



**General Certificate of Secondary Education  
2023**

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**Leisure, Travel and Tourism**

**Unit 1**

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

**[GLE11]**

**THURSDAY 15 JUNE, AFTERNOON**

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**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.

- 1 (a) **Figure 1** shows a takeaway. Takeaways are also one example of a catering facility.

Identify **three** other catering facilities.

Any **three** of the following:

- Restaurants
- Hotel restaurants
- Pop-up restaurants
- Cafés

(3 × [1])

[3]

- (b) Identify and explain **two** advantages of using takeaways for home-based leisure.

Advantages

- The meal can be eaten in your own home;
- The meal can be delivered to your home;
- The person who normally cooks gets a break;
- Costs less than eating out;
- Meals can be shared;

Any other acceptable response.

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

Award [1] for identifying an advantage,

e.g. The meal can be eaten in your own home.

e.g. The meal can be delivered to your home.

Award [2] for identifying an advantage and providing a basic description,

e.g. The meal can be eaten in your own home so the family can continue to watch TV or play on-line games.

e.g. The meal can be delivered to your home meaning you do not have to travel to collect the meal.

Award [3] for identifying an advantage and providing a limited description,

e.g. The meal can be eaten in your own home so the family can continue to watch TV or play on-line games and they do not have to make the effort of getting dressed suitably to go out to a restaurant.

e.g. The meal can be delivered to your home meaning you do not have to travel to collect the meal especially if the weather outside is bad.

Any other acceptable response.

(2 × [3])

[6]

(c) Takeaways are a provider for home-based leisure activities. Identify and describe four other organisations or services that support home-based leisure.

Organisations

- Libraries (Kindle)
- Book shops
- Netflix
- YouTube
- X-box
- On-line games
- FaceBook
- DIY centres
- Garden centres (nursery)
- Fitness apps

Any other acceptable answer.

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

Award [1] for identifying a provider,

e.g. Library.

e.g. Garden centres.

Award [2] for identifying a provider and a description,

e.g. Library where books can be borrowed to read at home.

e.g. Garden centres where plants and seeds can be bought for planting and growing at home.

(4 × [2])

[8]

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AVAILABLE  
MARKS

2 (a) Define the term **leisure activities**.

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

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

(b) Leisure activities can be classified in different ways. Complete the table below by providing **one** example for each activity. **Examples may only be used once.**

An example has been completed.

Classification	Example
Home-based	Gardening
Water-based	Swimming Sailing Surfing
Active	Walking Playing a sport Dancing Playing X-box
Passive	Reading Spectating at a sports event Listening to music
Away from Home	Going to the cinema Eating out
Indoor	Dance Gymnastics Watching TV
Outdoor	Football Skiing Rugby Sunbathing

Any other acceptable answer.

Award [1] mark for each correct answer.

(6 × [1])

[6]

(c) **Figure 2** shows children at a soft-play area. Other than soft-play areas, identify **two** children's play facilities.

Any **two** of:

- Skate parks
- Play parks
- Trampoline park

Any other acceptable answer, e.g. leisure/water park.

[2]

(d) Explain **two** ways soft play areas meet the needs of children.

AVAILABLE  
MARKS

Any **two** needs:

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

Award [1] for a basic explanation,

e.g. Fun activity

e.g. They are a good place to meet new friends.

e.g. Promote physical and social skills.

Award [2] for a limited explanation,

e.g. Fun activity where they can stimulate their imagination.

e.g. They are a good place to meet new friends and get used to socialising with others.

Award [3] for a detailed description,

e.g. Fun activity where they can stimulate their imagination and create stories in their minds using the environment they are playing in.

e.g. They are a good place to meet new friends and get used to socialising with others to practise and develop their communication and social interaction skills.

Any other acceptable answer.

(2 × [3])

[6]

- (e) Discuss how the following factors may influence a person's choice of a leisure activity.

**Socio-economic group.**

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

Award [1] for a basic discussion,  
e.g. They may not be able to afford it.

Award [2] for a limited discussion,  
e.g. They may not be able to afford it as some activities involve joining a club or private facility.

Award [3] for a detailed discussion,  
e.g. They may not be able to afford it as some activities involve joining a club, such as a golf club, or private facility, such as a fitness centre, and the fees, for clubs such as Royal County Down, are often expensive and only certain people will be able to afford the costs.

**Trends and fashions.**

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

Award [1] for a basic discussion,  
e.g. They may have seen the activity on TV.  
e.g. Influence of social media.

Award [2] for a limited discussion,  
e.g. They may have seen the activity on TV, such as tennis, and been encouraged to give it a try.

Award [3] for a detailed discussion,  
e.g. They may have seen the activity on TV, such as tennis during Wimbledon and been encouraged to give it a try in the hope of having the same success as the stars they have been watching.

**Availability of facilities.**

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

Award [1] for a basic discussion,  
e.g. Some areas may not have facilities.

Award [2] for a limited discussion,  
e.g. Some areas may not have facilities which will meet a person's needs giving them limited options.

Award [3] for a detailed discussion,  
e.g. Some areas may not have facilities such as the Mary Peters Track which will meet a person's needs giving them limited options or requiring them to travel a distance to the facilities which may mean they are unable to participate as often as they would like.  
Any other acceptable answer.

(3 × [3])

[9]

AVAILABLE  
MARKS

25



- 3 (a) **Figure 3** shows a caravan with an added awning. Caravan parks are one type of accommodation option for tourists. Identify **four** other types of tourist accommodation.

Any **four** of:

- Hotels and aparthotels;
- Lodges and motels;
- Hostels;
- Guest accommodation, bed and breakfast, guesthouses, farmhouses and inns;
- Holiday chalets, villas, apartments and cottages;
- Holiday parks;
- Conference centres;
- Campus accommodation.

(4 × [1])

[4]

- (b) Different customer types will have different needs and expectations. Describe the needs and expectations of the following customer types.

**Family fun.** (Responses may refer to one or more of the following.)

- Time together;
- Relaxing;
- Children safe;
- Children amused;
- Value for money.

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

Award [1] for a basic explanation,  
e.g. Parents will know their children are content.

Award [2] for a limited explanation,  
e.g. Parents will know their children are content and occupied and they will also be able to have a relaxing time.

Award [3] for a detailed explanation,  
e.g. Parents will know their children are content and occupied and they will also be able to have a relaxing time as their aim will be to enjoy quality time with their children and have fun together.

Any other acceptable answer.

**Culturally curious.** (Responses may refer to one or more of the following.)

- Explore landscape, history, culture;
- Visits to castles, gardens, museums;
- Enjoy local food and drinks;
- Festivals and events;
- Interested in history of area.

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

Award [1] for a basic explanation,  
e.g. They will want to visit castles, gardens and museums.

Award [2] for a limited explanation,  
e.g. They will want to visit castles, gardens and museums to find out about  
the area they are visiting.

Award [3] for a detailed explanation,  
e.g. They will want to visit castles, gardens and museums to find out  
about the area they are visiting and be able to discover how the area has  
developed and what happened in the past which enabled the area to attract  
visitors; such as visiting the Somme battlefields and cemeteries to visualise  
the events of the past.

Any other acceptable answer.

(2 × [3])

[6]

- (c) Caravanning holidays have become an increasingly popular type of holiday  
for families. Describe **three** possible reasons why this is so.

**Reasons**

- Campsite charges for a family are less costly compared to a hotel or an apartment.
- Able to take all their home comforts with them.
- The family will be bringing their own accommodation with them.
- The family will have their own cooking facilities with them, using either the cooker in the caravan or a BBQ.
- No suitcases.
- They can choose when they travel and where they stay.
- They have transport to use when they reach where they are staying.

Any other acceptable answer

For each reason identified.

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

**Level 1 ([1] mark)** – reason only identified.

e.g. Campsite charges for a family are less costly compared to a hotel or an apartment.

e.g. The family will be bringing their own accommodation with them.

**Level 2 ([2] marks)** – reason identified with some description.

e.g. Campsite charges for a family are less costly compared to a hotel or an apartment so it will be more affordable to go on holiday

e.g. The family will be bringing their own accommodation with them, so the family will be familiar to their surroundings.

**Level 3 ([3] marks)** – reason identified with detailed description.

e.g. Campsite charges for a family are less costly compared to a hotel or an apartment so it will be more affordable to go on holiday, plus they may be able to take several holidays as once they have purchased their caravan they have only the cost of the campsite to pay for which is often only a small fee. Many families will also join a club where they are offered discounted site fees.

e.g. The family will be bringing their own accommodation with them, so the family will be familiar to their surroundings and will feel more comfortable even though they are away from home. A lot of regular caravanners will keep their clothing for camping in their caravan and have the food lockers stocked with essentials.

(3 x [3])

[9]

- (d) Analyse **two** benefits of **online reviews** to holidaymakers when making their choice of a caravan park.

**Benefits**

- The views left by previous customers are independent and not based on the caravan park website;
- Reviews often identify additional charges that are not clearly identified under the booking conditions;
- Comments can verify if the website is accurate in its description of the caravan pitches;
- The facilities offered by the caravan park can be verified and comments given on the quality;
- The owners response to reviews may indicate the level of concern they have for the comfort of their customers.
- Star ratings

Any other acceptable response.

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

For each benefit identified.

**Level 1 ([1]–[2])**

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

e.g. The views left by previous customers are independent and not based on the caravan park website;

e.g. The facilities offered by the caravan park can be verified and comments given on the quality;

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 ([3]–[4])**

Candidate demonstrates sound knowledge and understanding, and they identify up to two benefits with some discussion.

e.g. The views left by previous customers are independent and not based on the caravan park website. This will usually be different from the webpage.

e.g. The facilities offered by the caravan park can be verified and comments given on the quality. They will be able to see if the park will suit them.

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 ([5]–[6])**

Candidate demonstrates detailed knowledge and understanding, and they identify up to two benefits with detailed discussion.

e.g. The views left by previous customers are independent and not based on the caravan park website. This will usually be different from the webpage but will give a more accurate description on which potential customers may base their choice.

e.g. The facilities offered by the caravan park can be verified and comments given on the quality. They will be able to see if the park will suit them, if the facilities they provide will suit their needs and if what is offered is of a good standard, such as snack bar foods cooked rather than microwaved.

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 the meaning clear.

(2 × [3])

[6]

25

AVAILABLE  
MARKS

- 4 (a) **Figure 4** shows a couple choosing their holiday destination in a high street travel agency.

Identify **four** main features and appeal of a holiday destination.

Any **four** of the following:

- Climate
- Natural attractions
- Built attractions
- Events
- Food, drink and entertainment
- Transport links and services
- Range of accommodation

(4 × [1])

[4]

- (b) Many people book their holiday through a travel agent. Describe the following terms for types of travel agencies.

**Miniple**

A travel company with between 5 and 50 branches in a particular region.

**Multiple**

A travel company that has many branches throughout the UK.

**Independent**

A travel retailer who is not part of a chain.

(3 × [1])

[3]

- (c) Travel agents are members of the Association of British Travel Agents (ABTA). Explain the role and importance of ABTA to a person booking a holiday.

**Role**

- To ensure their members provide accurate information to customers;
- To provide advice or assistance on passport, visa and health requirements;
- To offer a suitable alternative if the customer's holiday is no longer available;
- Provide a refund if flights are delayed or cancelled;
- To respond to customer complaints;
- To resolve customer complaints.

**Importance**

- Customers and members are supported;
- Customers are protected;
- Customers are provided with expert help and advice.

For each benefit identified.

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

**Level 1 ([1]–[2])**

Candidate demonstrates a basic knowledge or understanding of the role and importance of ABTA.

e.g. To ensure their members provide accurate information to customers;  
e.g. Customers are protected;

The candidate uses only a sound 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 ([3]–[4])**

Both aspects of the question are addressed. However the candidate demonstrates limited knowledge and understanding of the role and importance of ABTA.

e.g. To ensure their members provide accurate information to customers in their holiday brochures and webpages. Also, customers are protected as ABTA provides them with insurance.

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 ([5]–[6])**

Candidate demonstrates detailed knowledge and understanding of the role and importance of ABTA.

e.g. To ensure their members provide accurate information to customers in their holiday brochures and webpages, so that holidaymakers are assured that the holiday they are booking meets their requirements and the quality stated is accurate. Also, customers are protected as ABTA provides them with insurance in the case of something going wrong before, during or after their holiday. They will provide a quick, clear and simple process to follow.

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 the meaning clear.

(2 × [3])

[6]

13

AVAILABLE  
MARKS

5 (a) Define the term **tourism**.

Award [1] for a basic definition,  
e.g. Activities of people travelling to and staying in places.

Award [2] for a sound definition,  
e.g. Activities of people travelling to and staying in places outside their  
usual environment for not more than one year for leisure, business or other  
purposes. [2]

(b) Study Fig. 5 and identify the **four** main reasons, other than a holiday, for  
leisure, travel and tourism visits.

- Sightseeing
  - Sports events
  - Business
  - Education
- (4 × [1]) [4]

(c) State the meaning of VFR.

Visiting Friends and/or Relatives

Award [1] mark for partial answer.  
Award [2] marks for complete answer. [2]

(d) Travelling by a scheduled flight with British Airways, as shown in Figure 6,  
is an example of travelling by air. Complete the table below by providing a  
named example of each of the identified forms of travel.

Form of Travel	Example
Road	Shearings' Coach company or any other suitable example
Rail	The Orient Express or any other suitable railway company
Sea	Stena Line or any other suitable ferry or cruise company

[3]

(e) Identify and explain **three** main factors, other than cost and comfort, which  
will influence the choice of transport type for leisure, travel and tourism visits.

**Factors**

- Length of stay
- Availability of mode of travel
- Distance
- Personal preference or fears
- Convenience
- Purpose of visit

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

**Level 1 ([1]–[3])**

Candidate demonstrates a basic knowledge and understanding, they identify up to three factors without any explanation, or one with limited explanation.

e.g. Length of stay; [1]

e.g. Distance; [1]

e.g. Personal preference or fears; [1]

e.g. If the destination is far away then people might choose an airplane as their method of travel. [2]

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 sound knowledge and understanding; they identify up to three reasons with some discussion.

e.g. Length of stay, as the visit may only be for a few days, so they will need to get to the destination quickly and if it is far away then people might choose an airplane as their method of travel;

e.g. Distance, whether the destination is domestic, short-haul or long-haul

e.g. Personal preference or fears, as they may be wanting to have their own transportation at the destination.

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. Length of stay, as the visit may only be for a few days, so they will need to get to the destination quickly and therefore they will need to choose the type of transport which will take the least time to arrive at the destination;

e.g. Distance, whether the destination is domestic, short-haul or long-haul. If they are travelling to New Zealand or Australia they would be more likely to travel by air as the destinations are so far away.

e.g. Personal preference or fears, as they may be wanting to have their own transportation at the destination, especially if they were attending a business conference and they may wish to bring materials to be used at the conference with them and perhaps meet and greet attendees from further afield.

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 the meaning clear.

(3 × [3])

[9]

**Total**

**AVAILABLE  
MARKS**

20

**100**