answers of others in the group. Group members are often encouraged to consider wider ranging responses and benefit from group developments. Focus group members can be less inhibited in giving answers as a result of the support often found in focus groups.

Focus groups are led by a moderator who can steer the direction of the questions to benefit the group's answers. Moderators are able to ensure that the aim of the research is maintained and that responses are not side tracked to less important questions.

[9]

27

- 3 (a) Identify **three** attitudes/cultures that travellers could find in different destinations.

Award [1] for each of the following (Award [1] mark for either attitude/custom or example)

- Social customs, e.g. how people greet each other
- Food and drink, e.g. muslims do not eat pork
- Dress, e.g. in UAE women are advised not to wear short skirts and to keep their shoulders covered

Any other acceptable response.

(3 × [1])

[3]

- (b) Explain what is meant by departure tax.

Award [1] for basic explanation
e.g. fee charged to a visitor

Award [2] for sound explanation

e.g. a fee charged to a visitor when he/she is leaving the country after a visit

Any other acceptable response.

(2 × [1])

[2]

- (c) Identify and describe **three** ways that a responsible **traveller** can respect a destination and its inhabitants.

Award [0] for a response not worthy of credit

For each response the description must relate to the identified form of respect.

Award [1] for each way to respect a destination and its inhabitants that is correctly identified

- Be socially responsible
- Be economically responsible
- Be environmentally responsible

(3 × [1])

Award [1] for each description

- ask before taking pictures
- support the local economy by buying local produce
- avoid leaving litter

Any other acceptable response.

(3 × [1])

[6]

- (d) Using **two** examples, describe how a hotel may provide personal and property security for its guests.

Personal and property security can be provided by:

- Safe provided in hotel room for personal property
- Chain guard on door during night time
- Peepholes on room doors

Any other acceptable response.

Award [1] for basic description,

e.g. Safe provided in the hotel room.

e.g. Peepholes installed into hotel room doors

(2 × [1])

Award [2] for sound description,

e.g. a safe can be installed in the hotel room that provides security for personal valuables such as passports

e.g. Peepholes installed into hotel room doors so that a guest can see who is at their door.

(2 × [2])

Award [3] for detailed description,

e.g. a safe can be installed in the hotel room that provides security for personal valuables such as passports, cash or other jewellery. The combination of the safe will be known only to the user.

e.g. Peepholes installed into hotel room doors so that a guest can see who is at their door. This will enable them to feel safe as they will only need to open the door to someone they know or expect.

(2 × [3])

[6]

- (e) Explain **two** different ways that an emergency situation such as a disease outbreak at a tourism destination may affect a traveller.

Emergency situations may affect the traveller in the following ways:

- Disruption to travel
- Costs
- Stress

Award [1] for basic explanation,
e.g. Disruption to travel. Flight may be cancelled
e.g. Costs. They may be increased
e.g. Stress. Uncertainty for the travellers

Award [2] for a sound explanation,
e.g. Disruption to travel. Flights may be cancelled and there may be no confirmation about when these may be recommenced.
e.g. Costs. There may be an increase in costs as passengers may need to extend their stay at a resort or may need to find new accommodation.
e.g. Stress. Uncertainty of the situation may cause the traveller to worry about the outcomes

Award [3] for a detailed explanation,
e.g. Disruption to travel. Flights may be cancelled and there may be no confirmation about when these may be recommenced. Passengers may be subject to quarantine and may be able to source other ways to travel home, either by land or ferry.
e.g. Costs. There may be an increase in costs as passengers may need to extend their stay at a resort or may need to find new accommodation. They will be expected to support themselves with all living costs or they may be able to find suitable alternative transport over land or by sea to continue their journey home.
e.g. Stress. Uncertainty of the situation may cause the traveller to worry about the outcomes. This condition may develop into a health problem and may make the traveller unwell so that he/she is unable to continue to travel. The benefits of a relaxing holiday will be undone
(2 × [3])

[6]

23

- 4 (a) Sustainable tourism should meet the needs of host communities. Identify **three** other areas of need that should also be considered.

Award [1] for each correctly identified need.

- Visitors
- The leisure, travel and tourism industry
- The environment

(3 × [1])

[3]

- (b) The negative effects of tourism development can be reduced by educating local people and visitors. Identify and describe **two** ways that this can be done.

Award [1] for each way correctly identified

Any of the following. Maximum of two only.

- Using online websites related to a particular area
- Through the publication of brochures and leaflets
- By organising community talks
- By introducing guided walks in the area
- Organising events about the effects of development
- Erecting signage about the negative effects.
- Using social media

Any other acceptable response.

Award [2] for correctly identifying each way with a simple description.

e.g. Using online websites related to a particular area. – The website would be able to provide up to date information on problems and could establish a discussion forum for visitors and locals alike.

e.g. Introducing guided walks in the area, – These walks could be introduced for locals and visitors to an area in order to physically examine problems.

Award [3] for correctly identifying each way with a sound description.

e.g. Using online websites related to a particular area. – The website would be able to provide up to date information on problems and could establish a discussion forum for visitors and locals alike. The website could give notice of meetings or activities being planned to help reduce these development problems.

e.g. Introducing guided walks in the area, – These walks could be introduced for locals and visitors to an area in order to physically examine problems.

This could include examples of erosion or loss of habitat for wildlife that may need to be highlighted to the authorities.

(2 × [3])

[6]

- (c) Jobs in the leisure, travel and tourism industry can often include working split shifts. Identify and explain **two** other disadvantages of a job in the industry.

Economic disadvantages:

- Jobs are often seasonal in nature
- Jobs can be low skilled and low paid
- Can have long working hours
- Can include shift work

Any other acceptable response.

Use QWC marking guidance.

Level 1 ([1]–[2])

Candidates demonstrates basic knowledge and understanding;

They list any two disadvantages of jobs in the tourism industry from the list above.

e.g. Jobs are often seasonal in nature.

e.g. Jobs can be low skilled and low paid

Alternatively, any one disadvantage may be identified with a simple explanation for marks to be awarded at the top of Level 1,

e.g. Jobs are often seasonal in nature – Often jobs only extend through the summer season.

Or – e.g. Jobs can be low skilled and low paid and therefore there may be a quick staff turnover.

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]) (For this Level candidates must identify two disadvantages)

Candidate demonstrates limited knowledge and understanding, they identify up to two disadvantages with some explanation. Answers at this level may be unbalanced with one disadvantage explained in detail and one other factor less so.

e.g. Jobs are often seasonal in nature – Often jobs only extend through the summer season which extends from May until September.

e.g. Jobs can be low skilled and low paid and therefore there may be a quick staff turnover.

The candidate uses an appropriate form and style of writing, supported with appropriate use of diagrams as required. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[6])

Candidate demonstrates detailed knowledge and understanding; they identify two disadvantages with detailed explanations.

e.g. Jobs are often seasonal in nature – Often jobs only extend through the

summer season which extends from May until September. – This means that when the season ends, employment is lost and there is no income. e.g. Jobs may be low skilled and low paid and there may be a quick staff turnover; and people employed in these jobs will try to gain and improve their skills and then move onto a better paid job. [6]

- (d) Traffic congestion is a barrier to sustainable tourism. Discuss **three** ways to reduce the impact of traffic congestion at a popular visitor attraction.

Ways to reduce congestion:

- Introducing one-way traffic systems
- Adequate car parking spaces
- Park and ride facility
- Time constrained parking zones
- Pedestrian only areas

Any other acceptable response.

Use QWC Marking guidance.

Award [0] for a response not worthy of credit

Level 1 ([1]–[3])

Candidate demonstrates basic knowledge and understanding, they identify up to three ways to reduce the impact of traffic congestion without any development. Alternatively, one way may be discussed in detail. Marks could be awarded at the top of Level 1,

e.g. Adequate car parking spaces. [1] Ample car parking will prevent the need for cars to park on access routes. [2] Cars parked on road sides can restrict the flow of traffic and no parking areas can extend some distance making pedestrian access safer. [3]

The candidate uses only a limited form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 ([4]–[6])

Candidate demonstrates limited knowledge and understanding, they identify up to three ways to reduce the impact of traffic congestion with some development. Answers at this level may be unbalanced with one way discussed in detail and one or two other ways less so.

e.g. Park and ride facility. Park and ride can be located a significant distance from the attraction and will reduce the numbers of cars arriving at that location. – Park and ride can be used alongside designated parking sites and may only need to be used at peak times.

e.g. Introducing one-way traffic systems. – This system will help to maintain a free flow of traffic and reduce delays.

e.g. Provide adequate car parking spaces, as ample car parking will prevent the need for cars to park on access routes.

The candidate uses an appropriate form and style of writing, supported with appropriate use of diagrams as required. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([7]–[9])

Candidate demonstrates detailed knowledge and understanding; they identify three ways to reduce the impact of traffic congestion with detailed discussion,

e.g. Introducing one-way traffic systems. – This system will help to maintain a free flow of traffic and reduce delays. – Traffic congestion will be reduced as more than one single carriageway can be used to increase traffic flow.

e.g. Provide adequate car parking spaces. Ample car parking will prevent the need for cars to park on access routes. Cars parked on road sides can restrict the flow of traffic and no parking areas can extend some distance making pedestrian access safer.

e.g. Park and ride facility. Park and ride can be located a significant distance from the attraction and will reduce the numbers of cars arriving at that location. – Park and ride can be used alongside designated parking sites and may only need to be used at peak times.

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]

24

Total

100

**AVAILABLE
MARKS**