

GCSE 2005

January Series



Mark Scheme

Leisure & Tourism

3840/1

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Unit 1: Investigating Leisure and Tourism

Quality of Written Communication

The following descriptors concerning the quality of written communication must be applied to **all** questions in which candidates are required to produce extended writing. To attain full marks available at a level of response, the appropriate Quality of Written Communication descriptor must be achieved. Use the same quality of written communication levels as are used in the geographical element of the mark scheme under consideration.

Three-level descriptors

- LEVEL 1**
- Knowledge of basic information.
 - Simple understanding.
 - Little organisation; few links; little or no detail or vocational links; uses a limited range of specialist terms.
 - Reasonable accuracy in the use of spelling, punctuation and grammar.
 - Text is legible.
- LEVEL 2**
- Knowledge of accurate information.
 - Clear understanding.
 - Organised answers, with some vocational linkages (where relevant), occasional detail/exemplar; uses a good range of specialist terms where appropriate.
 - Considerable accuracy in spelling, punctuation and grammar.
 - Text is legible.
- LEVEL 3**
- Knowledge of accurate information appropriate contextualised and/or at correct scale.
 - Detailed understanding, supported by relevant evidence and exemplars.
 - Well organised, demonstrating detailed vocational linkages (where relevant) and the inter-relationships between factors.
 - Clear and fluent expression of ideas in a logical form; uses a wide range of specialist terms where appropriate.
 - Accurate use of spelling, punctuation and grammar.
 - Text is legible.
 - Level 3 does not always equate to full marks; a perfect answer is not usually expected, even for full marks.

Annotation of Scripts

- One tick equals one mark, except where answers are levels marked (where no ticks should be used). Each tick should be positioned in the part of the answer which is thought to be credit-worthy.
- Where an answer is levels marked the examiner should provide evidence of the level achieved by means of annotating 'L1', 'L2', or 'L3' in the left hand margin.
- The consequent mark within this level should appear in the right-hand margin.
- Ticks must **not** be used where an answer is levels marked.
- Examiners should add their own brief justification for the mark awarded, e.g. *Just L3, detail and balance here.*
- Where an answer fails to achieve Level 1, zero marks should be given.

General Advice

Marks for each sub-section should be added in the right-hand margin next to the maximum mark available which is shown in brackets. All marks should then be totalled in the 'egg' at the end of each question in the right-hand margin. The totals should then be transferred to the boxes on the front cover of the question paper. These should be totalled. The grand total should be added to the top right-hand corner of the front cover. No half marks should be used.

It is important to recognise that many of the answers shown within this marking scheme are only exemplars. Where possible, the range of accepted responses is indicated, but because many questions are open-ended in their nature, alternative answers may be equally credit-worthy. The degree of acceptability is clarified through the Standardisation Meeting and subsequently by telephone with the Principal Examiner as necessary.

Diagrams are legitimate response to some questions and should be credited as appropriate. However, contents which duplicate written material or vice versa should not be credited.

Question 1			Expected response	Marks
1	(a)	(i)	Benwell Library	(1 mark)
		(ii)	One correct activity Possibilities: Ghostly stories, paper lanterns, workshops with children screen printing.	(1 mark)
		(iii)	Point mark. Accept specific ways from Fig 1. Possibilities include: Visit the Newcastle libraries website e-mail Olive Bush <i>or</i> telephone Olive Bush	(2 marks)
	(b)	(i)	Accept any reasonable answer belonging to the named place. The facility must be named to score the first mark. 1 mark per facility. 1 per component. Possible response: <i>Stockton-on-Tees</i> <i>Facility 1: Springs Health Club. Sport and physical recreation.</i> <i>Facility 2: Borge's Italian Restaurant. Catering</i> If an activity is given rather than a facility 0 marks for facility but allow 1 per correct component.	(4 marks)
		(ii)	Level 1 – Basic (1-2 marks) Methods are simply identified or listed. Possible response: <i>Went on the Internet. We were shown around the leisure centre.</i>	
			Level 2 – Clear (3-4 marks) A clear description of methods used to investigate leisure in the area. Low L2 where 1 method described and 1 listed. Top L2 where two described clearly. Possible response: <i>As a class we brainstormed what we already knew about leisure in Stockton. We visited Teesside Leisure Park to survey the facilities there and had a guided tour of Springs Health Club where we made notes. We used a town centre map to classify the leisure facilities there.</i>	(4 marks)

	Expected response	Marks
(iii)	<p>This is about change. Simple repetition of points made in (i) or (ii) will not gain credit.</p> <p>Level 1 – Basic (1-3 marks) Some changes are identified. Some description may be given, but any attempted explanation is likely to be superficial and not clearly relevant to the named area. Top level 1 if attempted explanation. Possible response: <i>Nowadays we have Leisure Centres. There are more fast-food eating places like MacDonalds, because people go out to eat more.</i></p> <p>Level 2 – Clear (4-6 marks) Several changes are clearly described and clearly explained. There is a genuine sense of place. Possible response: <i>Leisure Centres like Newton Hall have opened on the edge of Durham City so they are close to the modern housing estates and customers do not have to travel into the congested city centre. More than 20 years ago more people used buses so the city centre was most accessible for leisure, but now that more use cars, sites like Newton Hall are easier to reach. The Gala Theatre is a 500-seat theatre in the city centre. 20 years ago Durham did not have a proper theatre. It opened because there was Millennium money and Durham had more people who could afford the theatre.</i></p>	<p>(6 marks)</p>

Total for Question 1: 18 marks

Question 2	Expected response	Marks
2 (a)	<p>(i) Accept any correct responses. Possibilities only include: Barney Owl’s play area, Dinosaur Park, Rock and Dinosaur Shop, Shire Horse Centre. Dry ski slope. 1 mark per correct suggestion.</p>	(2 marks)
	<p>(ii) 2 marks per facility.</p> <p>1 mark for each simple link to the family needs, or a family member. Don’t allow simple repeats. Possible response: <i>Coffee shop. They can relax with a drink.</i></p> <p>2nd mark for a developed explanation which may be linked to the rest of the family unit. Possible response: <i>Coffee shop. The adult may need to relax with a coffee after looking after two children.</i></p>	(6 marks)
(b)	<p>(i) Level 1 – Basic (1-2 marks) Features are simply identified. May confuse features with activities (irrelevant). Likely to be a list or lacking a sense of place. Possible response: <i>Lake District. Hills and attractive scenery. Lakes.</i></p> <p>Level 2 – Clear (3-4 marks) Features are clearly named and described; offers a clear sense of place of the chosen National Park. For full marks 2 clearly described features. Possible response: <i>The Lake District. There are scenic, long ribbon lakes of which the largest is Windermere. Steep rugged fells add to the wild beauty, for example Helvellyn and Langdale Pikes. Pretty towns like Ambleside and stone built villages like Rosthwaite help make the Lake District attractive for visitors.</i></p>	(4 marks)

	Expected response	Marks
(ii)	<p>Level 1 – Basic (1-3 marks)</p> <p>Simple links may be made between the holiday and either leisure or tourism or both. Top L1 should clearly identify a link to leisure and a link to tourism. Likely to lack a sense of place.</p> <p>Possible response:</p> <p><i>Travelling to the Lakes is tourism (1 mark). Eating in a restaurant on holiday is leisure (2 marks) and tourism (3 marks).</i></p> <p>Level 2 – Clear (4-6 marks)</p> <p>A clear explanation of linkage between leisure and tourism in a holiday in the chosen National Park. Why is it leisure and tourism? Top L2 would need 2 such explained lists.</p> <p>Possible response:</p> <p><i>A holiday in the Lake District. Travelling by car to stay in the Fayrer Holme Hotel near Bowness is tourism because it is away from home for a short break and using the linked leisure club for a swim is leisure because it is taking part in physical recreation while there.(4 marks) Going on a visit to the Beatrix Potter museum in the town and having a cup of tea in a cafe are both leisure and tourism since visitor attractions and catering belong to both industries.(6 marks)</i></p>	<p>(6 marks)</p> <p>Total for Question 2: 18 marks</p>

Question 3	Expected response	Marks
3 (a)	Larne 5 Portsmouth 2 Poole 3 Holyhead 4	(4 marks)
(b)	<p>(i) Visitors to the UK who live abroad (1 mark) and intend to return home after a holiday or business trip (2nd mark) to this country. Second mark is for development (as above) or an example.</p> <p>(ii) Level 1 – Basic (1-3 marks) Simple listing of factors with only superficial explanation. May not use Figure 4. Possible response: <i>They would choose the cheapest/nearest ferry ports (1 mark) and might prefer the longer ferry crossing to Hull/Rosyth so they don't have so far to drive in the UK (1 mark) or the shorter one to Dover if they don't like sailing (1 mark).</i></p> <p>Level 2 – Clear (4-6 marks) Using Figure 4 to give linked ideas as in the Level 1 plus references to more detailed factors, e.g. availability of/preference for day or night crossings, need to allow for an overnight stay en route, quality of service/vessel, frequency of service, suitable departure times, quality of road routes between UK ports and Lake District, etc. Expect simple reference to one or more of these extra considerations for 4 marks, greater detail or a wider range of factors for 5 marks. Both for 6 marks. Possible response: <i>They might go to the nearest/cheapest port or might prefer the longer ferry crossing to Hull/Rosyth, so they don't have so far to drive in the UK, or the shorter one to Dover if they don't like sailing. (Level 1, 3 marks). Via Dover they might need an overnight stay (4 marks). Going via Dover is more frequent with day-time crossings that might suit some (5 marks), but Hull has motorways (the M62 then the M6) to get them to the Lakes quicker. (6 marks).</i></p>	(2 marks)
Total for Question 3: 12 marks		

Question 4	Expected response	Marks						
4	<p>(a) (i) Room service Meals Bed-making 3 ticks max. Point mark. If more than 3 ticks, 0 marks.</p>	(3 marks)						
	<p>(ii) 1 mark per correct reason. Any 3 correct reasons from Figure 5. Possibilities include: <i>Room for all 5 (sleep 6). Private and enclosed garden to play and sit out. Country lanes for family to ride their bikes.</i></p>	(3 marks)						
	<p>(iii) House, bungalow and cottage are examples of the same type of accommodation. Other types are asked. Possibilities include: <i>caravans, apartments, tents, mobile homes, villas, log cabins.</i> Accept any correct other type.</p>	(2 marks)						
(b)	<p>(i) <i>A coastline that is protected (1 mark) and is a tourist attraction because of its scenery (2nd mark) and/or its history.</i> An example (other than the North Norfolk Heritage Coast) may be given for 1 mark.</p>	(2 marks)						
	<p>(ii) 1 mark per correct response</p> <table border="1" style="margin-left: 40px;"> <tbody> <tr> <td>Fakenham Racecourse</td> <td>Sporting venue</td> </tr> <tr> <td>Gressenhall Rural Life Museum</td> <td>Visitor attraction</td> </tr> <tr> <td>The Broads</td> <td>National Park</td> </tr> </tbody> </table>	Fakenham Racecourse	Sporting venue	Gressenhall Rural Life Museum	Visitor attraction	The Broads	National Park	(3 marks)
Fakenham Racecourse	Sporting venue							
Gressenhall Rural Life Museum	Visitor attraction							
The Broads	National Park							

- (c) Positive impacts include more facilities/events, meet more people, better understanding of others.
Negative impacts include conflict, tourism distortion of local life/culture, increased anti-social behaviour.

Level 1 – Basic (1-2 marks)

Social impacts are simply stated. Impacts lack clear linkage to the chosen destination. Listy.

Possible response:

Positive: There are more leisure facilities for locals.

Negative: Arguments happen between tourists and locals.

Level 2 – Clear (3-4 marks)

A clear description of positive and negative social impacts on the named destination. Both for full marks. 3 marks where 1 impact is clear and 1 basic.

Possible response: *Scarborough. Positive. Social life and facilities are improved by tourism – for example tourism helps Scarborough’s Stephen Joseph Theatre facility for local people to go and watch plays(3 marks).*

Negative. Tourist facilities in the resort like the Foreshore’s amusement arcades can distract local teenagers from their homework (4 marks).

(4 marks)

Total for Question 4: 17 marks

Question 5		Expected response	Marks
5	(a)	(i) Travel agents	(1 mark)
		(ii) Accept any correct response, such as: <i>They may not have time to visit the travel agents because they are at work.</i>	(1 mark)
	(b)	(i) Accept any reasonable response. Point mark. A holiday consisting of more than one element, which has been assembled into a single package (1 mark) by a tour operator. Elements commonly included in a package are travel, accommodation and transfers. (2 marks)	(2 marks)
		(ii) A trip by a tourist who makes his/her own tour arrangements (1 mark), typically booking travel and accommodation as separate elements rather than as a package. (2 marks) The growth of the internet has allowed the expansion of this sector.	(2 marks)
	(c)	Level 1 – Basic (1-2 marks) Simple correct statements. Do not credit converses. Possible response: <i>Long haul holidays cost more. Short-haul holidays include short breaks.</i>	
		Level 2 – Clear (3-4 marks) A clear explanation of difference is given. Examples are clearly used. Includes whole holiday not just flight. Possible response: <i>A fortnight's long-haul holiday to Florida or the Caribbean would be expected to cost more than an equivalent short-haul holiday in Spain or Portugal because the longer flight costs the airline more. Short-haul holidays can include city breaks of just a few days more easily because a long-haul flight would take too much time out of a short-break to make it worthwhile.</i>	(4 marks)
Total for Question 5: 10 Marks			

Question 6	Expected response	Marks
6 (a)	<p>Level 1 – Basic (1-3 marks) A few simple statements may be made. Likely to be listy. May be too much for one day. Top L1 should describe at least 1 element. Possible response: <i>After a flight on the London Eye (1 mark), go to Buckingham Palace (2 marks) then the Tower of London to see the Crown Jewels (3 marks).</i></p> <p>Level 2 – Clear (4-6 marks) Clearly describes a day programme, in the chosen tourist town/city, including several elements. A programme likely to be of interest to Olivia and Rachel and that could reasonably add up to a full day. Possible response: <i>After starting off the morning on the London Eye, travel along the river to the Tower of London to see the Crown Jewels(4 marks). After lunch go to Trafalgar Square to visit the National Gallery and view some of its paintings, (5 marks) and then walk up the Mall to Buckingham Palace at the end of the afternoon (6 marks).</i></p>	(6 marks)

	Expected response	Marks
(b)	<p>Level 1 – Basic (1-3 marks) At least 2 distinct jobs are identified. Responses are likely to be listy. Upper Level 1 responses will show some attempted description of range.</p> <p>Level 2 – Clear (4-6 marks) To access Level 2 there will be clear description of range, including exemplification of jobs at different levels. Upper Level 2 answers will show examples of jobs at different levels across at least two different components.</p> <p>Level 3 – Detailed (7-9 marks) Level 3 will be reached when description of jobs at different levels is detailed for at least one component. Typically, there may be recognition that employment is hierarchical with various job grades. Upper level 3 can be achieved when such descriptive detail covers at least 2 components. Full marks when an additional component's jobs are so described, or for further development of one of the two detailed components' jobs.</p> <p>Possible response: <i>Travel and tourism jobs include travel consultants in travel agencies, conference organisers, coach drivers, air cabin crew and resort representatives (1 mark) – a very wide range. (2 marks)</i> <i>Jobs are at different levels. (3 marks) For example, in a travel agency the manager is at a higher level than the travel consultant who takes bookings. (4 marks)</i> <i>Among air cabin crew, the chief stewardess is in charge of more junior colleagues. (5 marks) This is true right across the industry. So in a large London hotel the manager gets paid much more than the porter who carries people's luggage. (6 marks)</i> <i>In any part of the industry there are various levels of job. In the airline industry the pilot is the captain of the plane with the co-pilot being second officer. Cabin crew staff are on a lower level but with different grades, like chief steward, among them. (7 marks). In the London hotel the senior porter is in charge of others, with reception staff being higher status, some more senior than others. (8marks) The hotel manager is junior to top management based in the head office of a company like the Hilton hotel chain. (9 marks).</i></p>	(9 marks)

Total for Question 6: 15 Marks