



General Certificate of Secondary Education

Leisure & Tourism 3841 *(Double Award)*

3840/1 Unit 1 – Investigating Leisure & Tourism

Mark Scheme

2005 examination – June series

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.

3840/1 Investigating Leisure & 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 leisure and tourism 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						
(a)	(i)	Before 10.30 pm. Downstairs. Accept ground floor or basement. 1 mark per correct point.	(2 marks)						
	(ii)	It is not very busy then, so the nightclub is trying to attract more people to go by making it free. Can sell more drinks if people come early. After 10:30 plenty of people, so can charge. 1 mark for a simple appropriate suggestion, 2nd mark for a link to the pricing policy. 2nd mark can also be given for a second example.	(2 marks)						
(b)	(i)	Possibilities include: <table border="1" data-bbox="336 730 1010 981"> <tr> <td>Sport and physical recreation</td> <td>Leisure centre, football pitch, tennis court, sports centre/fitness suite.</td> </tr> <tr> <td>Visitor attractions</td> <td>Theme park, historic site, museum.</td> </tr> <tr> <td>Children's play activities</td> <td>Playground, ball park, park</td> </tr> </table> 1 mark per correct facility identified. Accept correct, named examples.	Sport and physical recreation	Leisure centre, football pitch, tennis court, sports centre/fitness suite.	Visitor attractions	Theme park, historic site, museum.	Children's play activities	Playground, ball park, park	(3 marks)
Sport and physical recreation	Leisure centre, football pitch, tennis court, sports centre/fitness suite.								
Visitor attractions	Theme park, historic site, museum.								
Children's play activities	Playground, ball park, park								
	(ii)	Nightclub → catering Horse-riding centre → sport and physical recreation Horse-riding centre → countryside recreation 1 mark per correct component link. No mark if more than three arrows.	(3 marks)						
	(iii)	Possible response: <i>Horse-riding is enjoying yourself by taking part in a physical activity and is often done in a rural place so it is countryside recreation too.</i> Point mark, 1 mark per component. No mark for simple repeat of component wording.	(2 marks)						
(c)	(i)	Possible response (for one component): <i>Sunderland.</i> <i>Visitor attractions. Sunderland has the National Glass Centre and, in the town centre, the Sunderland Museum and Winter Garden in Mowbray Park add up to another visitor attraction.</i> Point mark. 2 marks per component. 2 components. No mark for component name. 2nd mark for descriptive element, e.g., 'in the town centre'. Naming more than one facility is not sufficient to gain 2 nd mark.	(4 marks)						

		Marks
(ii)	<p>Level 1 Basic (1-3 marks) Simple statements about meeting people’s needs. Likely to be generalised. Likely not to describe how needs are met. Possible response: <i>The Glass Centre is somewhere interesting to go. The Winter Garden means people can see plants when it is raining without getting wet. Crowtree Leisure Centre has a pool.</i> Or clear description of how provision in the named area meets the needs of clearly identified, different people for one correct component only. Possible response: <i>The National Glass Centre in Sunderland meets the needs of families looking for an interesting attraction to take visitors to. There are demonstrations to keep children interested and a café for refreshments. The Winter Garden and Mowbray Park meet the needs of people looking for somewhere quiet away from the busy shops in the town centre no matter what the weather because the Winter Garden is inside and heated all year round and the park is pretty on a sunny day.</i></p> <p>Level 2 Clear (4-6 marks) Two correct components will be clearly considered. At lower Level 2 description of one will be clear (see possible response above) and the other simple. Upper Level 2, both components clearly described. Must indicate how needs are met. Upper Level 2 does this for both components. No marks if components are not those named in (c)(i).</p>	(6 marks)
	Total for Question 1: 22 marks	

Question 2	Expected Response	Marks						
(a)	(i) Manchester United (both words required).	(1 mark)						
	(ii) Stamford Bridge (both words required, not Chelsea).	(1 mark)						
(b)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%;">Rugby</td> <td style="width: 50%;">Murrayfield</td> </tr> <tr> <td>Tennis</td> <td>Wimbledon</td> </tr> <tr> <td>Soccer</td> <td>Windsor Park</td> </tr> </tbody> </table>	Rugby	Murrayfield	Tennis	Wimbledon	Soccer	Windsor Park	(3 marks)
Rugby	Murrayfield							
Tennis	Wimbledon							
Soccer	Windsor Park							
(c)	(i) For each method: Simple identification of method. E.g. <i>Plas y Brenin. I could use the internet. Visit the centre to look around.</i> (1 mark)							
	For 2 nd mark A clear description of method: researching the range of products and services provided by the chosen national recreation centre. E.g. <i>Plas y Brenin. I could enter the name Plas y Brenin into a search engine like Google to find the Plas y Brenin website. I could then make notes about the products and services offered.</i> Point mark, (2x2).	(4 marks)						
(ii)	Level 1 Basic (1-2 marks) Simple points about location and/or purpose. Likely to be generalised. No mark for name. Does not have to be from the list, but must be a nationally important recreation centre, i.e., not local sports/leisure facilities. Possible response: <i>Lilleshall is near Telford. There are facilities for coaching national sports teams there.</i>							
	Level 2 Clear (3-4 marks) A clear description of the specific location and purpose of the chosen national recreation centre. A clear sense of place. Possible response: <i>Lilleshall is near Telford in Shropshire. There are facilities for coaching national sports teams there. It is one of 6 National Sports Centres in the UK and is the HQ of the British Gymnastics Association. There are gymnastic and sports halls, floodlit tennis courts and sports pitches including for football. It holds conferences too and there is accommodation for sports administrators who attend these.</i>	(4 marks)						

Total for Question 2: 13 marks

Question 3		Expected Response	Marks
(a)	(i)	<p>Possibilities include: Have that day's entrance fee refunded. Get exceptional value for money. Make as many visits as they want. Children could learn more. Point mark.</p>	(2 marks)
	(ii)	<p>Two suggested reasons. Possibilities include: Encourage customers to make repeat visits. Increase income. Will attract more families/groups. Regular customers are likely to tell their friends about the aquarium so they want to visit too. 1 mark per appropriate suggestion. NB Answers should relate to benefits to management, not customers.</p>	(2 marks)
(b)		<p>Two ways. Possibilities include: For the Merseyside family the visit is leisure because it is local fun and for their visitors it is tourism in an area away from where they live. Travelling to Cheshire Oaks is travel for both groups, for example by car, and the lunch (catering is a leisure industry component) is a leisure activity. 2 marks per way. Must contain both leisure and tourism reference for 1 mark and development of the link for 2nd mark. The whole answer (parts 1 & 2) may be considered together when assessing whether candidates have offered sufficient justification to show understanding.</p>	(4 marks)
Total for Question 3: 8 marks			

Question 4		Expected Response		Marks
(a)	(i)	Tenby	1	(2 marks)
		Scarborough	3	
		Portrush	2	
	(ii)	M2		(1 mark)
(b)	(i)	<p>Possible response: <i>Scarborough. There is a line of several indoor amusement arcades (1) along the Foreshore near the harbour which have fruit machines and video games (1). Some of these include bingo as well. There is a miniature railway (1) in Northstead Manor Gardens, which is one of Scarborough's North Bay Parks (1). The miniature railway, dating from the 1930s, takes passengers from the Peasholm end of the gardens past the boating lake to the beach near Scalby Mills.</i></p> <p>Point mark. No mark for name of town. 2 marks for each attraction. 1 mark for a relevant attraction, including general ones such as beaches, amusement parks, piers, etc. 2nd mark for place-specific detail. Must be a description, not just a name. If no recognisable place is named, max 1 mark for each attraction. NB if answer includes a place name within a description, this is acceptable.</p>		(4 marks)
	(ii)	<p>Possible response: <i>The A171 road from Whitby is a main single-carriageway road that crosses the North York Moors to bring tourists to Scarborough.</i></p> <p>1 mark for route, 2nd mark for description. Allow route descriptions from chosen point but 2 marks only if route reaches town.</p>		(2 marks)
(c)	(i)	<p>Level 1 Basic (1-2 marks) Simple identification of economic impact(s). Likely to be generalised. Possible response: <i>Lake District. Jobs are brought by tourism. Some jobs are only seasonal.</i></p> <p>Level 2 Clear (3-4 marks) A clear description of economic impacts is given. Place specific information is included. Negative and/or positive impacts are described. Possible response: <i>Lake District. The Lake District's many tourists spend money in shops, cafes and hotels in all the main towns of the National Park like Ambleside and Keswick. So all these facilities employ more people, which is a positive impact. However, there are fewer tourists in the winter so some of the staff in the hotels and attractions, like the boats to hire at Bowness, may not be needed then. Seasonal unemployment is a negative impact when tourism is the main industry like it is in the Lake District.</i></p>		(4 marks)

		Marks
(ii)	<p>Level 1 Basic (1-3 marks) Simple statements of sustainable approaches. Likely to be generalised. Possible response: <i>Lake District. Limiting the number of cars using overcrowded roads. Improving public transport. Educating the public about not damaging the countryside. Encouraging people to stay with local farming families.</i></p> <p>Level 2 Clear (4-6 marks) A clear explanation of why clearly identified approaches may develop the chosen destination in a sustainable manner. Place specific information is included. Possible response: <i>Lake District. Restricting the number of cars on some roads in the Lake District, like the one from Keswick along Borrowdale, would help local people and tourists move more easily along the valley. This would reduce noisy, unsightly and polluting traffic and save people time and money. Encouraging tourists to stay with local farming families in valleys like Borrowdale and Langdale helps the tourists understand the traditional way of life better and helps the income of farmers' families so that they are more likely to stay on the land and help conserve the landscape for everyone by continuing hill sheep farming.</i></p>	(6 marks)
Total for Question 4: 19 marks		

Question 5		Expected Response	Marks
(a)	(i)	Accept any appropriate suggestion. Possible response: <i>To call for a rescue team.</i> <i>No mobile phone signal.</i> <i>To seek directions to the crash site.</i> <i>Keep in touch with base.</i>	(1 mark)
	(ii)	Possibilities include: Rock climbing, (fell) walking, sailing, canoeing, wind surfing, mountain biking, pony trekking, swimming. 1 mark each. No marks for non-physical activities i.e. bird watching.	(2 marks)
(b)	(i)	Level 1 Basic (1-2 marks) Identifies some duties. Possible response: <i>Restaurant manager. Supervises staff. Makes sure the restaurant is running smoothly. Checks that the customers are happy.</i> Level 2 Clear (3-4 marks) Clearly describes the work of a person in the chosen job. Possible response: <i>Restaurant manager. The manager needs to supervise the staff in the kitchen and front-of-house like waiters and those working on the bar. The manager needs to make sure they are all on time and fully briefed about the day's menu and any special events, offers or parties. During service the manager will keep an eye on the restaurant to make sure it is running smoothly and either ask a member of staff to sort out any problems with customer satisfaction or step in personally to sort out any issues with a dissatisfied customer, such as their table being double-booked or the bill being wrong.</i> No mark for naming job. Job must relate to travel/leisure/tourism industries. Where job is doubtful, description must relate to travel/leisure/tourism.	(4 marks)

		Marks
(ii)	<p>Level 1 Basic (1-3 marks) Identifies skills or qualities. Likely to be generalised. Any attempted explanation is superficial. Possible response: <i>Restaurant Manager.</i> <i>Skill/quality 1 – Calm.</i> <i>Explanation: To calm customers down.</i> <i>Skill/quality 2 – Good at communicating with people.</i> <i>Explanation: Can explain things well.</i> Upper Level 1 names both skills and explains one of these.</p> <p>Level 2 Clear (4-6 marks) Clearly explains reasons why two appropriate skills or qualities are needed to do the chosen job. Possible response: <i>Restaurant Manager.</i> <i>Skill/quality 1 – Calmness</i> <i>Explanation: is an important quality in this job because restaurants can be very hectic places, especially when the kitchen is busy and it is important for the manager to keep a cool head to set an example for the staff to present an organised and efficient service to the customers. A dissatisfied customer may be angry or upset and the manager needs to manage the situation calmly so that the customer’s complaint is efficiently dealt with without disturbing the other diners.</i> <i>Skill/quality 2: Good communication skills</i> <i>Explanation: will be needed to talk to the customer, or an upset staff member, clearly and rationally and explain why the action the manager proposes is reasonable and the best that can be done.</i> Lower Level 2 names both skills and gives simple explanation of both. Upper Level 2 gives detailed explanation of both.</p>	(6 marks)
	Total for Question 5: 13 marks	

Question 6	Expected Response	Marks
(a)	<p>Level 1 Basic (1-3 marks) One or more simple and different statements of fact read from Figure 6. For more than 1 mark, quantitative data will be quoted and several types of accommodation will be dealt with. Any attempted comment will be superficial. Possible response: <i>Caravan and camping site bookings all went up. Hostels mostly did. Guesthouse bookings went up in 64% of them, down in 5% and stayed the same in 31%.</i></p> <p>Level 2 Clear (4-6 marks) Comments on information shown by the graph are made clearly. Use is made of quantitative data. There may be an attempt to classify accommodation types or to identify a general pattern. May express appropriate reactions to the data. Possible response: <i>My first comment is that all the accommodation types had more providers reporting bookings up than those reporting them down. In fact for camping and caravanning it was 100%. Even for Bed and Breakfast providers where only 49% reported bookings up, that was 31% more than the % of those saying volume had fallen. Bed and Breakfast had the highest proportion of providers whose bookings had remained the same (32%).</i> (No marks given for information given on page 18 but please initial to show the page has been seen.)</p>	(6 marks)

Marks

(b)

Level 1 Basic (1-3 marks)

Some attempt is made to explain the choice of at least one attraction. This may be a simple or generalised description of what is offered. Alternatively the explanation may be about one or more factors.

Possible response:

The Gate in Newcastle. They can go to the cinema and have a pizza.

Level 2 Clear (4-6 marks)

For the top of Level 2, clear explanation for the choice of all three attractions linked to the 15-year-old pair is given. Access to Level 2 requires clear explanation of at least one.

Possible response:

The Gate in Newcastle upon Tyne is an up-to-date multiplex cinema showing the latest film releases so the 15 year olds would be able to go and watch the latest movie.

Beamish Open Air Museum exhibits like the old coal mine they can go down, trams they can ride on and old-fashioned confectioners where they can buy sweets will interest them because they have studied the Industrial Revolution at school.

The Baltic, Gateshead. This art gallery is free so they could afford it easily. The art inside is all new and they might be interested in that from school.

Level 3 Detailed (7-9 marks)

In addition to the information given for Level 2, detailed explanation for the choice of at least one attraction and its suitability for the 15-year-old pair is required. There may be explanation of how the chosen three might complement each other or be suited to different circumstances, such as the weather or geographical proximity.

Possible response:

The Gate in Newcastle upon Tyne is a multiplex cinema showing the latest films, so the 15-year-olds would be able to go to see the movie. Because it is in the city centre they can get there by bus or on the Metro. It would be good on a wet day because it is inside whereas Beamish Open Air Museum is mostly outdoors and for good weather. Exhibits like the old coal mine they can go down, trams they can ride on and old-fashioned confectioners where they can buy sweets may interest them if they have studied these at school. They have to pay at Beamish so the fact that the Baltic art gallery in Gateshead is free is good. Different artists are shown all the time and 15-year-olds like to see new stuff that is different. They can ride the glass lifts to the top for the view of the Tyne bridges.

(9 marks)

Total for Question 6: 15 marks