

Applied Leisure and Tourism (Double Award)

General Certificate of Secondary Education **GCSE 1495**

Mark Schemes for the Unit

January 2008

1495/MS/R/08J

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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.

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CONTENTS

Applied GCSE Leisure and Tourism (1495)

MARK SCHEME FOR THE UNIT

Component	Page
4875: Investigating Leisure & Tourism	1
Grade Thresholds	10

4875: Investigating Leisure & Tourism

Q	Expected answer	AO	Spec ref	Mark
1 (a)	<p><i>One mark for each correct identification up to a maximum of four identifications.</i></p> <p>Note: Do not accept answers such as football where no recognition of the scale of spectators is mentioned. The leisure event must be named – eg World Cup, FA Cup, professional match.</p> <p>Possible responses may include: major football match (1); major rugby match (1); major cricket match (1); major golf tournament (1); pop/rock concerts (1); ski/boat show (1). Any other valid suggestion.</p>	AO1	NA	4*1
(b)	<p><i>One mark for each correct identification up to a maximum of three identifications plus up to a further one mark for each of three explanations.</i></p> <p>Note: Award one mark for the naming of a component and a further mark for some form of description ie catering will provide food and drink for spectators. Other components could be sport & physical (doing a sport they have watched) recreation, home based leisure, visitor attractions, arts and entertainment and countryside.</p> <p>Possible responses may include: home-based (1) – eg people watch the Olympics on TV (1); any other valid suggestion.</p>	AO1	NA	(1+1)*3
(c)	<p>Level 1: (1-3 marks) <i>Candidate applies some vocational knowledge by giving a limited explanation or description of at least one link for example 'The Olympic Games' will link to travel, accommodation or entertainment.</i></p> <p>Level 2: (4-6 marks) <i>Candidate will identify a range of links that may occur. At the top end they are likely to have covered facilities being available after the games have finished and TIC's.</i></p> <p>Possible responses may include: Level 1 – Tourists may link both leisure and tourism by watching the Games and staying in a hotel. Level 2 – They also need food and will probably do some sightseeing so need to use the local TIC for guidance. Any other valid suggestion.</p>	AO2 AO3	NA	Levels

(d)	<p>Level 1: (1-3 marks) Candidate may suggest simple changes such as a new leisure centre has been built and then go on to describe what it now offers. There is likely to be description with little connection to the past.</p> <p>Level 2: (4-6 marks) Candidate will move away from pure description and introduce elements of explanation although at Level 2 these will not be fully developed ie A new leisure centre has been built replacing the old swimming pool with a leisure pool that has slides this is because young people now want slides because they are more fun.</p> <p>Level 3: (7-9 marks) Candidate will fully understand how and why change has occurred giving good reasoning and at the top end giving benefits and limitations of the changes in task and demand etc.</p> <p>Possible responses may include: Level 1 – In Brighton the Marina has opened offering a new gym and sports area. Level 2 – This meant there are opportunities for people to get fit which is a part of culture in 2008. Level 3 – Sussex Public Golf Course has changed into a private club which makes it harder for everyone to play as they may not have the income to pay for a private club. Any other valid suggestion.</p>	AO1 AO2 AO3	NA	Levels
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<p>2 (a)</p>	<p><i>One mark for each correct identification up to a maximum of four identifications.</i></p> <p>Note: Accept land, water or air based activities.</p> <p>Possible responses may include: walking (1) (rambling/hiking); cycling (1); horse riding (1); fishing (1); sailing (1); paragliding (1); gliding (1); camping (1); picknicking (1); running (1); sightseeing (1); bird watching (1). Any other valid suggestion.</p>	AO1	NA	4*1
<p>(b)</p>	<p><i>One mark for each correct identification up to a maximum of three identifications plus up to a further one mark for each of three descriptions.</i></p> <p>Note: <u>Families with young children:</u> walking/easy access paths/scenery/play activities/picnic sites. <u>Teenagers:</u> cycling/open space/cycle routes/off road terrain. <u>Over 60s:</u> walking/marked trails/any activity depending on fitness.</p> <p>Possible responses may include: could go to the South Downs for a nice peaceful walk (1) to look at some of the lovely scenery such as the white cliffs (1). Any other valid suggestion.</p>	AO1	NA	3*2

(c)	<p>Level 1: (1-3 marks) <i>Candidate applies some vocational knowledge by giving a limited explanation, this may be based on general knowledge application such as car parking and disabled toilets.</i></p> <p>Level 2: (4-6 marks) <i>Candidate could consider 2 ways of providing for the physically disabled and will develop these with explanation such as providing wheelchair friendly routes that have clearly marked tracks and facilities, a map could be provided which is fully detailed. Candidate may also reach Level 2 by focusing in detail on 1 way of providing but this is likely to be at the bottom of the mark band.</i></p> <p>Note: Providing wheelchair friendly routes, providing assistance for disabled people, providing car parking space, making toilets and other buildings accessible training staff to be welcoming and accepting of disabled visitors.</p> <p>Possible responses may include: By making disabled car park spaces (Level 1) also making some pathways wider or shorter routes on smooth ground so it is suitable for wheelchairs (Level 2). Any other valid suggestion.</p>	AO2 AO3	NA	Levels
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(d)	<p>Level 1: (1-3 marks) Candidate gives a list of duties or skills that show a limited knowledge of the actual job. The answer is likely to be based on limited learned knowledge.</p> <p>Level 2: (4-6 marks) Candidate applies some vocational knowledge by giving a limited explanation and will include valid points about the role and skills required but will not be well constructed or show an in depth level of knowledge.</p> <p>Level 3: (7-9 marks) Candidate will consider a range of key aspects to the job and the skills required to carry out the job. The answer will be developed in to a discussion of points made rather than a description or explanation of the role.</p> <p>Note: A park ranger job role can include: demonstration of countryside art and crafts; enforcement of laws and regulations; dealing with complaints, trespass/encroachment, and accidents; assist with search and rescue; management of historical, cultural, and natural resources, such as wildlife, forests, lakeshores, seashores, historic buildings, battlefields, archaeological properties, and recreation areas; operating campgrounds, including such tasks as assigning sites, replenishing firewood, performing safety inspections, providing information to visitors, and leading guided tours. Skills required would be people skills, practical skills, physical fitness and understanding of the environment.</p> <p>Possible responses may include: Level 1 – A park ranger will have the job of making sure the park is clean and tidy. Level 2 – They will make sure the pathways are clear and safe and put up notices when required. They must have good communication skills to get the message to people. Level 3 – They need good communication skills as they may give visitors information or lead tours. They need to keep the park safe and may need first aid skills. Any other valid suggestion.</p>	AO1 AO2 AO3	NA	Levels
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3 (a)	<p><i>For four marks:</i></p> <p>First Choice (1); TUI (1); Thomas Cook (1); My Travel (1).</p>	AO1	NA	4*1
(b)	<p><i>One mark for each correct identification up to a maximum of three identifications plus up to a further one mark for each of three descriptions.</i></p> <p>Possible responses may include: transport provider (1) – provides seats on aircraft (1), transfer coaches in resort (1); accommodation provider (1) – provides rooms and catering (1); excursion provider (1) – provides excursion packages that often include guiding and transport (1); any other valid suggestion.</p>	AO1	NA	3*2
(c)	<p>Level 1: (1-3 marks) <i>Candidate applies some vocational knowledge by giving a limited explanation. This may be based on general knowledge application such as friendly nature, able to communicate well.</i></p> <p>Level 2: (4-6 marks) <i>Candidate will cover a greater range of skills required such as personal presentation, product knowledge, customer service, qualifications, geographical knowledge.</i></p> <p>Note: Indicative content will include skills such as persuasion, selling skills, communication skills, research, negotiation, telephone skills, maths and confidence.</p> <p>Possible responses may include: Levels marking will utilise exemplification of indicative content within a particular skill set. Any other valid suggestion.</p>	AO2 AO3	NA	Levels

(d)	<p>Level 1: (1-3 marks) Candidate gives pure description such as the speed and convenience of using the internet in the home or having to travel out to a travel agent - may only describe the basic process of booking using each method.</p> <p>Level 2: (4-6 marks) Candidate will move away from pure description and introduce elements of comparison although at Level 2 these will not be fully developed</p> <p>Level 3: (7-9 marks) Candidate will provide good reasoning and at the top end give benefits and limitations of each process.</p> <p>Note: Candidates could recognise various differences these could include speed of the internet, convenience of the internet wide range of products at your disposal but may also consider that a Travel agent can offer a more personal service a friendly face specific knowledge of products give advice and answer questions.</p> <p>Possible responses may include: Level 1 – Booking on the internet is easier than going to a travel agent as you just choose your holiday and click a button. Level 2 – Booking on the internet is easier for people who can use a computer well but travel agents are better for those who can't – this may apply to older people than young. Level 3 – Booking online can also be cheaper as you cut out the middle man but travel agents can give you better advice. Any other valid suggestion.</p>	AO1 AO2 AO3	NA	Levels
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4 (a)	<p>For four marks:</p> <p>Blackpool (1); Brighton (1); Margate (1); Newquay (1).</p>	AO1	NA	4*1
(b)	<p>Up to two marks for each description.</p> <p>Note: The answer must consider the management aspect of the job.</p> <p>Possible responses may include: <u>Airport transfers</u> – meets guests at the airport (1) and escorts them to their destination and back on departure (1); <u>Kids club host</u> – looks after children and their activities in resort (1); <u>Resort manager</u> – looks after whole resort, managing staff and accommodation providers (1), will be the link with tour operator (1); any other valid suggestion.</p>	AO1	NA	(1+1)*3
(c)	<p>Level 1: (1-3 marks) Candidate applies some vocational knowledge by giving a limited explanation; this may be based on simple application such as not having to pay for food, drink or snacks.</p> <p>Level 2: (4-6 marks) Candidate will cover a greater depth of explanation such as budgeting, enjoyment without extra cost, more take up of activities.</p> <p>Note: All food drink, snacks ice cream etc covered in the price so families have nothing more to pay in resort. Activities and entertainment, are generally provided without extra cost. These benefits are good for families as they can budget for all costs when making a booking, there is no need for children to pester parents for money to buy snacks and drinks. The holiday costs do not escalate once in resort. Entertainment and activities.</p> <p>Possible responses may include: Level 1 – Once on holiday all the costs of food and drink are covered so there is less worry when on holiday. Level 2 - ... families don't have to worry about costs while on holiday. This will reduce stress for the parents. Any other valid suggestion.</p>	AO2 AO3	NA	Levels

(d)	<p>Level 1: (1-3 marks) Candidate may suggest simple ideas such as catering differences but will be listed or descriptive only or simple advantages or disadvantages.</p> <p>Level 2: (4-6 marks) Candidate will move away from pure description and look at advantages or disadvantages at the bottom end. They will introduce more application such as booking or leg space, although at Level 2 these will not be fully developed. There will be sound evidence of looking at both advantages and disadvantages at the top end of the mark band.</p> <p>Level 3: (7-9 marks) Candidate will fully understand how low cost airlines provide their service and will demonstrate this through looking at more complex ideas such as flight times, actual cost savings when considering all factors. The candidate will clearly discuss the advantages and disadvantages. At the top end judgement will be shown.</p> <p>Note: Candidates could recognise various benefits and limitations these could include cost, convenience of the range of destinations but may also consider that a low cost airline will be busy, booked up early and may not be as cheap as a good deal with a standard airline. Low cost generally do not include food in the price and often allow less baggage, also to get more seats in the aircraft the leg space can be reduced.</p> <p>Possible responses may include: Level 1 – The advantages are that it will be cheaper. Level 2 – The advantages are that it will be cheaper but the disadvantages are that you have less leg room and food is not provided. Level 3 – Overall if you are on a low budget then a low cost airline may have the advantage of being convenient, accessible and affordable and you will put up with the disadvantages. Any other valid suggestion.</p>	AO1 AO2 AO3	NA	Levels
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Grade Thresholds

General Certificate of Secondary Education
GCSE Leisure and Tourism (Specification Code 1495)
January 2008 Examination Series

Unit Threshold Marks

Unit		Maximum Mark	A*	A	B	C	D	E	F	G	U
4875	Raw	100	91	81	71	62	54	47	40	33	0
	UMS	100	90	80	70	60	50	40	30	20	0
4876	Raw	50	47	42	37	32	27	22	17	12	0
	UMS	100	90	80	70	60	50	40	30	20	0
4877	Raw	50	47	42	36	31	26	21	17	13	0
	UMS	100	90	80	70	60	50	40	30	20	0

Entry Information

Unit	Total Entry
4875	2357
4876	449
4877	174

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	50	50	100	100	100	100	100	100

There were 2 candidates aggregating this series.

For a description of how UMS marks are calculated see:
http://www.ocr.org.uk/learners/ums_results.html

Statistics are correct at the time of publication.

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