GCSE

Leisure and Tourism

Double Award
Summer 2010

Mark Scheme

NORTHERN IRELAND GENERAL CERTIFICATE OF SECONDARY EDUCATION (GCSE) AND NORTHERN IRELAND GENERAL CERTIFICATE OF EDUCATION (GCE)

MARK SCHEMES (2010)

Foreword

Introduction

Mark Schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of 16- and 18-year-old students in schools and colleges. The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes therefore are regarded as a part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

The Council hopes that the mark schemes will be viewed and used in a constructive way as a further support to the teaching and learning processes.

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**General Certificate of Secondary Education
2010**

Leisure and Tourism
Double Award

Unit 1: Investigating Leisure and Tourism

[GDL11]

MONDAY 17 MAY, AFTERNOON

MARK
SCHEME

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Introductory Remarks

The assessment objectives (AOs) for this specification are listed below. Students must:

- Recall, select and communicate their knowledge and understanding of a range of contexts. (AO1);
- Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks. (AO2)
- Analyse and evaluate information, sources, and evidence, make reasoned judgements and present conclusions. (AO3)

General Instructions for Markers

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all markers are following exactly the same instructions and making the same judgements so far as this is possible. Markers must apply the mark scheme in a consistent manner and to the standard agreed at the standardising meeting.

It is important to recognise that in some cases there may be other correct responses that are equally acceptable to those included in this mark scheme. There may be instances where certain judgements have to be left to the experience of the examiner, for example, where there is no absolute, correct answer.

Makers are advised that there is no correlation between length and quality of response. Candidates may provide a very concise answer that fully addresses the requirements of the question and is therefore worthy of full or almost full marks. Alternatively, a candidate may provide a very long answer which also addresses the requirements of the question and is equally worthy of full or almost full marks. It is important, therefore, not to be influenced by the length of the candidate's response but rather by the extent to which the requirements of the mark scheme have been met.

Some candidates may present answers in writing that is difficult to read. Markers should take time to establish what points are being expressed before deciding on a mark allocation. However, candidates should present answers which are legible and markers should not spend a disproportionate amount of time trying to decipher writing that is illegible.

Levels of Response

General descriptions of the criteria governing levels of response mark schemes are set out on the next page. When deciding about the level of a response, a "best fit" approach should be taken. It will not be necessary for a response to meet the requirements of all the criteria within any given level for that level to be awarded.

Having decided what the level is, it is then important that a mark from within the range for that level, which accurately reflects the value of the candidate's answer, is awarded.

Levels of Response Marking Grid

	AO1 [3]	**AO2 [3]**	**AO3 [3]**
Level 1	1. Candidates demonstrate a basic knowledge and understanding. They give a basic description. There will be little organisation.	1. Candidates are able to apply limited knowledge and understanding. They give simple explanations. There will be few vocational links.	1. Candidates' responses suggest simple, broadly relevant ideas. They reach straightforward conclusions. Responses may not be clearly presented. They use a limited range of specialist terms.
Level 2	2. Candidates demonstrate a sound knowledge and understanding. They give a sound description. Answers will be organised.	2. Candidates apply knowledge and understanding to a range of situations. They give sound explanations, with some detail. There will be some vocational links and occasional detail.	2. Candidates comment in depth suggesting relevant ideas for development. They reach reasoned conclusions. Responses will usually be clearly presented. They will use a good range of specialist terms where appropriate.
Level 3	3. Candidates demonstrate a detailed understanding. They give a detailed description. Answers will be well organised.	3. Candidates apply relevant knowledge and understanding. They give full, detailed explanations, vocational links and the inter-relationship between factors.	3. Candidates comment fully, suggesting detailed relevant ideas. They reach reasoned conclusions. Responses will consistently be clearly presented in a logical form. They will use a wide range of specialist terms where appropriate.

The levels of response grid should be used in conjunction with the mark scheme and applied to all answers including those which may fall under the guise of any other reasonable response.

1 **(a)** Identify **three** different types of take-away restaurants.

Any **three** of:
Fish & Chips
Burger Bar
Chicken – KFC/Country Fried
Indian
Chinese
Italian
Thai
Or any other acceptable answer
[3] × AO1   [3]

(b) Some take-away restaurants welcomes telephone orders. State what a home-based customer would need to do to receive a delivery.

At least **three** of the following for full marks:
Telephone the restaurant.
Place their order.
Give their address and contact number.
Be at home to receive the order.
Pay the bill, either in advance or when receiving the food.
[3] × AO1   [3]

(c) Complete the table below by identifying **three** leisure facilities, other than take-away restaurants, which provide for home-based leisure and name **two** products or services each provides.

Facility	Product/Service
Video Rental Shops	*1. Rents DVDs* *2. Computer Games*
Garden Centre	*1. Sells plants* *2. Provides advice to customers*
Library/Book Shops	*1. Lends/sells books* *2. Orders books for customers*

Or any other acceptable answer.
[9] × AO1   [9]

(d) Describe **one** reason why home-based leisure has increased in popularity in recent years.

Level 1 ([1])
Reason only given
e.g. People have less money
Better technology

Level 2 ([3])
Reason with some explanation
e.g. People have less money so they cannot afford to go out.
Better technology is available for people to use at home, such as TVs and DVDs

Level 3 ([3])
Reason with sound explanation
e.g. People have less money so they cannot afford to go out. However they still wish to enjoy their leisure time and so do activities at home.
Better technology is available for people to use at home, such as TVs and DVDs, enabling people to have a greater choice of what they watch and greater freedom to take breaks when they choose.
[3] × AO2   [3]

(e) Home-based leisure has links with other components of the leisure and tourism industry. Identify **one other** leisure component and analyse how it maintains links with a component from the **travel and tourism** industry.

Leisure Component: [1]	**Travel and Tourism Components**
Any **one** of: (*correctly named*)	Travel Agents
Sport and Physical Recreation	Tour Operators
Arts and Entertainment	Tourist Information & Guiding Services
Countryside Recreation	On-line Travel Services
Children's Play Activities	Accommodation & Catering
Visitor Attractions	Attractions
Catering	Transportation
	(again component correctly identified)
[1] × AO1	[1] × AO1

Level 1 ([1])
Simple analysis [1]
e.g. Sport and Physical Recreation and Transportation, as to go and play a football match against another team the team will require transportation.

Level 2 ([2])
Sound analysis
e.g. Sport and Physical Recreation and Transportation need to maintain links as to go and play a football match against another team the team will require transportation to get them to their destination. Without this link they would be unable to participate in matches against other teams.
[2] × AO3   [4]

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2 (a) List **five** different facilities available at Watertop Farm.

Any **five** of:
Caravan site
Tea Room
Quad Train
Pony rides/Treks
Boating Lakes
Paddywagon
[5] × AO1   [5]

(b) List **five** factors which may influence people when choosing to visit Watertop Farm.

Any **five** of the following:
Age group
Culture
Special needs
Type of household
Gender
Social group
Availability of local facilities
Availability of transport
Individual interests
Fashion/trends
Influence of family and friends
How much money they have to spend.
Or any other acceptable answer
[5] × AO1   [5]

(c) A visit to Watertop Farm is something a family may choose to do in their leisure time. Define 'leisure time'.

Leisure time is the opportunity available to an individual, after completing the necessities of life, when they have the freedom to choose and engage in an experience which is expected to be personally satisfying.

Simple definition [1] e.g. free time
Sound definition [2] see above.
[2] × AO1   [2]

(d) Watertop Farm is a visitor attraction which provides facilities and events for visitors. Identify and describe one other built visitor attraction and one natural visitor attraction.

Built attraction
Award [1] for correctly identified built visitor attraction
Attraction identified correctly
e.g. Dunluce Castle, Alton Towers, W5

Description
Award [1] for basic description
e.g. Dunluce Castle is the remains of an ancient castle, which has history relevant to the area

Award [2] for a comprehensive description
e.g. Dunluce Castle is the remains of an ancient castle, which has history relevant to the area and tells the story of how people lived in the past and provides an opportunity for visitors to observe for themselves a different way of life.
[1] × AO2, [2] × AO3   [3]

Natural attraction
Award [1] for correctly identified natural visitor attraction
e.g. Giant's Causeway, Marble Arch Caves, Mourne Mountains

Description
Award [1] for basic description
e.g. Giant's Causeway is a natural attraction formed by volcanic activity, creating unusual stone formations

Award [2] for a comprehensive description
e.g. Giant's Causeway is a natural attraction formed by volcanic activity, creating unusual stone formations which have been identified as a natural wonder of the world and is now maintained by being named a world heritage site.
[1] × AO2, [2] × AO3   [3]

(e) The impacts of visitor attractions can be both positive and negative.
Identify and discuss any **three** environmental impacts of tourism development.

Likely impacts
Negative
Pollution
Vandalism
Erosion of paths
Destruction of plant/animal life
Traffic congestion

Positive
Land management – positive aspects
Preservation of AONB

Level 1 ([1]–[3])
Simple discussion or simple identification of environmental impacts.
e.g. More visitors will bring more pollution to the area from cars or from litter.

Level 2 ([4]–[6])
Some discussion
e.g. By developing tourism more tourists will come to the area and they
may cause pollution to the area from their cars or by dropping litter when
visiting, not worrying about the effects to the environment.

Level 3 ([7]–[9])
Sound discussion
e.g. By developing tourism more tourists will come to the area and they
may cause pollution to the area from their cars or by dropping litter when
visiting, not worrying about the effects to the environment. This will cause
discomfort to local people, it may destroy the habitats of wildlife or kill
wildlife in the area changing the environment for the worse.
[3] × AO2, [6] × AO3   [9]   27

3 (a) Complete the table below using the information provided.

Each type of destination should be used only **once**.

Destination	Type of Destination
Old Trafford	*Sporting Venue*
York	*Tourist towns and cities*
The Pennines	*Mountain areas*
Dunluce Castle	*Places of Historic Interest*
Disneyland	*Theme Parks*
Giant's Causeway	*Areas of Outstanding Natural Beauty*
Tyrella Strand	*Coastal Area*

[7] × AO1   [7]

(b) People travel to destinations in all parts of the world. Define a **long-haul** destination.

Long-haul destinations are travel destinations which are further than continental Europe or more than six hours by air, such as Australia, the Far East, the USA and India.

Simple definition [1] e.g. destinations outside Europe
Sound definition [2] see above.
[2] × AO1   [2]

(c) Describe the main features of a package holiday.

Package holidays provide travel to and from the destination, the cost of airport duties and taxes, the cost of the accommodation, the cost of transfers from and to the airport.

Simple description [1]
Some description [2]
Sound description [3]
[3] × AO2   [3]

(d) (i) Describe an important duty of:

   Holiday Representative
   Any **one** of the following fully described for full marks:
   Checking accommodation for health and safety
   Meeting and greeting new guests
   Organising a welcome meeting
   Dealing with complaints
   Selling excursions
   Organising entertainment
   Administration
   [3] × AO2   [3]

(ii) Children's Entertainer
   Any **one** of the following fully described for full marks:
   Organising activities for groups of children
   Organising games/events
   Supervising children
   Ensuring the health and safety of the children
   Ensuring the environment is safe and hazard free
   [3] × AO2   [3]

(e) Discuss the advantages and disadvantages of using budget airlines.

Advantages
Cheaper
More affordable
Easily accessible
Convenient
Range of destinations

Disadvantages
No meals included
Less leg room
Less baggage allowance
May be booked up early
Airports a distance from the city

Level 1 ([1]–[2])
Basic discussion only listing advantages and disadvantages
e.g. the advantage is that it will be cheaper

Level 2 ([3]–[5])
Some discussion
e.g. The advantage is that it will cost less as you can book well in advance
and get the cheapest seats.

Level 3 ([6]–[8])
Sound discussion
e.g. The advantage is that it will cost less as you can book well in advance and get the cheapest seats, whereas a standard airline will have the same set price on all their seats. The airport may be a distance from the city
e.g. Brussels served by Charleroi.
[2] × AO2, [6] × AO3 [8]

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4 (a) Disneyland Park is a major European theme park. Define a **theme park**.

A theme park is a purpose-built attraction offering a wide range of rides and entertainment which is divided into different themed zones. Once you have paid the entrance fee all the rides and entertainment is free. They are built near large cities and have good transportation links.

Basic definition [1]
Sound definition [2]
[2] × AO1 [2]

(b) Identify rides in **Frontierland** which are suitable for the following groups of people.

Thrill seekers	*Big Thunder Mountain*
Families	*Legends of the West, Thunder Mesa Riverboat Landing, Rustler Roundup Shootin' Gallery or Critter Corral**
Small children	*Thunder Mesa Riverboat Landing, Pocahontas Indian Village or Critter Corral**

* Should not be used for both answers
[3] × AO1 [3]

(c) Name **two** Mild but Wild rides available at the park in areas other than Frontierland.

Any **two** of:
Pirates of the Caribbean
Star tours
Honey I Shrunk the Audience
[2] × AO1 [2]

(d) Disneyland offers the following services **free** to their guests. Describe how each of the following services may improve the visitor experience.

Fastpass
Fastpass reduces the queuing time for visitors, allowing them to take the ride at a specified time. This allows the visitor to plan their day at the park.
Basic description [1]
Sound description [2]
[2] × AO2   [2]

Shopping Service
Allows visitors to make their purchases and then have them delivered to their hotel, allowing them to continue their visit to the park without having to carry all their purchases with them.
Basic description [1]
Sound description [2]
[2] × AO2   [2]

Just for Kids
Provides parents with a place to feed and change their child in comfortable surroundings. They can purchase nappies and baby food if they have forgotten to bring some with them. A service is provided to care for children while their parents take a ride which is not suitable for their child.

Basic description [1]
Sound description [2]
[2] × AO2   [2]

(e) Name and give details of one additional service which would encourage disabled people to visit Disneyland Paris.

Level 1 ([1])
Basic, may only name additional service
e.g. disabled access to rides, disabled toilets

Level 2 ([2])
An additional service named with some details
e.g. disabled access to rides to enable the visitor easy access, disabled toilets which will allow for easy access

Level 3 ([3])
Comprehensive details of an additional service
e.g. disabled access using a special card to enable the visitor easy access to rides, disabled toilets which will allow for easy access provided at each of the toilet facilities in the park
[3] × AO2   [3]

(f) Disneyland Paris is a very successful them park. Analyse **three** reasons for its success.

Reasons
Easy transportation
Range of activities available
Range of accommodation available
Location
Products and services

For each reason:

Level 1 ([1])
Basic analysis
e.g. Simple statement as above

Level 2 ([2])
Some analysis
e.g. There are good transportation routes by road, rail and air to the park

Level 3 ([3])
Sound analysis
e.g. There are good transportation routes by road, rail and air to the park which means it is easily accessible by people throughout Europe and wider afield.
$[3] \times [3] \times$ AO3   [9]

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Total	**100**