General Certificate of Secondary Education
2022

Leisure, Travel and Tourism

Unit 2

Promoting and Sustaining the Leisure, Travel and Tourism Industry

[GLE21]

TUESDAY 31 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 **marketing**.

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

Award [2] marks for a sound definition,
e.g. Marketing in the leisure, travel and tourism industry is about getting the
right product to the right people in the right place at the right time.   [2]

(b)   Describe the following terms and give one example of each.

Tangible product
Award [1] mark for a basic description,
e.g. physical goods – something you can touch or pick up.

Award [2] marks for a sound description,
e.g. physical goods that the customer can take away with them.

Award [1] mark for a suitable example, (must be linked to l, t + t)
e.g. take-away meal, airline ticket, etc.

Intangible product
Award [1] mark for a basic description,
e.g. non-physical goods – something you cannot touch or pick up.

Award [2] marks for a sound description,
e.g. non-physical goods that the customer cannot take away with them.

Award [1] mark for a suitable example, (must be linked to l, t + t)
e.g. swimming lesson, a day out at a theme park, etc.   [6]

(c)   Explain the importance of **place** as part of the marketing mix.

Award [1] mark for a basic description,
e.g. near to home/work
e.g. good location

Award [2] marks for a sound description,
e.g. near to home/work with good transport links
e.g. good location which is easily accessible

Award [3] marks for a detailed description,
e.g. near to home/work with good transport links and a good infrastructure
to ensure ease of access and availability of car parks
e.g. good location which is easily accessible which will increase the footfall
of customers   [3]

(d)   Market segmentation by **age** is one way to provide products and services to
meet the needs of customers.

Identify **four** other ways to segment the market.
•   Gender
•   Social group
•   Lifestyle

• Ethnicity

(4 × [1])   [4]

(e) Many leisure, travel and tourism organisations now use e-marketing to promote their products and services, such as websites and online booking.

(i) Identify **two** other methods of e-marketing.

Any **two** of:
• Pop-ups
• Cookies
• Review sites
• Social media

(2 × [1])   [2]

(ii) Explain **one** benefit to an organisation when using a website to promote its products and services.

• Regularly updated
• Lots of information
• Good use of information

Award [1] mark for a basic description,
e.g. website is regularly updated

Award [2] marks for a sound description,
e.g. websites are regularly updated with new offers when they become available

Award [3] marks for a detailed description,
e.g. websites are regularly updated to include new offers, new images and additional information the customer may require. It can also respond to queries.   [3]

(f) Discuss **two** reasons why leisure, travel and tourism organisations continually alter their marketing mix.

Reasons:
• Increase profits
• Increase its market share
• Retain existing customers
• Offer an extended range of products and services
• Raising awareness
• Achieve objectives
• Latest trends
• Be competitive

Award [1] mark for stating reason only,
e.g. increasing profits.

Award [2] marks for stating reason and a limited discussion,
e.g. increasing profits by selling more.

Award [3] marks for stating reason and a sound discussion,
e.g. increasing profits by selling more by introducing new products or
services within their organisation.   [6]

2 **(a)** Leisure, travel and tourism organisations conduct market research. Other than telephone questionnaires, identify **four** other methods of market research.

Any **four** of: (to a maximum of [4] marks)
- Postal surveys
- Personal surveys
- Observation
- Focus groups
- Internet and email

(4 × [1]) [4]

(b) Describe **one** advantage and **one** disadvantage of telephone questionnaires.

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

Advantage
Award [1] mark for a basic response,
e.g. they can be carried out quickly.

Award [2] marks for a sound response,
e.g. they can be carried out quickly and the respondent can ask for clarification.

Award [3] marks for a detailed response,
e.g. they can be carried out quickly and the respondent can ask for clarification of anything they do not understand and the researcher can seek clarity on any of the respondent's answers.

Or any other suitable response

Disadvantage
Award [1] mark for a basic response,
e.g. respondents may put the phone down.
e.g. not face to face.

Award [2] marks for a sound response,
e.g. respondents may put the phone down or provide unreliable responses.
e.g. not face to face so reactions cannot be seen.

Award [3] marks for a detailed response,
e.g. respondents may put the phone down or provide unreliable responses which will give a false result to the findings of the survey.
e.g. not face to face so reactions cannot be seen by the interviewer to know whether they are getting honest answers.

Or any other suitable response [6]

(c) Describe how the following initial planning steps are important to ensure that the promotional activity is effective.

Identifying clear objectives
Award [1] mark for a basic response,
e.g. know what they want to achieve.

Award [2] marks for a sound response,
e.g. being clear about what the organisation is attempting to achieve is important, particularly when valuable resources are being used.

Identifying the target market
Award [1] mark for a basic response,
e.g. know who they are designing the product for.

Award [2] marks for a sound response,
e.g. know who they are designing the product for and ensuring that the product will meet the needs of customers they targeted the product to. [4]

(d) Discuss the importance of **monitoring** and **evaluating** the promotional activity of offering winter breaks.

Monitoring
- Do we have enough flyers?
- Has there been any feedback from customers?
- Are the flyers going to the target market?
- Is the promotional activity reaching its objectives?

Evaluating
- Were the promotional materials suitable?
- Which material was most effective?
- Did the campaign attract new customers?
- Allows changes to future promotional activities

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

Monitoring
Award [1] mark for a basic response,
e.g. To ensure that if there are difficulties they can change the process

Award [2] marks for a sound response,
e.g. To ensure that if there are difficulties they can change the process by checking if the flyers are going to the correct audience

Award [3] marks for a detailed response,
e.g. To ensure that if there are difficulties they can change the process by checking if the flyers are going to the correct audience. By doing this they can alter what they are doing to ensure that they do attract their target audience

Evaluating
Award [1] mark for a basic response,
e.g. Has the promotional activity been successful?

Award [2] marks for a sound response,
e.g. Has the promotional activity been successful by achieving its expected outcomes?

Award [3] marks for a detailed response,
e.g. Has the promotional activity been successful by achieving its expected outcomes by increasing the profitability of the organisation? [6]

(e) Other than a flyer, identify **five** other promotional materials that the hotel might use.

Any **five** of: (to a maximum of [5] marks)
- Social media
- Websites
- Newspapers, television and radio
- Press releases
- Merchandising
- Demonstrations and displays
- Sponsorship

(5 × [1])   [5]

(f) Identify and describe **two** factors which make this flyer effective.

Factors
- Design
- Use of images
- Appropriate language
- Inclusion of detailed information

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

For each factor
Award [1] mark for a basic response
Candidate demonstrates a basic knowledge and understanding;
they identify up to two factors without any description,
e.g. Use of appropriate image
e.g. Inclusion of detailed information

Award [2] marks for a sound response
Candidate demonstrates limited knowledge and understanding;
they identify up to two factors with some description,
e.g. The image chosen is effective as it shows the hotel in the winter

Award [3] marks for a detailed response
Candidate demonstrates detailed knowledge and understanding;
they identify up to three reasons with detailed discussion,
e.g. The image chosen is effective as it shows the hotel in the winter which is
appealing and will attract customers to take a winter break

For full marks reference must be made to the insert   [6]   31

3 (a) Many people use airlines to travel to a destination. Other than restricted items which may not be included in hand luggage, identify **four** safety and security measures taken at the departure airport.

Any **four** of:
- Luggage screening
- Body scan and screening
- Ticket control (API - air passenger information)
- Passport control
- Boarding passes
- Safety demonstrations, including emergency procedures for evacuation
- Security staff
- CCTV   [4]

(b) Place a tick (✓) in the correct box to indicate which items are allowed or restricted in hand luggage on an airplane.

Item in hand luggage		Permitted	
		Yes	No
Hammer			✓
Sharp scissors			✓
Phone charger		✓	

© Getty Images   [3]

(c) List **three** precautions a traveller might take when travelling to a country where malaria is a health risk.

Any **three** of:
Medicines – not vaccines
Clothing to protect exposed skin
Equipment such as mosquito nets, anti-mosquito spray
Up-to-date advice
(3 × [1])   [3]

(d) Analyse, using different impacts, how the **three** different emergency situations identified may affect travellers.

Impacts:
- Disruption to travel;
- Cancelled holidays;
- Repatriation;
- Disruption to the holiday itself;
- Stress;
- Any other acceptable response.

A reason may only be used once.
Award [0] for a response not worthy of credit.

Level 1 ([1]–[3])
Candidates identify three effects with basic detail and without any analysis.
Responses at this level will be limited,
e.g. terrorist attacks can make passengers nervous to travel.
e.g. people may have their holiday cancelled.
e.g. travellers may have to be repatriated.

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])
Candidates identify three effects with limited detail and limited analysis,
e.g. terrorist attacks can make passengers nervous to travel. They have to cancel holidays to those destinations and offer alternatives to the customers. It can also mean that individuals travel arrangements have to be changed at the last minute.
e.g. people may have their holiday cancelled. The recent outbreak of the Zika virus will affect people who have been planning to go to Mexico, and they will have to select a different holiday which will inconvenience them.
e.g. travellers may have to be repatriated. This is expensive and takes time to organise. Tourists will be advised not to travel to the area which will disrupt their plans.

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])
Candidates identify three situations in detail with a detailed analysis that refers explicitly to travellers,
e.g. terrorist attacks can make passengers nervous to travel. This means that tour operators lose money as they have to cancel holidays to those destinations and offer alternatives to the customers. It can also mean that individuals travel arrangements have to be changed at the last minute. The recent terrorist attack in the south of France has made members of the public very nervous of choosing this as a destination.
e.g. people may have their holiday cancelled. The recent outbreak of the Zika virus will affect people who have been planning to go to Mexico, and they will have to select a different holiday which will inconvenience them. If they are about to travel soon, they may find that their alternative holiday could be more expensive.
When a hurricane is forecast, tourists will be advised not to travel to the area which will disrupt their plans. For the individual traveller this can mean that their travel arrangements have to be changed at the last minute.
All of these emergency situations can result in the holiday market getting bad press which heightens the anxiety in customers who may put off booking holidays until the last minute.

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.

(3 × [3])   [9]

4 (a) Define the term sustainable tourism.

Award [1] for a basic response,
e.g. sustainable tourism is about managing the negative effect tourism has on a destination.

Award [2] for a sound response.
e.g. sustainable tourism is about managing the effect tourism has on the environment, communities and the economy to make sure that the effects are positive rather than negative.
e.g. managing the social economic and environmental effects tourism has on a destination and its community.   [2]

(b) Using the information in Fig. 1, place a tick (✓) in the correct box to indicate whether the following statements are true or false.

	True	False
Tourist numbers to Venice are forecast to rise in the future.	✓	
The population of residents will remain at the same level.		✓
In 1980 the number of visitors to Venice was 1 200 000.		✓

[3]

(c) Venice plans to charge visitors to enter the city. Describe what effect this will have on the local economy.
Accept both positive and negative.
Award [0] for a response not worthy of credit.

Award [1] mark for a basic response,
e.g. there will be more money available for the city.

Award [2] marks for a sound response,
e.g. there will be more money available for the city. This will enable money to be spent on the up-keep of the city.
Award [3] marks for a detailed response,
e.g. there will be more money available for the city. This will enable money to be spent on the up-keep of the city, such as repairing damage caused by visitors and providing facilities to help minimise the effect tourism has on the city.   [3]

(d) Other than a congestion charge identify **three** methods used to reduce the negative impacts of tourism development at a destination.

Any **three** of:
• Educating locals and visitors
• Managing traffic by implementing one-way systems

- Managing traffic through pedestrian-only town centres
- Managing traffic through limited time parking zones or adequate parking spaces
- Planning control
- Managing visitors by regulating opening and closing times
- Managing visitors through off-peak pricing
- Consulting the local community

(3 × [1])   [3]

(e) Explain how to practise the principals of sustainable tourism in relation to:

(i) Minimising environmental impact
Award [1] mark for a basic description,
e.g. ensuring that car parking is available for visitors.
e.g. better traffic management.
e.g. reduce littering.

Award [2] marks for a sound description,
e.g. ensuring that car parking is available for visitors and is clearly signposted.
e.g. better traffic management such as a one-way system put in place.
e.g. reduce littering by having adequate bins/recycling points.   [2]

(ii) Creating economic benefits
Award [1] mark for a basic description,
e.g. bringing tourism related jobs to local people.
e.g. by buying local products.

Award [2] marks for a sound description,
e.g. bringing tourism related jobs to local people, such as restaurant and hotel staff or tour guides.
e.g. by buying local products which will increase income for the local people.
Any other acceptable response   [2]

(f) Discuss the ways a responsible traveller should respect a destination and its inhabitants, socially, economically and environmentally.

Socially responsible
- Ask before taking a photograph
- Speak the local language
- Refrain from anti-social behaviour
- Respect local customs relating to dress
- Respect local customs relating to alcohol

Environmentally responsible
- Don't litter
- Don't over-consume resources particularly water
- Reduce carbon emissions

Economically responsible
- Buy local goods
- Buy local souvenirs
- Eat in local restaurants

Any other acceptable response

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

Level 1 ([1]–[3])
Candidate demonstrates a basic knowledge and understanding, of each of the three effects,
e.g. Ask before taking a photograph.
e.g. Don't over-consume resources particularly water.
e.g. Eat in local restaurants.

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 each of the three effects,
e.g. Ask before taking a photograph as not everyone will be agreeable to having their photograph taken.
e.g. Don't over-consume resources particularly water by reusing towels and asking for sheets not to be changed every day.
e.g. Eat in local restaurants with locally produced food and local dishes.

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 all three effects with detailed discussion,
e.g. Ask before taking a photograph as not everyone will be agreeable to having their photograph taken which may lead to offending the locals and may even create a situation which may cause the visitor to be arrested.
e.g. Don't over-consume resources particularly water by reusing towels and asking for sheets not to be changed every day which will also reduce the waste water being produced and lower the impact of waste on the local environment.
e.g. Eat in local restaurants with locally produced food and local dishes which will enhance the economy of the local area as producers of foods will also benefit.

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]

24

Total   **100**