

**Published Mark Scheme for
GCSE Leisure and Tourism (Single Award)**

Summer 2010

**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.

CONTENTS

	Page
Unit 1	1

New
Specification



General Certificate of Secondary Education
2010

Leisure and Tourism

Unit 1: Introduction to Leisure and Tourism

[GLT11]

MONDAY 17 MAY, AFTERNOON

**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 and Tourism.

Candidates must show they are able to:

- 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); and
- analyse and evaluate information, sources, and evidence, make reasoned judgements and present conclusions (AO3).

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 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) Tick **one** box in each table below to identify the appropriate facility or attraction:

(i) A home-based leisure facility

Xtra Vision	✓
London Eye	
Sherwood Forest	

(ii) An Arts and Entertainment facility

Holiday Inn	
Madame Tussauds	✓
Buckingham Palace	

(iii) A Cultural Attraction

Alton Towers	
Hadrian's Wall	✓
Old Trafford	

[3]

(b) Complete the table below to identify whether the following leisure activities are active or passive.

Leisure Activity	Active/Passive
Spectating Football	Passive
Gardening	Active
Reading	Passive
Walking	Active
Playing Tennis	Active
Watching a Play	Passive

[6]

- (c) (i) Using examples you are familiar with, define the following types of leisure or tourism organisations.

[1] for basic definition, [1] for example.

Public

Public sector organizations are largely funded by central or local government.

Organisations include leisure centres, tourist boards and art centres.

[2]

Private

Private sector organisations are directly or indirectly in private ownership.

They are normally for profit making. Examples include hotels, coach companies, health and fitness clubs.

[2]

Voluntary

Voluntary sector organisations are managed and operated largely by volunteers.

They are often non-profit making or charitable, such as local sports clubs and the national trust.

[2]

- (ii) Public and private organisations often work together to develop sporting facilities such as those for the 2012 Olympics.

Analyse **two** benefits of this type of co-operation.

- More than one sector involved
- Ownership by several people
- Increased capital available
- Sectors work together to develop the facilities
- Profit will go to the sectors in partnership
- Government is not totally liable for all the expenditure
- Or any other acceptable answer

Use the above indicative content with the following level banding.

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

Level 1 ([1]–[2])

Candidate demonstrates basic knowledge and understanding, e.g. they identify two benefits without any development. 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])

Candidate demonstrates sound knowledge and understanding; two benefits are identified with some development. 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 ([5]–[6])

Candidate demonstrates detailed knowledge and understanding; two benefits are identified with detailed development as above. 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 a widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear. [6]

AVAILABLE MARKS

21

- 2 (a) Use the resource to describe in detail the location of Alton Towers.

Situated near Stoke, Derby and Uttoxeter [1],
between the M1 and the M6 and just off the A50 [1],
in the Staffordshire Peak District (1).
Maximum [2] [2]

- (b) Identify the following:

The satellite navigation reference for Alton Towers	ST10 4DB
A main line railway station which serves Alton Towers	Stoke / Derby
A branch line railway station which serves Alton Towers	Uttoxeter

[3]

- (c) Describe an advantage of using public transport when visiting Alton Towers.

- Bus will take you directly to entrance
- No worries over driving/parking
- No limit to size of group
- Main-line railway stations nearby
- Bus trip from railway station is free if you buy an entrance ticket on the bus
- Or any other acceptable answer

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

Award [1] for a limited description.

Award [2] for a detailed description. [2]

(d) Describe how **two** other leisure and tourism facilities in the area might benefit from visitors to Alton Towers.

- Increased sales
- Increased profits
- Able to develop their business
- Able to offer more employment opportunities
- Or any other acceptable answer

For each benefit:

Use the above indicative content with the following level banding.

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

Level 1 ([1]–[2])

basic description of benefit. 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])

some description of benefit. 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 ([5]–[6])

sound description of benefit. 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 a widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Maximum [6]

[6]

13

AVAILABLE
MARKS

3 Study Resource 2 on page 3 of the Resource Booklet which gives details of jobs at Alton Towers. Answer the following questions.

(a) Read the following requirements and state whether they are true or false.

Requirements	True/False
The Rides Electrical Team Leader must have a proven knowledge of electrical maintainance.	True
Retail Hosts will not be required to deliver customer service.	False

[2]

(b) Identify and explain **one** personal quality required for each of the following jobs.

Spa Therapist

e.g. Friendly, as they will have to establish good working relationships with both their customers and their colleagues.

Sound judgement, as they need to be a good judge of character.

Retail Manager

Eg. Enthusiastic, as they will have to motivate their team and bring out the best in them.

Trustworthy, as they will have to be responsible for the running of the retail facilities.

[1] limited description and explanation

[2] sound description and explanation

2 × [2]

[4]

(c) Discuss an advantage to the visitor and to Alton Towers of reserving tickets in advance.

Visitor

No queueing

Free bus trip

Ensured entrance

Or any other acceptable answer

Alton Towers

Guaranteed numbers

Able to forecast staff requirements

[1] limited discussion

[2] sound discussion

[4]

- (d) All staff employed at Alton Towers are trained to follow Health and Safety procedures. Explain why this is necessary.

So they are aware of and are able to apply

- Evacuation procedures
- First aid
- Child protection
- Employee and customer health and safety
- Disability legislation

Use the above indicative content with the following level banding.

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

Level 1 ([1]–[2])

Candidate demonstrates basic knowledge and understanding, e.g. they identify a health and safety procedure. 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])

Candidate demonstrates sound knowledge and understanding; they identify a health and safety procedure and provide some explanation. 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 ([5]–[6])

Candidate demonstrates detailed knowledge and understanding; they identify a health and safety procedure and provide sound explanation. 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 a widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear. [6]

- (e) Alton Towers expects all its employees to have a flexible approach towards shift working. Analyse why this is important to the theme park.

- Park open 7 days a week
- Staff required at all times
- Extra staff required at busy times
- Staff will not want to have same hours
- Unfair for some staff to work in quiet times and others always busy times
- Or any other acceptable answer

For up to three reasons

[1] for some analysis. 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.

Plus [1] for sound analysis. 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 a widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Maximum of [6]

[6]

AVAILABLE
MARKS

22

- 4 (a) People visit places for different reasons, ie. going to a sports event to spectate. Identify **three** other purposes of visits.

Any three of:

- Going on holiday
- Sightseeing
- Visiting an attraction
- Visiting friends or relatives

[3]

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

The temporary, short term movement of people to destinations outside the places they normally live or work for leisure, business or other purposes and their activities during the stay at these destinations.

[1] basic description

[2] sound description

[2]

- (c) Describe the main features of a cruise holiday.

- Range of facilities on board
- See many different regions/countries
- Half/full board
- Luxury dining
- Ease of transportation
- Range of entertainment included

[1] basic answer

[2] simple answer

[3] sound answer

[3]

- (d) Identify and describe **two** disadvantages of using budget airlines.

Disadvantages

Airport taxes

Payment for luggage

Payment for on-board food

Payment to use toilets

No flexibility on flights

Less leg room

No pre-booking seats

Or any other acceptable answer

[1] reason only

[2] reason and description

[4]

(e) Some travel companies offer on-line check-in facilities. How might this assist customers?

- Doesn't have lengthy queues to wait in
- Reduces time spent at airport
- Can check in from home or office
- Or any other acceptable answer

[1] basic answer

[2] sound answer

[2]

(f) Analyse how a family from Manchester visiting the Costa Del Sol could make use of a range of leisure and tourism components during their visit.

- Use transportation to get to destination (T)
- Stays in accommodation (T)
- Use catering facilities to feed themselves (L & T)
- Have entertainment provided at hotel (L)
- Use sporting/fitness facilities at destination (L)
- Visit attractions (L & T)
- Or any other acceptable links

Use the above indicative content with the level banding on the next page.
Award [0] for a response not worthy of credit.

Level 1 ([1]–[2])

Candidate demonstrates basic knowledge and understanding, e.g. they may identify possible links without any development. 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])

Candidate demonstrates sound knowledge and understanding; links are identified with some development. 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 ([5]–[6])

Candidate demonstrates detailed knowledge and understanding; links are identified with detailed development as above. 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 a widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear. [6]

20

5 (a) Study the diagram showing the different types of holiday. Read the definitions provided and match the type of holiday to the definition given.

AVAILABLE
MARKS

Definition	Type
A holiday combining a charter or scheduled flight with car hire.	Fly Drive
A holiday taking in two contrasting or similar destinations.	Two Centre
A sightseeing holiday led by an appointed person.	Guided Tour
A holiday which includes flights, transfers, accommodation, food, entertainment and the services of a resort representative.	All Inclusive
A holiday which involves the traveller bringing their own accommodation, staying at one or more destinations.	Camping/Caravanning
A fishing holiday to Lough Erne	Special Interest

[6]

(b) Short break holidays have become increasingly popular. Identify and describe **three** factors which have contributed to this.

- Income levels
- Holiday entitlement
- Working hours
- Retirement patterns
- Range of accommodation

Use the above indicative content with the level banding on the next page.

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

[1] identify factors

[2] identify and describe factors

[6]

- (c) Explain in detail **one** reason why some people prefer to use a travel agent to book their holiday.
- Feel secure that someone who is trained properly is making the booking
 - They have confidence because if anything goes wrong they will be covered by ABTA
 - They may not have access to the internet

Use the indicative content with the following level banding.

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

[1] Reason only identified.

[2] Reason identified with some explanation.

[3] Reason identified with detailed explanation as above. [3]

- (d) Hotels operate at management, supervisory and operational levels. Analyse the differences in the responsibilities and accountability at each level.

Management

Overall responsibility

Fully accountable

Must ensure others carry out their duties

Responsible for planning and organisation of events and activities

Supervisory

Responsible for carrying out wishes of management

Day to day running of hotel

Lead/manage a team of operatives

Identify work and standard to be completed

Deal with a range of personnel functions, e.g. holidays, sickness

Operational

Front line service provider focussed on specific needs of customer

Or any other acceptable answer

For each level:

Use the indicative content with the following level banding.

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

Level 1 ([1])

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 ([2])

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 ([3])

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 a widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Maximum of 3 × [3] marks

[9]

Total

**AVAILABLE
MARKS**

24

100