

Applied Leisure and Tourism (Double Award)

General Certificate of Secondary Education **GCSE 1495**

Mark Schemes for the Unit

June 2007

1495/MS/R/07

OCR (Oxford, Cambridge and RSA Examinations) is a unitary awarding body, established by the University of Cambridge Local Examinations Syndicate and the RSA Examinations Board in January 1998. OCR provides a full range of GCSE, A level, GNVQ, Key Skills and other qualifications for schools and colleges in the United Kingdom, including those previously provided by MEG and OCEAC. It is also responsible for developing new syllabuses to meet national requirements and the needs of students and teachers.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2007

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 870 6622
Facsimile: 0870 870 6621
E-mail: publications@ocr.org.uk

CONTENTS

Applied GCSE Leisure and Tourism (1495)

MARK SCHEME FOR THE UNIT

Unit	Content	Page
4875	Investigating Leisure & Tourism	1
*	Grade Thresholds	13

**Mark Scheme 4875
June 2007**

INSTRUCTIONS ON MARKING SCRIPTS

All page references relate to the Instructions to Examiner booklet (revised June 2006)

For many question papers there will also be subject or paper specific instructions which supplement these general instructions. The paper specific instructions follow these generic ones.

1 Before the Standardisation Meeting

Before the Standardisation Meeting you must mark a selection of at least 10 scripts. The selection should be drawn from several Centres. The preliminary marking should be carried out **in pencil** in strict accordance with the mark scheme. In order to help identify any marking issues which might subsequently be encountered in carrying out your duties, **the marked scripts must be brought to the meeting.** (*Section 5c, page 6*)

2 After the Standardisation Meeting

- a) Scripts must be marked in **red**, including those initially marked in pencil for the Standardisation Meeting.
- b) All scripts must be marked in accordance with the version of the mark scheme agreed at the Standardisation Meeting.
- c) **Annotation of scripts**

The purpose of annotation is to enable examiners to indicate clearly where a mark is earned or why it has not been awarded. Annotation can, therefore, help examiners, checkers, and those remarking scripts to understand how the script has been marked.

Annotation consists of:

- the use of ticks and crosses against responses to show where marks have been earned or not earned;
- the use of specific words or phrases as agreed at standardisation and as contained in the final mark scheme either to confirm why a mark has been earned or indicate why a mark has not been earned (eg indicate an omission);
- the use of standard abbreviations eg for follow through, special case etc.

Scripts may be returned to Centres. Therefore, any comments should be kept to a minimum and should always be specifically related to the award of a mark or marks and be taken (if appropriate) from statements in the mark scheme. General comments on a candidate's work must be avoided.

Where annotations are put onto the candidates' script evidence, it should normally be recorded in the body of the answer or in the margin immediately adjacent to the point where the decision is made to award or not award the mark.

d) Recording of marking: the scripts

- i) Marked scripts must give a clear indication of how marks have been awarded, as instructed in the mark scheme.
- ii) All numerical marks for responses to part questions should be recorded unringed in the right-hand margin. The total for each question (or, in specified cases, for each page) should be shown as a single ringed mark in the right-hand margin at the end of each question.
- iii) The ringed totals should be transferred to the front page of the script, where they should be totalled.
- iv) Every page of a script on which the candidate has made a response should show evidence that the work has been seen.
- v) Every blank page should be crossed through to indicate that it has been seen. (*Section 8a – d, page 8*)

e) Handling of unexpected answers

The Standardisation Meeting will include a discussion of marking issues, including:

- a full consideration of the mark scheme in the context of achieving a clear and common understanding of the range of acceptable responses and the marks appropriate to them, and comparable marking standards for optional questions;
- the handling of unexpected, yet acceptable answers. (*Section 6a, bullet point 5, page 6*)

There will be times when you may not be clear how the mark scheme should be applied to a particular response. In these circumstances, a telephone call to the Team Leader should produce a speedy resolution to the problem. (*Appendix 5, para 17, page 26*)

1 (a)	<p>Study Fig. 1 which gives information about Ashdown Forest Llama park and answer the questions which follow.</p> <p>Identify four different leisure facilities that can be enjoyed at Ashdown Forest Llama Park.</p> <p>Facilities could include any of the following all of which are taken from the text:</p> <ul style="list-style-type: none"> • Museum ('World of wool) • Coffee shop • Adventure play area • Farm trail • Picnic area • Goat house • Weather station • Parkland • Visitor centre • Private grounds • Any other valid suggestion. 	4 x 1	AO1
1 (b)	<p>Explain how each of the following factors may influence the decision to visit a leisure attraction such as the Ashdown Forest Llama Park.</p> <p>Age – could identify young children, teenagers, young adults, >60</p> <p>Income – income affects how far visitors can travel, increasing car ownership, price of admission, paid holiday leave, having enough money especially the unemployed or families with only one income or paying high childcare fees.</p> <p>Special needs – could include people with disabilities, parents with young children. Factors that influence them include accessibility to facilities.</p> <p>Award two points for each explanation – One mark for identifying the influencing factor and a second for explanation eg if a person in a wheelchair can only access the shop, cafe etc this will limit their choice of facility.</p> <p>Any other valid suggestion.</p>	3 x 2	AO1

<p>1 (c)</p>	<p>Using examples, explain how the location of leisure facilities influences peoples' decision to take part in leisure activities.</p> <p>Allow answers that are based on the Llama Park. Availability may influence the decision of people to visit leisure facilities.</p> <p>Examples include: Where people live in a town or city there may be a wide range of facilities available in the community and also many transport options available within a reasonable travelling time. Where people live in the rural communities or countryside there may be a lack of facilities and/or transport available or the time to travel may prohibit visiting.</p> <p>Level 1 (1-3 marks) Will identify influences such as transport, location but will give only a list or very limited explanation. Example – if you live in a small town there are no facilities so you have to travel to the nearest big town.</p> <p>Level 2 (4-6 marks) Will give a more detailed and developed answer. Example – If you live in a small town there may not be many facilities except for a community leisure centre with limited facilities so you could only take part in these activities. If you wanted to have a wider range of facilities you would have to travel which costs more money and time. Any other valid suggestion.</p>	6	<p>AO1</p> <p>AO2</p>
<p>1 (d)</p>	<p>The Llama Park has a policy to help reduce impacts on the local environment. Using a region, town or city with which you are familiar, discuss the environmental impacts of leisure development.</p> <p>Level 1 (1-3 marks) Candidate will show knowledge and understanding of impacts eg more visitors drop litter or their cars create pollution.</p> <p>Level 2 (4-6 marks) Candidate will show some basic break down of the question by outlining how the factors such as dropping litter and/or pollution affects the environment.</p> <p>Level 3 (7-9 marks) Candidate will show a good understanding of the effect of leisure attractions on the countryside and will analyse by breaking down areas of impact into detail and/or discussing the benefits that leisure attractions can have on the area such as the development of conservation areas and the preservation of historical building. Where an example is not used max. Level 1. Any other valid suggestion.</p>	9	<p>AO1</p> <p>AO2</p> <p>AO2</p>

2 (a) (i)	<p>Catering is an important component of the leisure industry. Identify two different types of ‘take-away’ catering establishment.</p> <p>Any take away such as:</p> <ul style="list-style-type: none"> • Fish & chips • Indian • Chicken based • Chinese • Pizza • Burgers. <p>Allow major branded establishments ie Starbucks/Costa coffee/McDonalds/Pizza Hut/KFC. Any other valid suggestion.</p>	1 x 2	AO1
2 (a) (ii)	<p>Identify a type of customer who may choose ‘take-aways’ and explain why.</p> <p>There are many types of people who use different catering establishments; award marks for justified answers that are reasonable eg</p> <p>People who may choose to use takeaway Someone who is travelling Someone entertaining friends Business people Busy people – no time to cook Families with children – as a treat [Specified person] – rather than going out or cooking at the weekend Teenagers out at the weekend Students – convenience/social.</p> <p>Award one mark for selection of people type and one mark for each point made. Do not award marks for a list'. Any other valid suggestion.</p>	1 x 3	AO1
2 (b) (i)	<p>Identify two other types of catering establishment. These must be different to your answer given in 2(a).</p> <p>Any catering establishment not used in (a) but 1x2 ADI may be used if distinguished as a restaurant Fish & Chip restaurant Indian restaurant Chinese restaurant Burger restaurant Pizza restaurant Pub restaurant Cafe Tea room Bistro Starbucks/Costa Coffee Any other valid suggestion.</p>	1 x 2	AO1

2 (b) (ii)	<p>Identify a type of customer who may choose to use one of these and explain why.</p> <p>People who may choose to use restaurants Teenagers Retired – time to enjoy, special menus and deals made available Families with children – treat, special occasion Couples – more disposable income, romantic celebration, meeting with friends Young people.</p> <p>Award 1 mark for selection of people type and 1 mark for each point made. Do not award marks for a list. <i>Do not accept duplication of 2(a)(i)</i> Any other valid suggestion.</p>	1 x 3	
2 (c)	<p>Using an example you have studied, explain how leisure centre facilities have developed catering services.</p> <p>Leisure centres have introduced vending machines selling a range of products, they have introduced cafes and bar areas, they now often offer corporate hospitality function suites.</p> <p>Level 1 (1-3 marks) Will identify developments such as vending and cafes but will give only a list or very limited explanation. Example – a leisure centre offers vending machines and a cafe to sell food and drink</p> <p>Level 2 (4-6 marks) Will give a more detailed and mature answer. Example – some leisure centres offer just vending and cafe facilities but others such as private clubs like Esporta often provide a restaurant and bar as well so that people can enjoy a total leisure experience. Any other valid suggestion.</p>	6	<p>AO1</p> <p>AO2</p>

2 (d)	<p>Study Fig. 2 which shows the growth in the eating out market. Discuss how and why provision has changed in the catering industry during the last 20 years.</p> <p>Eating out has grown in popularity to meet demand. There has been an increase in disposable income and this has led to more people enjoying their leisure time by eating out. With more money being spent in the sector more varied catering establishments have opened and gained in popularity. Probably the biggest growth area has been in pub food because of the range they offer ie bar snacks, full restaurant, sandwiches, pubs introducing family areas, play areas, no smoking sections, often cheaper, location etc.</p> <p>Level 1 (1-3 marks) Will identify factors such as price or disposable income but will give only a list or very limited explanation. Example – pub food catering is growing because it's cheap to eat in a pub. Must show how or why.</p> <p>Level 2 (4-6 marks) Will give a more detailed and reasoned answer. Example – the growth in pub food catering is due to the prices charged for good quality food, the facilities for children and families are often better than in restaurants. Must show how and/or why.</p> <p>Level 3 (7-9 marks) A well reasoned answer looking at a range of catering establishments and considering different market sectors such as families, the grey population and the teenage market. Must show how and why. Any other valid suggestion.</p>	9	AO2 AO3 AO3
3 (a)	<p>There are many different jobs in the leisure and tourism industries. Fig. 3 shows a variety of different jobs in the travel and tourism industry.</p> <p>For each of the following components of the travel and tourism industry, identify one job from Fig. 3.</p> <p>Any job from each component such as: Tour operator – Product manager, Ski guide Transportation – Air cabin crew Accommodation and Catering – camp site administrator, chalet staff, resort manager Attractions – Ticket seller, castle guide, watersports instructor, resort manager. Any other valid suggestion.</p>	4 x 1	AO1

<p>3 (b)</p>	<p>Explain each of the following components of the travel and tourism industry.</p> <p>Tour Operators – Put together holiday packages which are sold to customers Tourist information services – Information providers, promote attractions, book accommodation Guiding services – provide qualified guides to enhance customers experience For a valid point made one mark for a valid explanation in a sentence. Two marks. Any other valid suggestion.</p>	<p>3 x 2</p>	<p>AO1</p>
<p>3 (c)</p>	<p>Explain the role of a conference organiser.</p> <p>Conference organisers. Conference organisers plan, organise and co-ordinate conferences for a range of purposes. Organisers research and book venues, hire equipment such as microphones, overhead projectors and video players, and arrange accommodation and transport for delegates and speakers where necessary. Organisers will be involved in marketing the event, possibly writing press releases and designing advertising materials.</p> <p>Once the event is in progress they greet guests and liaise with venue staff and technicians. Conference organisers usually work normal office hours while planning an event, but the hours will be long and irregular immediately prior to and during the conference itself.</p> <p>The work is office-based, although much of the time is spent at conference venues such as purpose built centres or hotel function rooms. Organisers also visit suppliers and contractors, which might include nights away from home.</p> <p>Level 1 (1-3 marks) Will identify that events are planned and organised. Candidate will give only a list or very limited explanation. Example – a conference organiser arranges conferences and plans the event.</p> <p>Level 2 (4-6 marks) Will give a more detailed and mature answer. Example – a conference organiser will organise and plan an event, will deal with marketing the event arrange press releases and may even arrange transport and accommodation for delegates. Any other valid suggestion.</p>	<p>6</p>	<p>AO1</p> <p>AO2</p>

<p>3 (d)</p>	<p>Discuss the reasons why many people still prefer to use a travel agency to book their holiday rather than using the internet.</p> <p>Level 1 (1-3 marks) Candidate will recognise and identify factors that affect choosing travel agents over the internet such as personal service, knowledge of consultant and special offers, some people have not got internet access.</p> <p>Level 2 (4-6 marks) Candidate will show some basic development of the question by developing the factors and how these factors affect a person's choice. Will show evidence of simple analysis eg travel agents will continue to appeal to older people because they are less likely to be competent in using the internet.</p> <p>Level 3 (7-9 marks) Candidate will show a thorough understanding of the factors that affect choice of using an agent and will analyse by breaking down the different factors eg age group and social group can affect choice in using an agent even though the trend is towards internet booking. Any other valid suggestion.</p>	<p>9</p>	<p>AO2</p> <p>AO3</p> <p>AO3</p>
<p>4 (a)</p>	<p>Study Fig. 4 which shows an extract from a ski holiday brochure.</p> <p>Skiing is an example of an activity holiday. Identify four further types of activity holidays that can be taken.</p> <p>Any activity holiday such as:</p> <ul style="list-style-type: none"> • Sailing • Walking/hiking • Boating • Cycling • Snowboarding • Climbing • Golf • Football • Any other valid suggestion. 	<p>4 x 1</p>	<p>AO1</p>

4 (b)	<p>Describe what is meant by each of the following tour operator terms.</p> <p>Self Catering – meals not included but the accommodation has facilities for meal preparation Room Only – room in a hotel where no meals are included but may be paid for locally. Flight Supplement – the extra amount a customer has to pay depending on the flight time or airport chosen. One mark for each point made. Max two for each description. Any other valid suggestion.</p>	3 x 2	AO1
4 (c)	<p>Holiday makers could travel to the Austrian activity holiday shown in Fig. 4 and explain the advantages and disadvantages of using this type of transport to reach a ski holiday destination.</p> <p>Candidates are expected to understand cost, convenience and availability.</p> <p>Level 1 (1-3 marks) Will identify a mode of transport and recognise basic advantages and disadvantages. May show advantages and/or disadvantages. Example – flying is quicker but more expensive.</p> <p>Level 2 (4-6 marks) Will give a more detailed and mature answer. Example – travel by car is cheaper but will take longer and may be more uncomfortable, however you will have access to your car while you are there. Must show advantages and disadvantages – maximum two marks for a list. Any other valid suggestion.</p>	6	AO1 AO2

4 (d)	<p>Discuss the factors that might influence a family to take a winter ski holiday rather than a summer sun holiday.</p> <p>Level 1 (1-3 marks) Some attempt is made to explain at least one factor. This may be a simple cost explanation or a description of what a ski holiday consists of. Alternatively the explanation may be about one or more factors.</p> <p>Possible response: Skiing is an expensive holiday so money may influence people to take this holiday. They would need a lot of money to take a family skiing. You have to buy lots of clothing and hire equipment.</p> <p>Level 2 (4-6 marks) Access to Level 2 requires clear explanation of at least two factors but may be loosely based on a family's reasons. For the top of Level 2, clear discussion of more than one factor clearly linked to a family is given.</p> <p>Possible response: Money has to be a factor because skiing is more expensive than a summer sun holiday. Also if there are older children they might like snowboarding and so they would choose this holiday to keep the children happy. Younger children may want to learn to snowboard and their parents can watch while they sit in the sun and have coffee. Some parents might also still like to learn to ski even though they are older.</p> <p>Level 3 (7-9 marks) In addition to the information given for Level 2, detailed explanation with comparison to a summer sun holiday is required.</p> <p>Possible response: The ski holiday would suit a family because the children can be kept active and not get bored during the day. Because skiing takes place on a mountain and you can often ski to and from your accommodation it is safer for children than being in a resort such as Benidorm. It is also good for families because adults and children can take lessons in either snowboarding or skiing at different skill level so everyone is happy. Summer sun holidays have more risk for children due to the sunbathing risks; also the sea poses a danger to children and parents have to be watching them all the time. Any other valid suggestion.</p>	9	<p>AO2</p> <p>AO3</p> <p>AO3</p>
-------	--	---	----------------------------------

**General Certificate of Secondary Education
Applied GCSE Leisure and Tourism (Double Award) 1495
June 2007 Assessment Series**

Unit Threshold Marks

<i>Unit</i>		Maximum Mark	A*	A	B	C	D	E	F	G	U
4875	Raw	100	87	77	67	57	50	43	36	29	0
	UMS	100	90	80	70	60	50	40	30	20	10
4876	Raw	50	47	42	37	32	27	22	17	12	0
	UMS	100	90	80	70	60	50	40	30	20	10
4877	Raw	50	47	42	36	31	26	21	17	13	0
	UMS	100	90	80	70	60	50	40	30	20	10

Entry Information

Unit	Total Entry
4875	3522
4876	3305
4877	3462

Specification Aggregation Results

GRADE	A*A*	AA	BB	CC	DD	EE	FF	GG	UU
UMS	270	240	210	180	150	120	90	60	0
Cum %	0.31	3.01	13.58	33.04	51.94	68.23	81.41	91.80	100

3724 candidates were entered for aggregation this series

For a description of how UMS marks are calculated see;
http://www.ocr.org.uk/exam_system/understand_ums.html

Statistics are correct at the time of publication

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

(General Qualifications)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity



OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2007