



*Rewarding Learning*

**General Certificate of Secondary Education  
January 2012**

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## **Leisure and Tourism**

Unit 1: Introduction to  
Leisure and Tourism

**[GLT11]**

**WEDNESDAY 11 JANUARY, AFTERNOON**

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**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 that they should apply in allocating marks to the 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 candidates' 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 scheme**

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’s 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 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 (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) Use the organisations in the following diagram to match them to the components in Table 1:

(Each organisation should be used only once.)

Component	Organisation
Arts and Entertainment	Lyric Theatre
Sport and Physical Recreation	Fitness First
Visitor Attractions	Alton Towers
Cultural Attractions	Buckingham Palace
Home-based Leisure	Xtravision
Tourism Organisations	Belfast Welcome Centre
Transportation	Stenaline
Accommodation	Hastings Hotels

[8]

- (b) Identify **four** reasons why people use leisure and tourism facilities.

Any **four** of:

- entertainment
- recreational purposes
- relaxation
- socialising and eating out
- health reasons
- expertise of service or product (learn a skill).

[4]

- (c) There are different types of leisure and tourism organisations. Describe how each of the following types operate, giving examples.

**Public**

Public sector organisations are largely funded by central or local government and this influences their strategies and policies. Organisations include leisure centres, tourist boards and art centres.

**Private**

Private sector organisations are directly or indirectly in private ownership. They are normally for profit making. Examples include hotels, coach companies, health clubs and fitness clubs.

**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.

For each sector:

Use the above indicative content with the following level banding

Award [0] for a response not worthy of credit

**Level 1 [1]**

Basic description of sector. 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]**

Some description of sector. 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]**

Sound description of sector. 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.

(3 × [3])

[9]

- (d) Analyse **three** benefits of public and private organisations working together.

Benefits:

- more than one sector involved allows increased facilities, services, products
- sectors able to rely on each other for support
- increased capital available especially if private sector involved
- sectors work together to develop the facilities and improve the customer experience
- profit will go to the sectors in partnership
- government is not totally liable for all the expenditure.

Use the above indicative content with the following level banding

Award [0] for a response not worthy of credit

**Level 1 ([1]–[3])**

Candidate demonstrates basic knowledge and understanding, e.g. they identify three 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 ([4]–[6])**

Candidate demonstrates sound knowledge and understanding; three 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 ([7]–[9])**

Candidate demonstrates detailed knowledge and understanding; three 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. [9]

30

2 Study the insert which provides information on Warwick Castle. Answer the following questions.

(a) Identify **two** forms of travel for which directions are given in the resource.

Road  
Rail [2]

(b) Identify **four** services available to schools visiting Warwick Castle.

- tours
- exclusive rates
- tailored lunches
- tailored packages. [4]

(c) Identify **one** group of visitors who would have limited access within Warwick Castle.

Wheelchair users  
Pushchair users [1]

- (d) Describe **two** links which Warwick Castle has with other components of the leisure and tourism industries.

Links to:

Arts and Entertainment – castle dungeon theatre, restaurants, refreshment outlets

Transportation – railway, coach tours

Catering

Award [0] for a response not worthy of credit

### Level 1 ([1]–[2])

Candidate demonstrates basic knowledge and understanding, e.g. they may identify two 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; two 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; two 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]

- (e) Warwick Castle has different telephone lines for different types of bookings. Explain why this is necessary.

Reasons:

- phone line is dedicated to particular type of booking
- customer knows they are phoning someone who can deal with their query
- telephonist can specialise in tailoring packages for a particular type of customer – group, school, business.

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]**

Reason only identified. 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]**

Reason identified with 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 [3]**

Reason identified with detailed 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. [3]

- (f) Warwick Castle has its own website. Analyse **two** advantages of this to visitors.

Advantages:

- book ticket in advance from own home
- discounts and offers available on-line
- able to plan day in comfort of own home
- able to plan journey in advance
- visitors aware of special events.

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 advantages 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])**

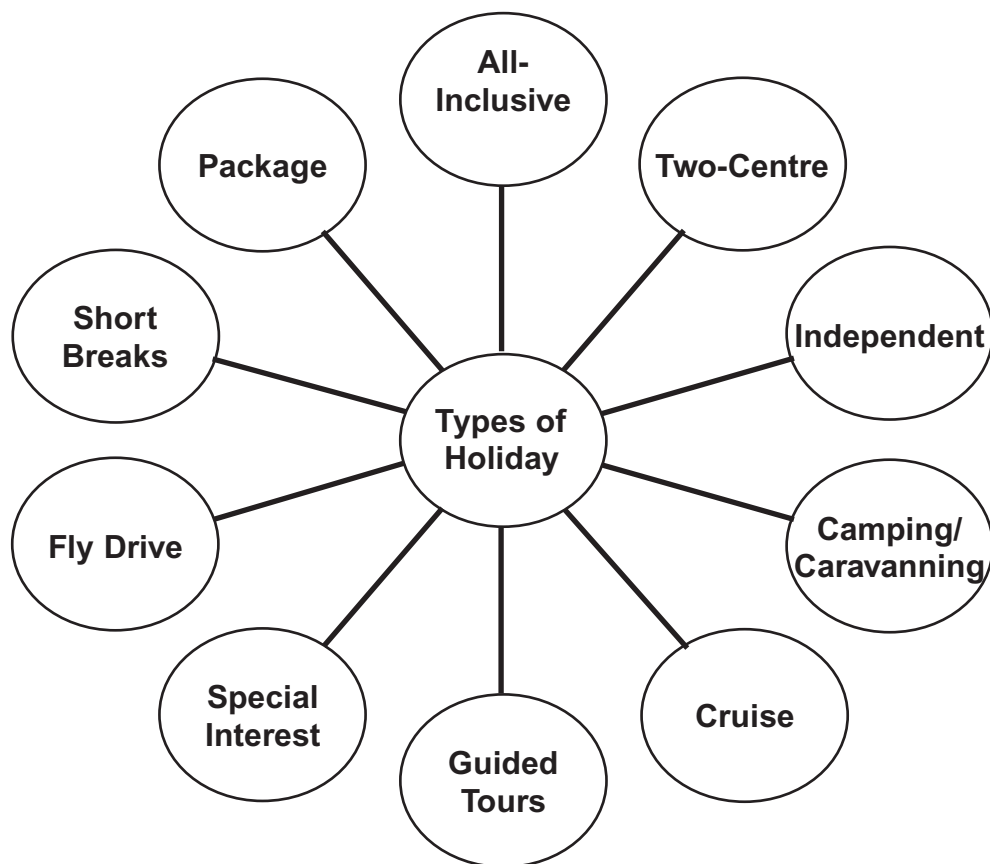
Candidate demonstrates sound knowledge and understanding; two advantages are identified with some development. The candidate uses an appropriate form and style of writing, supported with appropriate use of diagrams as required. Relevant material is organised with some clarity and coherence. There is 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 advantages 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]

22

- 3 (a) Study the following diagram which shows the different types of holidays. Complete **Table 2** by matching the definitions to the correct types of holiday.



Definition	Type
A holiday which involves the traveller putting together their own itinerary and purchasing their own accommodation and transportation.	Independent
A holiday which provides accommodation in more than one destination.	Two-Centre
A holiday combining a charter or scheduled flight with car hire.	Fly Drive
A holiday which includes flights, transfers, accommodation, food, drinks, snacks, entertainment and the services of a resort representative.	All-Inclusive
A holiday aboard a ship, visiting several destinations.	Cruise
A holiday which involves the traveller bringing their own accommodation, staying at one or more destinations.	Camping/Caravanning
A holiday lasting up to four days, usually taken in addition to a main holiday.	Short Breaks

**Table 2**

[7]

- (b) Describe **three** factors which have influenced the development of the tourism industry in the last ten years.

### Factors

Any **three** of:

- income levels
- holiday entitlement
- working hours
- retirement patterns
- range of facilities.

Use the indicative content with the following level banding

Award [0] for a response not worthy of credit

#### Level 1 [1]

Factor only identified. 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]

Factor identified with some description. 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]

Factor identified with detailed description 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.

(3 × [3])

[9]

(c) There have been rapid changes to the leisure and tourism industries. Discuss how provision has changed over the last ten years.

- increased facilities available
- changes to type of facilities available
- changes to spending patterns by visitors
- changes in businesses
- changes in employment opportunities
- more importance on staff training
- volume of visitor numbers.

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 changes. 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 changes. 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 changes. 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.

To maximum of [6]

[6]

22

4 (a) Tick **one** box in each of the tables below to correctly identify the type of employment offered by the job stated.

(i) **Hotel Receptionist**

Facility Management	
Administration	
Point of Sale	✓

(ii) **Leisure Centre Manager**

Facility Management	✓
Administration	
Instructor	

(iii) **Fitness Trainer**

Facility Management	
Entertainer	
Instructor	✓

(iv) **Children's Holiday Representative**

Information Services	
Entertainer	✓
Point of Sale	

(v) **Tour Guide**

Information Services	✓
Entertainer	
Administration	

[5]

(b) Describe the main duties of the following jobs.

**(i) Travel Agency Manager**

Duties:

- ensuring that day-to-day operations run smoothly
- ensure that good customer relations are maintained
- deal with and organise staffing issues, e.g. recruitment, staff training
- drive sales/marketing
- manage the merchandising of the branch
- be involved in back office processes, e.g. group and business travel.

[3]

**(ii) Airline Baggage Handler**

Duties:

- work the baggage belts and ramps
- load baggage onto carts
- scan the bags as they come down the chutes from check-in
- ensure all bags are loaded correctly and quickly and scanned properly
- load bags into the hold of the aircraft
- ensure hold doors are secured
- operate ground machinery.

[3]

**(iii) Fitness Instructor**

Duties:

- be responsible for carrying out new member inductions
- be responsible for the preparation of personal exercise programmes
- keep regular member contact
- review members' exercise programmes
- take exercise classes
- keep up-to-date with new techniques
- assist the club manager in all aspects of membership sales
- be prepared to offer general advice to possible new member
- be responsible for the appearance of the fitness suite
- undertake general cleaning and day-to-day maintenance tasks.

[3]

- (c) Analyse **two** reasons why it is essential that the background of any person employed to work with children and vulnerable adults must be checked.

Reasons:

- ensures that the organisation is confident that their employee has no previous convictions in relation to children and vulnerable adults
- safety of children and vulnerable adults is ensured
- customers can be confident of the safety provision
- protection of customers is ensured
- protection of employee is ensured
- protection of organisation is ensured
- legal requirements.

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 reasons 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 reasons are identified with 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.

### **Level 3 ([5]–[6])**

Candidate demonstrates detailed knowledge and understanding; two reasons are identified with detailed analysis 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]

(d) All passengers on every flight are made aware of evacuation procedures. Explain **two** reasons why this is a necessity.

Reasons:

- legal requirement
- know how to help themselves
- know how to help others
- aware of where the emergency doors are
- know how to fit breathing masks
- know how to fit lifejackets and how to use equipment attached
- know what is and is not allowed in an emergency.

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 reasons without any explanation. 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 reasons are identified with 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; two reasons are identified with detailed explanation 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]

**Total**

26

**100**