



Rewarding Learning

**General Certificate of Secondary Education
2024**

Leisure, Travel and Tourism

Unit 2

Promoting and Sustaining the Leisure,
Travel and Tourism Industry

[GLE21]

THURSDAY 13 JUNE, MORNING

**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) Study **Fig. 1** below which shows the different types of products and services provided in the leisure, travel and tourism industry.

Complete **Table 1** by matching the correct definition to the correct type of product/service, from **Fig. 1**.

Definition	Type of product/service
Physical goods that the customer can take away.	<i>Tangible</i>
The product that is complementary to what the customer buys.	<i>Ancillary</i>
The product service the customer buys.	<i>Main</i>
Goods that the customer buys but cannot touch.	<i>Intangible</i>

Table 1

[4]

- (b) Define the term **marketing**.

Award [1] mark for a basic definition, e.g. it is about promoting a product (or any incomplete answer).

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 using the right promotion.

[2]

- (c) Study **Fig. 2a** and **Fig. 2b** in the **Insert**, a leaflet promoting Dundonald International Ice Bowl, before answering the following questions.

- (i) Identify **three** ways a customer can contact the Ice Bowl.

Any **three** of:

- Telephone
- Email
- Facebook/social media
- Webpage/Website

[3]

- (ii) Identify **four** activities offered by the Ice Bowl.

Any **four** of:

- Ice Skating
- Tenpin Bowling
- Indiana Land
- Birthday Parties
- Corporate Events
- Catering Packages

[4]

(iii) Describe and explain **two** factors that make this leaflet effective.

Factors, any **two** of:

- design (font/print, bold, layout).
- use of image.
- colour.
- appropriate language.
- inclusion of appropriate information.

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

Award [1] mark for the identification of a relevant factor,
e.g. the leaflet uses bright colours.
e.g. it has the contact information.

Award [2] marks for a limited description and explanation that relates to the effectiveness of the poster as an item of promotional material,
e.g. the leaflet uses bright colours which are eye catching.
e.g. it has the contact information and offers different ways to find out more.

Award [3] marks for a detailed description and explanation that relates to the effectiveness of the poster as an item of promotional material,
e.g. the leaflet uses bright colours including blue, pink and yellow which are eye catching therefore attracting attention to the leaflet and making it effective as an item of promotional material.

e.g. it has the contact information and offers different ways to find out more about

e.g. the activities offered, the costs and how to make a booking.

(2 × [3])

[6]

(d) Suggest and discuss **two other** promotional materials that the Ice Bowl might use to communicate with their customers.

Promotional material, any **two** of:

- Social media.
- Websites
- Brochure
- Newspaper
- Online, TV or radio
- Press releases
- Demonstrations and displays (billboards/posters)
- Sponsorship
- Apps
- Merchandising.

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

For each material:

Award [1] mark for the identification of a promotional material and a basic discussion which may be limited to a description of the promotional material.
e.g. a social media page would be a good way to promote the Ice Bowl.
e.g. a radio announcement could attract attention to the Ice Bowl.

Award [2] marks for a sound discussion of the choice of an alternative suitable item of promotional material.
e.g. a social media page would be a good way to promote this course as many more people use social media every day.
e.g. a radio announcement could attract attention to the Ice Bowl, such as running a competition for its listeners.

Award [3] marks for a detailed discussion of the choice of an alternative suitable item of promotional material,
e.g. a social media page would be a good way to promote this course as many more people use social media every day and is easily shared between contacts, meaning a wider audience will be achieved.
e.g. a radio announcement could attract attention to the Ice Bowl, such as running a competition for its listeners where they may win free tickets for the Ice Bowl, which may also encourage more people to go to the venue.

(2 × [3])

[6]

AVAILABLE
MARKS

25

- 2 (a) Leisure, travel and tourism organisations will conduct a SWOT analysis to help them to set their objectives for a new promotional activity.

Identify the meaning of the initials **SWOT**.

S Strengths
W Weaknesses
O Opportunities
T Threats

[4]

- (b) Identify **four** main organisational objectives.

Any **four** of:

- Increasing profits
- Increasing market share by targeting new customers
- Retaining existing customers
- Offering an extended range of products and services
- Raising awareness

[4]

- (c) Describe, with examples, how the following steps an organisation takes in **planning** a promotional activity will ensure its success.

Identifying the target market

Award [1] mark for a basic description,
e.g. identify who the product/service is for.

Award [2] marks for a sound description,
e.g. identify who the product/service is for so that it will meet their needs.

Award [3] marks for a detailed description,
e.g. identify who the product/service is for so that it will meet their needs and expectations and attract new and maintain existing customers to their organisation. [3]

Choosing the most appropriate promotional techniques and materials

Award [1] mark for a basic description,
e.g. identify how suitable it is for the promotional activity.

Award [2] marks for a sound description,
e.g. identify how suitable it is for the promotional activity and if the technique/
material will reach the right audience.

Award [3] marks for a detailed description,
e.g. identify how suitable it is for the promotional activity and if the technique/
material will reach the right audience by gaining their attention, interest and
desire, therefore ensuring the success of the promotional activity. [3]

Monitoring the success of the activity

Award [1] mark for a basic description,
e.g. Checks if the promotional activity is working.

Award [2] marks for a sound description,
e.g. Checks are put in place to ensure the activity is going to plan and if changes are needed they can be made.

Award [3] marks for a detailed description,
e.g. Checks are put in place to ensure the activity is going to plan and if changes are needed they can be made, such as taking into account feedback from customers which may be both positive and negative. [3]

- (d) Identify and explain **two** methods of market research which may be used by leisure, travel and tourism organisations.
Quality of written communication will be assessed in this question.

Methods: Any **two** of:

- Postal surveys
- Telephone questionnaires
- Personal surveys
- Observation
- Focus groups
- Internet and email

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

Level 1 ([1]–[4])

Candidate demonstrates a basic knowledge and understanding, and they identify up to two methods with limited explanations.

Award [1] mark for the identification of a method and [2] marks for a basic explanation of the method.

e.g. Postal survey can be a questionnaire posted to a customer.

e.g. Observation which helps the organisation understand their customers.

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 ([5]–[6])

Candidate demonstrates sound knowledge and understanding, and they identify up to two methods with some explanation.

e.g. Postal survey can be a questionnaire posted to a customer, the customer can complete it in their own time and return in a pre-paid envelope.

e.g. Observation which helps the organisation understand their customers and how they react to their products and services.

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]–[8])

Candidate demonstrates detailed knowledge and understanding, and they identify up to two methods with detailed explanations.

e.g. Postal survey can be a questionnaire posted to a customer, the

customer can complete it in their own time and return in a pre-paid envelope which allows the organisation to identify improvements that could be made. e.g. Observation which helps the organisation understand their customers and how they react to their products and services and what could be added to enhance the customer experience.

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 × [4])

[8]

AVAILABLE
MARKS

25

3 (a) Study **Fig. 3** in the **Insert** provided before completing **Table 2** below.

	Answer
The most popular country for UK tourists in 2019	<i>Spain</i>
The least popular country for UK tourists in 2015	<i>UAE</i>
The country that saw a reduced number of UK tourists between 2018 and 2019	<i>France</i>
The country most UK tourists went to outside Europe in 2018	<i>USA</i>
The country, other than the UAE, that attracts the least number of UK tourists in 2017	<i>Turkey</i>

Table 2

[5]

(b) Identify **three** entry requirements that tourists may require when travelling to these destinations.

Any **three** of:

- Passport
- Visa
- ESTA
- API/APIS
- Vaccinations
- Global Health Insurance Card (GHIC)

Any other acceptable answer

[3]

(c) The UAE (United Arab Emirates) has strict customs regarding dress, and food and drink. Explain how these customs may impact on UK tourists. Quality of written communication will be assessed in this question.

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

Level 1 ([1]–[2])

Candidate identifies one or two of the customs can affect UK tourists at a basic level with limited explanation.

e.g. Food traditionally eaten not to UK tourists taste

Or – Drinking alcohol is an offence in public

e.g. Scant clothing is not permitted

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])

Candidates provide a sound explanation of how both customs may impact on UK tourists with some explanation.

e.g. Food traditionally eaten not to UK tourists taste as they contain meats such as camel and goat

Or – Drinking alcohol is an offence in public. If permitted, it must only be taken in specified areas.

e.g. Scant clothing is not permitted. Ladies must not expose their arms and

**AVAILABLE
MARKS**

legs.

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])

Candidates provide a detailed explanation of how both customs may impact on UK tourists with detailed explanation.

e.g. Food traditionally eaten not to UK tourists taste as they contain meats such as camel and goat and often contain a lot of spices. Meat dishes also include fruits.

Or – Drinking alcohol is an offence in public. If permitted, it must only be taken in specified areas, such as within the boundaries of the tourists hotel or private accommodation.

e.g. Scant clothing is not permitted. Ladies must not expose their arms and legs. They are also required to wear a head dress or be subjected to prosecution.

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]

(d) Define the term *responsible traveller*.

Award [1] mark for a basic definition,

e.g. a traveller who respects their destination and its inhabitants.

or, a traveller who is socially, economically and environmentally responsible.

Award [2] marks for a sound definition,

e.g. a traveller who respects their destination and its inhabitants and who is socially, economically and environmentally responsible.

[2]

(e) Identify and describe *three* measures a responsible traveller may take to respect their destination.

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.

For each measure:

Award [1] mark for a basic description.

- e.g. Ask before taking a photograph
- e.g. Don't over-consume resources particularly water
- e.g. Eat in local restaurants

Award [2] marks for a sound description

- 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

Award [3] marks for a detailed description

- 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 where the visitor may 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.

(3 × [3])

[9]

25

AVAILABLE
MARKS

4 Study **Fig. 4** in the **Insert** provided which gives information about the proposed redevelopment of Bangor Waterfront.

(a) Identify **three** main **aims** of the redevelopment scheme.

Any **three** of:

- To re-establish Bangor as a thriving city
- To re-establish Bangor as a prime attraction/create a state of the art destination
- To encourage more visitors
- To encourage more people to explore the city/surrounding area
- To provide opportunities and facilities for the wider area. [3]

(b) Identify **four** **key elements** of the redevelopment scheme.

Any **four** of:

- the redevelopment of Bangor Marina,
- the development of a “Bangor by the Sea” attraction,
- new greenways and coastal paths linking people, place and sea,
- reimaging Ballyholme beach,
- creating new artwork and
- creating new public spaces. [4]

(c) Discuss **three positive economic effects** which may occur with the redevelopment of Bangor:

Effects

- Increased employment opportunities
- Increased disposable income
- Increased sales for local businesses
- Increased business opportunities
- Development of local economy/infrastructure.

Any other acceptable answer.

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

Award [1] mark for stating benefit only.

e.g. Increased employment opportunities.

e.g. Increased disposable income.

e.g. Increased sales for local businesses.

Award [2] marks for stating benefit with a limited discussion.

e.g. Increased employment opportunities for locals in hotels and restaurants.

e.g. Increased disposable income as local people will be earning more.

e.g. Increased sales for local businesses as there will be more opportunities for sales.

Award [3] marks for stating benefit with a detailed discussion.

e.g. Increased employment opportunities for locals in hotels and restaurants and also in other businesses which will become busier due to the redevelopment.

e.g. Increased disposable income as local people will be earning more and will be able to spend more on luxuries.

e.g. Increased sales for local businesses as there will be more opportunities for sales as the number of people visiting the area increases.

(3 × [3])

[9]

- (d) The redevelopment aims to increase visitor numbers to Bangor. This can often have a negative effect.

Quality of written communication will be assessed in this question.

Explain **three** methods that can be used to reduce these negative effects.

Methods; Any **three** of:

- Educating locals and visitors
- Managing traffic
- Planning control
- Managing visitors
- Local community forums and focus groups

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

Level 1 ([1]–[3])

Candidate identifies up to three methods without explanations.

e.g. Educating locals and visitors.

e.g. Managing traffic.

e.g. Planning control.

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, and they identify up to three methods with some explanation.

e.g. Educating locals and visitors through websites, (leaflets, community, walks, events and signage).

e.g. Managing traffic by implementing one-way traffic systems, (park and ride, pedestrian only town centres, time limited parking and / or adequate parking spaces).

e.g. Planning control such as policies to control building in built-up areas.

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, and they identify up to three methods with detailed explanations.

e.g. Educating locals and visitors through websites, (leaflets, community, walks, events and signage) to inform them of, and demonstrate to them, the redevelopments being made, what it means to them and how they are going to benefit.

e.g. Managing traffic by implementing one-way traffic systems, (park and ride, pedestrian only town centres, time limited parking and / or adequate parking spaces). One-way systems will help to maintain the free flow of traffic and reduce traffic congestion.

e.g. Planning control such as policies to control building in built-up areas. To

be in keeping with the local area not allow high rise building and to protect green areas in the surrounding countryside.

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**

25

100