



**General Certificate of Secondary Education
2022**

Leisure, Travel and Tourism

Unit 1

**Understanding the Leisure,
Travel and Tourism Industry**

[GLE11]

TUESDAY 17 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, 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.

COVID-19 Context

Given the unprecedented circumstances presented by the COVID-19 public health crisis, senior examiners, under the instruction of CCEA awarding organisation, are required to train assistant examiners to apply the mark scheme in case of disrupted learning and lost teaching time. The interpretation and intended application of the mark scheme for this examination series will be communicated through the standardising meeting by the Chief or Principal Examiner and will be monitored through the supervision period. This paragraph will apply to examination series in 2021–2022 only.

1 (a) Define the term **tourist**.

Award [1] for a limited definition,
e.g. A person who travels away from home for leisure or business.

Award [2] for a full definition,
e.g. A person who travels outside their usual environment for leisure,
business or other purposes and stays for at least one night. [2]

(b) Complete **Table 1** by inserting the correct type of tourism and reason for visit for each example.

Table 1

Example	Type of Tourism	Reason for Visit
Claire McIlroy flies from Antrim to Birmingham to attend a training class for work.	<i>Domestic</i>	<i>Business</i>
The Davidson family travel from Omagh to the Loire Valley in France, with their caravan, for the month of July.	<i>Outbound</i>	<i>Going on holiday</i>
The SwimUlster team travel to Milan to compete in the European Championships.	<i>Outbound</i>	<i>Going to a sports event</i>
Dave Martin travels from Helsinki, Finland to spend Christmas with his family in Northern Ireland.	<i>Inbound</i>	<i>Visiting friends or relatives</i>

Award [1] mark for each correct answer. [8]

(c) Select and explain how any **two** of the following factors may influence the choice of travel for a **family**.

Award [0] for an answer not worthy of credit, e.g. a factor not listed.

For each factor:

Award [1] for a limited description,
e.g. **Cost**: How much money a person has will influence their choice of travel.

e.g. **Comfort**: How the person prefers to travel.

Award [2] for a sound description,
e.g. **Cost**: How much money a person has will influence their choice of travel. If someone has more money, they are likely to pay for first class travel.

(or – a person with less money, such as a student, would choose a lower budget method of travel).

e.g. **Comfort**: How the person prefers to travel. They may choose to travel in the comfort of their own car and have their family together.

(or – they may wish to travel by coach (train, ferry or airplane) and relax and let someone else do the hard work).

Award [3] for a detailed description,

e.g. **Cost:** How much money a person has will influence their choice of travel. If someone has more money, they are likely to pay for first class travel whereas a person with less money, such as a student, would choose a lower budget method of travel.

e.g. **Comfort:** How the person prefers to travel. They may choose to travel in the comfort of their own car and have their family together or they may wish to travel by coach (train, ferry or airplane) and relax and let someone else do the hard work).

(2 × [3])

[6]

AVAILABLE
MARKS

16

- 2 (a) **Diagram 1.** Illustrates some of the top visitor attractions in Northern Ireland. Complete **Table 2**, below by identifying two natural, two built and two heritage attractions, from Diagram 1.

Table 2

Type of attraction	Example – for each type of attraction, any two of:
Natural	Giant’s Causeway The Glens of Antrim The Dark Hedges
Built	Carrick-a-rede Rope Bridge Exploris Aquarium The Titanic Belfast
Heritage	Carrickfergus Castle Crumlin Road Gaol Derry City Walls

Award [1] mark for each correct answer to a maximum of [2] marks for each type of attraction.

(3 × [2]) [6]

- (b) Identify the **three** main purposes of visitor attractions.

- Education
- Preservation
- Entertainment

Award [1] mark for each correct answer. [3]

- (c) Many visitor attractions offer visitors a guided tour. Explain **two** benefits to the visitor of taking a guided tour of an attraction.

Any **two** benefits, such as:

- they can save you time
- they can make your visit hassle free by taking you away from the crowds to areas that are not known to the typical tourist
- they can share information about the area that you would not be able to find in any published guides
- they can provide you with specialised attention and flexibility
- tour guides are much more familiar with community and people allowing you the opportunity to get a true feel for the culture
- smartphone apps allow the visitor flexibility
- Any other suitable response

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

Award [1] for a limited explanation,

e.g. they can provide you with specialised attention and flexibility.

Award [2] for a sound explanation,

e.g. they can provide you with specialised attention and flexibility, by tailoring the guided tour to the needs of the visitor.

Award [3] for a detailed explanation,

e.g. they can provide you with specialised attention and flexibility, by tailoring the guided tour to the needs of the visitor by giving them a tour at a level which suits their needs such as a school group.

(2 × [3]) [6]

3 (a) Define the term **leisure**.

Award [1] for a limited definition,
e.g. Activities that people do in their spare time.

Award [2] for a full definition,
e.g. The range of activities that people do for enjoyment in their spare time,
after school or work is finished. [2]

(b) Home-based leisure has become increasingly popular. Identify **two** active and **two** passive home-based leisure activities.

	Home-based Leisure Activity	
Active	<i>DIY</i>	} cooking baking playing video games
Active	<i>Gardening</i>	
Passive	<i>Reading</i>	
Passive	<i>Watching TV</i>	

Any other acceptable response.
(4 × [1]) [4]

(c) Some people use leisure and tourism facilities for health and well-being. Identify and describe **three** other reasons why people use leisure and tourism facilities.

Any **three** of the following with a correct description:

- Entertainment
- Recreation
- Relaxation
- Socialising and eating out
- Learning or skills improvement

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

Award [1] for a identifying a reason,
e.g. Learning or skills improvement.

Award [2] for identifying a reason and providing a basic description,
e.g. Learning or skills improvement such as learning how to play golf, or to improve a specific skill.

Award [3] for identifying a reason and providing a developed description,
e.g. Learning or skills improvement such as learning how to play golf under the guidance of a golf professional, who can teach the correct techniques, or to improve a specific skill so that your overall performance could be improved.

(3 × [3]) [9]

- (d) Many restaurants now use on-line reservation systems. Explain **two** advantages of such a reservation system, to a restaurant.

Any **two** of the following advantages:

- Ensures all bookings are recorded in a single format and avoids double bookings
- Bookings can be made for advanced dates
- Restaurants can identify their busiest periods and allow them to promote specials during their quiet times
- Names of customers and their email addresses will allow them to send details of special offers
- Data can provide information on peak periods and assist in ensuring correct staffing levels
- Data is backed up if main system fails
- Translation to other languages may be possible
- Any other suitable response

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

Award [1] for an advantage stated without any explanation,
e.g. Records all bookings

Award [2] for an advantage stated with a limited explanation,
e.g. Records all bookings and ensures the restaurant has the details of the customer.

Award [3] for an advantage stated with a sound explanation,
e.g. Records all bookings and ensures the restaurant has the details of the customer. It provides the restaurant to contact the customer to ensure all their needs are met.

Any other acceptable response.

(2 × [3])

[6]

- (e) Explain **two** reasons why restaurants now monitor customer reviews that are left on social media sites.

Any **two** from the following:

- It is important for the organisation to deal promptly with any comments left, either positive or negative
- Feedback left on social media sites will be seen by many people in a short space of time
- Negative comments can impact greatly on the restaurant, its customers and its employees
- Monitor for other businesses in area commenting negatively
- Any other suitable response

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

Award [1] for a reason stated without any explanation,
e.g. Feedback left on social media sites will be seen by many people in a short space of time.

Award [2] for a reason stated with a limited explanation,
e.g. Feedback left on social media sites will be seen by many people in
a short space of time, as people are keen to share with their friends and
followers.

Award [3] for a reason stated with a sound explanation,
e.g. Feedback left on social media sites will be seen by many people in
a short space of time, as people are keen to share with their friends and
followers. This can be further shared with even more people, until a wide
range of customers and potential customers have viewed the post.

(2 × [3])

[6]

AVAILABLE
MARKS

27

- 4 (a) A popular type of holiday is a package holiday.
Identify **three** other types of holiday.

Any **three** of the following:

- Independent
- Fly-drive/self-drive
- Cruises
- Tours, guided tours or safaris
- Special interest
- Adventure
- Short breaks/city breaks
- Luxury
- Camping and caravanning
- Staycation

(3 × [1])

[3]

- (b) Package holidays are often all-inclusive.

- (i) Identify **three** other types of board which are available in holiday accommodation.

Any **three** of the following.

- Full board
- Half board
- Bed and Breakfast
- Room only
- Self-catering

(3 × [1])

[3]

- (ii) Analyse **two** benefits of an all-inclusive holiday to a family with school age children.

Any **two** of the following benefits:

- All-inclusive holidays are good value as they include flights, transfer, hotel, food, drink and entertainment
- Brilliant for helping the family to keep to a budget
- Holidays are convenient as it is a full package
- The family can eat and drink whenever they want
- Entertainment is also covered in the price
- Opportunity to meet new people
- Any other suitable answer

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

Award [1] for a benefit stated without any explanation,
e.g. All-inclusive holidays are good value for money.

Award [2] for a benefit stated with a limited explanation,
e.g. All-inclusive holidays are good value for money, as they are produced in mass, from travel to accommodation to food and this keeps prices low.

Award [3] for an advantage stated with a sound explanation,
e.g. All-inclusive holidays are good value for money, as they are produced
in mass, from travel to accommodation to food and this keeps prices low.
Discounts and deals are common as tour operators don't want empty seats,
and kids go free which really helps families.
Any other acceptable response.

(2 × [3])

[6]

- (c) Discuss **three** benefits of booking a holiday through a high street travel agent.

Reasons:

- They are assured that the travel agent will ensure the holiday is booked with all the correct details
- The travel agent will be able to discuss the customer's needs and make alternative suggestions
- The customer may not have access to the internet
- The customer may not have the skills or the confidence to book a holiday on-line
- The travel agent will be able to offer other services and products which the customer may require such as foreign exchange and insurance
- The travel agent will be able to confirm ATOL and ABTA protection
- Any other acceptable response

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

Level 1 ([1]–[3])

Candidate demonstrates a basic knowledge and understanding,
e.g. they identify up to three reasons without any discussion

- the travel agent will ensure the holiday is booked.
- the travel agent will be able to offer other services and products.

Alternatively, the candidate may provide two reasons, with some discussion on one, or one reason with a detailed discussion.

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 reasons with some discussion,

e.g. the customer can be assured that the travel agent will ensure their holiday is booked with all the correct details, which they may not have the confidence to do themselves.

e.g. The travel agent will be able to offer other services and products which the customer may require such as foreign exchange and insurance.

Alternatively, the candidate may provide two reasons with a detailed discussion.

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 the meaning clear.

Level 3 ([7]–[9])

Candidate demonstrates detailed knowledge and understanding; they identify up to three reasons with detailed discussion,
e.g. the customer can be assured that the travel agent will ensure their holiday is booked with all the correct details, which they either may not have the confidence to do themselves, or are afraid they might make a mistake which would result in errors being made.

e.g. The travel agent will be able to offer other services and products which the customer may require such as foreign exchange and insurance and pre-booked excursions. The customer may not be able to obtain these services and products for themselves. They may need guidance in relation to which excursions would suit them or the best insurance to meet their needs.

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 wide spread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make the meaning clear.

[9]

21

AVAILABLE
MARKS

- 5 (a) Identify **three** types of transport which visitors may have used to get to the event.

Any **three** from:

- Road
- Rail
- Air
- Sea

Answers should be as per the specifications and not examples.

(3 × [1])

[3]

- (b) Explain how media coverage of the event may influence future visitor numbers to Northern Ireland.

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

Award [1] for a basic explanation,
e.g. More people will be encouraged to visit.

Award [2] for a sound explanation,
e.g. More people will be encouraged to visit as they will have seen not only the golf but the spectacular scenery of Northern Ireland.

Award [3] for a detailed explanation,
e.g. More people will be encouraged to visit as they will have seen not only the golf but the spectacular scenery of Northern Ireland. The media coverage will be world wide and therefore be viewed by large numbers of potential visitors.

[3]

- (c) Describe the major features of organisations that are identified as public and as private, and provide an example of each.

For each point covered award [1] mark to a maximum of [3] marks for each sector.

Public

- Funded by local or central government
- They do not aim to make a profit but to provide a service or facility
- Examples include leisure centres, public libraries, public gardens and museums

Private

- Funded by private owners
- Main aim is to make a profit for the owners or shareholders
- Examples include airlines, tour operators, travel agents and accommodation providers

(2 × [3])

[6]

- (d) Analyse **three** benefits to organisations when they work together to plan events such as the Open Golf Championship.

Benefits

- Assists in the running of the event
- Provides extra products and services which will be required
- Divides the responsibilities between the sectors – risk finance
- Divides cost of: advertising, hiring
- Any other acceptable response

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

Level 1 ([1]–[3])

Candidate demonstrates a basic knowledge and understanding, e.g. they identify up to three benefits without any discussion

- Divides the responsibilities between the sectors

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 benefits with some discussion.

- Divides the responsibilities between the sectors, as each will look after its own area of expertise to provide products, services and facilities

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 the meaning clear.

Level 3 ([7]–[9])

Candidate demonstrates detailed knowledge and understanding; they identify up to three benefits with detailed discussion.

- Divides the responsibilities between the sectors, as each will look after its own area of expertise to provide products, services and facilities. This means a wider range can be offered for those attending the event and at a quality which the visitor will appreciate

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 wide spread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make the meaning clear.

(3 × [3])

[9]

Total

AVAILABLE MARKS

21

100