



**General Certificate of Secondary  
Education**

*Leisure and Tourism*

**Unit 3: The Business of Leisure  
and Tourism**

**Specimen Mark Scheme**

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2008 AQA and its licensors. All rights reserved.

**COPYRIGHT**

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales 3644723 and a registered charity number 1073334. Registered address AQA, Devas Street, Manchester. M15 6EX.

*Dr Michael Cresswell Director General*

Question	Expected response	Marks	AO
1(a)(i)	<p>Notes for answers</p> <p>Target markets are segments of the market at which products and services are aimed, such as a particular customer type like couples without children, or an age/income group.</p> <p>Point mark: 1 mark for aiming idea (target) and 1 for segment idea. Credit 1 mark for an example <b>other than families with children</b>.</p>	2	AO1
1(a)(ii)	<p>Candidates may refer to children, watching adults (presumably parent/s), school holidays savings offer.</p> <p>2 pieces of evidence in <b>Figure 2</b>. 1 mark each.</p>	2	AO2
(b)	<p>Reasons must revolve around <b>leisure and tourism</b> organisations and their needs: to attract early booking customers to make more profit and/or compete with rivals during school holiday periods; to try to sell what is an optional purchase and intangible product.</p> <p><b>Levels of response</b></p> <p><b>Level 1 Basic (1-3 marks)</b> Reasons why attractive promotional materials matter are stated simply. At the upper end, there may be some attempt to point out why they are important to <b>leisure and tourism</b> organisations in particular. Examples may simply be mentioned rather than used in the explanation.</p> <p><b>Level 2 Clear (4-6 marks)</b> Uses examples to clearly explain the particular importance of attractive promotional materials to <b>leisure and tourism</b> organisations.</p> <p><b>Example response:</b> <i>Attractive promotions matter because leisure and tourism organisations want to encourage as many customers as possible (1) so they make as much profit as possible (2). Leisure and tourism organisations like Eurocamp sell holidays which are something people don't have to have (3) so attractive promotions are particularly important to persuade them to buy at all (4). Also, they are trying to sell enjoyment (5), so attractive materials are needed to put over the message that their holidays are fun (6).</i></p>	4 2	AO1 AO3
<b>Total for question 1: 14 marks</b>			

<p><b>2(a)</b></p>	<p>No marks for naming the organisation.</p> <p>Materials might include: brochures, posters, TV and radio advertisements, flyers, websites, merchandise.</p> <p>Point mark. Credit examples of promotional materials used by the organisation. One mark for each valid example to a maximum of 2. Up to 2 further marks for more detailed description(s).</p>	<p>4</p>	<p>AO1</p>
<p><b>(b)</b></p>	<p>Links to target market needs through images used, offers made, soundtracks, text used and the overall design of the chosen piece of promotional material are possible. Customer type <b>other than</b> families with children could be a group of teenagers, a retired couple or any other clear group</p> <p><b>Levels of response</b></p> <p><b>Level 1 Basic</b> Simple statements of the appeal of <b>one</b> piece of promo material. Links with a clear customer type asserted rather than explained for upper L1. Written expression is basic or meaning is unclear.</p> <p><b>Level 2 Clear</b> Clear explanation of at least one link between element/s of the <b>one</b> piece of promotional material (graphics, message, design) and a clear customer type. Two links, or more, between the chosen material and the chosen customer type, clearly explained, may score up to 6 marks. At top L2, written expression is clear in conveying meaning.</p>	<p>6</p>	<p>AO1</p>
<p><b>Total for question 2: 10 marks</b></p>			

3(a)(i)	<p>Answers may emanate from Figs 3 and 4, or not. Children's couriers need to be able to join in the children's fun and be able to take a joke so that the children enjoy themselves. Some may go on to point out that this serves Eurocamp's interests – satisfied customers returning and recommending its holidays to others. Point mark 1 mark per reason.</p>	2	AO2
(ii)	<p>Personal qualities are innate aspects of personality, as opposed to skills, which can be taught and learned. Possible answers include: friendliness, calmness, being an organised person, confidence with others, cheeriness, patience. Accept any clearly personal quality. Point mark per personal quality.</p>	2	AO1
(b)	<p><b>Figure 3</b> gives effective communication as a Children's Courier duty: with customers, colleagues and management.</p> <p><b>Levels of response</b></p> <p><b>Level 1 Basic (1-3 marks)</b> Simply stated reasons why a Children's Courier needs to communicate effectively. Likely to be generic in terms of who that communication is with. May attempt some evaluation, possibly by simple assertion, at the top of the range.</p> <p><b>Level 2 Clear (4-6 marks)</b> Clearly evaluates the importance to a Children's Courier of communicating effectively, with, at the top end: customers, colleagues and management.</p> <p><b>Example response:</b> <i>A Children's Courier needs to be able to communicate effectively so people can properly understand what s/he is saying (1), so s/he can solve problems that people have (2) and so s/he can tell people how to be safe (3). Effective communication can help him/her explain games to her children customers so they have more fun (4), discuss health and safety issues clearly with parents/guardians so that the children are kept safe (5) and also talk meaningfully with adults of different nationalities and cultures to make sure the needs of all their children are properly met (6).</i></p>	4 2	AO2 AO3
(c)	<p>Point mark. No marks for naming an organisation. Accept any leisure and tourism job that involves serving customers but which is <b>not</b> that of children's courier <b>or</b> children's representative. Duties are tasks and requirements of the job. They are what the job holder must do and are not the skills they can be taught in order to do the job or the personal qualities they should have to do it well. Duties are often given in job descriptions and candidates may answer in such terms. Duties of a hotel receptionist, for example, include taking telephone</p>	4	AO1

	reservations, checking guests in and out, confirming bills and taking payments, sorting out guest queries.		
(d)	<p>Skills can be taught and learned. In leisure and tourism organisations employees may have transferable skills they may have brought with them and/or technical skills, which may be specific to that organisation's way of working. Both interpersonal and technical skills are acceptable in answers.</p> <p>Different levels of seniority may typically be operational level on the one hand and supervisory/management on the other: fitness instructor v fitness club manager for instance, or hotel receptionist v head of department/hotel manager.</p> <p>Comparisons should deal with similarities and differences. The head of department responsible for hotel reception needs the receptionist's skills of speaking with customers, using point of sale equipment, handling money etc. but also should have higher level interpersonal skills to deal with serious complaints and issues.</p> <p><b>Levels of response</b></p> <p><b>Level 1 Basic (1-3 marks)</b> Simple statements about what skills job-holder/s need. At upper Level 1 two job-holders of different levels of seniority will be included, but juxtaposition of skills rather than comparison is likely.</p> <p><b>Level 2 Clear (4-6 marks)</b> Clear comparison of skills needed by two job-holders of different levels of seniority in the organisation. Similarities or differences will be clear at lower L2, both at upper.</p>	2 4	AO1 AO2
<b>Total for question 3: 18 marks</b>			

4(a)	<p>Possibilities include: planning activities to suit the weather, find out if there are new children, any issues with any of the children, sort out any equipment needed find out which new families are expected.</p> <p>Any reasonable suggestions may be credited.</p> <p>1 mark per suggestion.</p>	2	AO2
(b)	<p>Reasons may include: too busy during the day with other activities, new arrivals will just have settled in, a natural social time for the family to be together to chat with the courier, guests will want to plan their next day then.</p> <p>Accept any appropriate reason giving 1 mark for a simple statement and 2 marks for a clear outline.</p> <p><b>Example response:</b>  <i>Reason 1. The couriers are very busy during the day running activities (1) but the evenings are quieter so there is time to meet new families (2).</i></p>	4	AO2
<b>Total for question 4: 6 marks</b>			
5(a)	<p>Accept any health and safety issue likely to be faced by the named <b>leisure and tourism</b> organisation. There are no marks for naming the organisation.</p> <p><b>Levels of response</b></p> <p><b>Level 1 (1-3 marks)</b>  Identifies a health and safety issue. Outlines measure/s intended to ensure customers' health and safety. At the top end of Level 1 there may be attempt to analyse/evaluate.</p> <p><b>Level 2 (4-6 marks)</b>  Identifies a health and safety issue that is likely to be faced by the named organisation. Clearly analyses/evaluates measures that the organisation has taken to ensure the health and safety of its customers. A clear analysis/evaluation of one measure can score up to 5 marks if one other measure is outlined (4 if not) but at least two measures need to be clearly analysed and evaluated for full marks.</p> <p><b>Example response:</b>  <i>Ibis Hotels.</i>  <i>Safety in the event of a fire.</i>  <i>Ibis Hotels put up notices in every bedroom to tell customers what to do in the event of a fire which is essential but not unusual (1) and have special collapsible chairs on landings (2) for disabled customers to get out (3) which is very helpful to that customer type and not found in all hotels. These measure are so all customers know which way to go from their rooms to get out of the building safely (4) and where to meet afterwards so that the management can check that everyone is out and tell the fire brigade if not (5). This is important so injured or trapped people don't get left behind. The folding chairs are really helpful so that customers who can't walk down the stairs can be lifted to safety because use of the lift is banned during a fire (6).</i></p>	3 3	AO1 AO3

<p><b>(b)</b></p>	<p>There are legal obligations on <b>leisure and tourism</b> organisations to ensure the health and safety of both staff and customers, for example the Health and Safety at Work Act. Staff have legal rights and may sue for damages if health and safety is not properly managed and accidents may result. Some staff have special needs requiring special measure that may be required by legislation such as the Disability Discrimination Act. Staff are expensive to train so keeping them healthy and safe is in the employer's economic interests. Well treated staff are likely to be more content and do a better job inter-relating with customers. In any case, staff play an important role themselves in protecting the health and safety of customers. Candidates are not required to know legislation and so full marks may be gained without reference to it.</p> <p><b>Levels of response</b></p> <p><b>Level 1 Basic (1-4 marks)</b> Simple statements about why the health and safety of staff matters. At the top end of the level there may be some attempt to link staff and safety to that of customers and/or to evaluate.</p> <p><b>Level 2 Clear (5-8 marks)</b> Clear evaluation of the importance of the health and safety of staff in relation to that of customers. The evaluation will need to be clear as to whether staff health and safety is equally/less/more important than that of customers to access upper Level 2 marks.</p> <p><b>Example response:</b> <i>Leisure and tourism organisations have to ensure staff's health and safety by law (1) and want staff to be healthy so they don't take time off work (2). If staff health and safety is not properly looked after the organisation may get a bad reputation (3) so it's really important that it is. If there is a fire, staff have to be safe to look after customers (4), so their safety is just as important (5). The health of staff matters to customers because leisure and tourism is about having fun and staff who don't feel very well find it difficult to keep customers happy (6) which is important for the success of the organisation. It is just as important for staff to be healthy and safe because if they are they can advise customers so they stay healthy and safe on holiday too (7). Actually, since the health and safety of customers depends on that of staff, it can be argued that staff health and safety is even more important than that of customers (8).</i></p>	<p>3 5</p>	<p>AO1 AO3</p>
<p><b>Total for question 5: 14 marks</b></p>			