

# **Applied Leisure and Tourism (Double Award)**

General Certificate of Secondary Education **GCSE 1495**

## **Mark Schemes for the Unit**

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**June 2008**

**1495/MS/R/08**

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Any enquiries about publications should be addressed to:

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PO Box 5050  
Annesley  
NOTTINGHAM  
NG15 0DL

Telephone: 0870 770 6622  
Facsimile: 01223 552610  
E-mail: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)

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#### MARK SCHEME FOR THE UNIT

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## 4875 Investigating Leisure & Tourism

Question	Expected Answer
<p><b>1(a)</b> Identify to which key component of the leisure industry each of the facilities in Fig. 1 belongs.</p> <p>[4 marks]</p> <p>[4*1]</p>	<p><b>One mark for each correct identification up to a maximum of four identifications.</b></p> <ul style="list-style-type: none"> <li>• Nightclub = arts and entertainment (✓).</li> <li>• Library = arts and entertainment / home based leisure (✓).</li> <li>• DIY store = home based leisure (✓).</li> <li>• Castle = visitor attractions (✓).</li> </ul>
<p><b>1(b)</b> Identify and describe one leisure activity which can take place in each of the following facilities:</p> <p><b>children's play area;</b> <b>historic castle;</b> <b>theme park.</b></p> <p>[6 marks]</p> <p>[1+1]*3</p>	<p><b>One mark for each correct identification up to a maximum of three identifications plus an additional one mark for each of three descriptions.</b></p> <p><b>Children's play area:</b></p> <ul style="list-style-type: none"> <li>• Play any sport (egg football / cricket) (✓) with development egg, kick ball around / play non-stop cricket etc (✓)</li> <li>• play activities such as swings (✓), slides (✓) or roundabouts (✓) with description/development (✓)</li> <li>• a facility such as Wacky Warehouse or park (✓) with description of activity (✓)</li> </ul> <p><b>Historic castle:</b></p> <ul style="list-style-type: none"> <li>• educational experience (✓) to discover the history of the castle (✓).</li> <li>• re-enactment of famous battles (✓) learning about events in history (✓).</li> <li>• identification of named attraction (✓) with example of activity (✓)</li> </ul> <p><b>Theme park:</b></p> <ul style="list-style-type: none"> <li>• rides (✓) - experience thrilling rides for all ages (✓);</li> <li>• live shows (✓) - experience a live show performance (✓);</li> <li>• eating out (✓) - eat out at one of the themed restaurants (✓);</li> <li>• identification of named attraction (✓) with example of activity (✓);</li> <li>• family day out (✓).</li> </ul>

<p><b>1(c)</b> <b>Explain how a night club can provide a range of products and services to suit different types of people.</b></p> <p><b>[6 marks]</b></p> <p><b>Normal 2+2+2</b></p>	<p><b>For each application of product/service to a night club credit one mark (max three) plus additional development marks for explanation of how this product/service meets the needs of a particular people type.</b></p> <p>A nightclub can provide:</p> <ul style="list-style-type: none"><li>• music, (✓) so young people can dance and socialise (✓+);</li><li>• DJ (✓) to play music and create atmosphere (✓+);</li><li>• bar (✓) to serve drinks (✓+);</li><li>• special party nights (✓) when groups can book for birthday parties or corporate functions (✓+);</li><li>• restaurant (✓) providing an opportunity to eat out as part of their experience(✓+);</li><li>• toilets (✓) for the disabled (male and female) (✓+);</li><li>• ramps (✓) to allow ease of access for disabled people (✓+).</li></ul>
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<p><b>1(d)</b>  <b>Discuss how public libraries, as a leisure facility, have changed over the last 20 years.</b></p> <p><b>[9 marks]</b></p> <p><b>Levels</b></p>	<p><b>L1: [1-3 marks]</b>  Candidate identifies ways in which a public library, as a leisure facility has changed over the last 20 years.</p> <p><b>L2: [4-6 marks]</b>  Candidate describes ways in which a public library, as a leisure facility has changed over the last 20 years.</p> <p><b>L3: [7-9 marks]</b>  Candidate analyses/evaluates ways in which a public library, as a leisure facility has changed over the last 20 years.</p> <p><b>Ways – indicative content:</b></p> <ul style="list-style-type: none"> <li>• more choice – variety of books;</li> <li>• more computers;</li> <li>• rent computer games;</li> <li>• soft seating areas;</li> <li>• comfortable;</li> <li>• audio books;</li> <li>• cafes;</li> <li>• reading areas;</li> <li>• crèche.</li> </ul> <p><b>Exemplar Responses:</b></p> <p><b>Identification/descriptive response:</b>  Now libraries are more about leisure. There are more types of books [<b>L1-1 mark</b>] you can borrow and other media like music CD's and DVD's [<b>L2-4 marks</b>]. Many libraries have now got more computers [<b>L1</b>] for people to use for example access the Internet [<b>L2-5 marks</b>] and you can rent computer games [<b>L1</b>] you could not do this at a library 20 years ago.</p> <p><b>Analytical/evaluative response:</b>  Libraries have changed considerably over the last 20 years as well as offering a greater range of products and services such as computers, music and film they have changed the structure of their buildings to become friendlier and more open [<b>L3-7 marks</b>]. They have made finding resources easier which means that more people are willing to go and use the facility [<b>L3-8 marks</b>]. In creating nicer more relaxing surroundings they are able to give access to many multimedia opportunities people might not have at home such as computers and printers [<b>L3</b>]. They now allow everyone to enjoy, electronic and other resources for enjoyment, information and learning [<b>L3</b>]. They have changed from being unfriendly places storing books to providing services, resources and expertise that is increasing participation in learning, reading and access to information and technology [<b>L3- 9 marks</b>].</p>
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<p><b>2(a)</b>  <b>Into which key leisure component do each of the following activities fit?</b></p> <p><b>[4 marks]</b></p> <p><b>[4*1]</b></p>	<p><b>One mark for each correct identification up to a maximum of four identifications.</b></p> <ul style="list-style-type: none"> <li>• Eating and drinking = catering or home based/home based leisure (✓).</li> <li>• Watching TV/DVD = home based/home based leisure (✓).</li> <li>• Sport = sport and physical recreation (✓).</li> <li>• Entertainment/culture = arts and entertainment (✓).</li> </ul>
<p><b>2(b)</b>  <b>Describe how each of the reasons given below has led to growth in the leisure industry:</b></p> <p><b>increased holidays;  increased disposable income;  improved transport availability.</b></p> <p><b>[6 marks]</b></p> <p><b>[2+2+2]</b></p>	<p><b>Up to two marks for each description.</b></p> <p><b>Increased holidays:</b></p> <ul style="list-style-type: none"> <li>• People have more time off work (✓) and so the leisure industry has increased leisure provision (✓).</li> </ul> <p><b>Increased disposable income:</b></p> <ul style="list-style-type: none"> <li>• People have more to spend (✓) on non essential items like leisure activities (✓).</li> </ul> <p><b>Improved transport availability:</b></p> <ul style="list-style-type: none"> <li>• Transport has become more accessible/cheaper/faster (✓). This makes it easier to access leisure activities (✓).</li> <li>• If “easier” <i>travel or transport</i> used it must be qualified.</li> </ul>

<p><b>2(c)</b> <b>Using a destination which you have studied, explain the links which exist between the leisure industry and the travel and tourism industry.</b></p> <p><b>[6 marks]</b></p> <p><b>Normal 2+2+2</b></p>	<p><b>For each application of a link credit one mark – max three plus an additional one mark for explanation of each link in context of chosen destination.</b></p> <p>Examples of links:</p> <ul style="list-style-type: none"><li>• Hotel links with leisure (✓) – a hotel provides accommodation (tourism) and also health and fitness facilities (leisure) (✓+) and provides information on local leisure facilities such as theme parks (✓+).</li><li>• XYZ has a football stadium which links with tourism (✓) tourists travel to XYZ (tourism) to watch football (leisure) (✓+) or for a stadium tour (✓+).</li><li>• Theatre linked with overnight stay (✓) – XYZ has a popular theatre people go to the theatre (leisure) but then stay overnight (tourism) (✓+).</li></ul>
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<p><b>2(d)</b>  <b>Discuss the likely differences between the leisure time activities of a 16 year old person and a 60 year old person.</b></p> <p><b>[9 marks]</b></p> <p><b>Levels</b></p>	<p><b>L1: [1-3 marks]</b>  Candidate identifies likely leisure time activities of a 16 year old person and/or a 60 year old person.</p> <p><b>L2: [4-6 marks]</b>  Candidate describes likely leisure time activities of a 16 year old person and a 60 year old person.</p> <p><b>L3: [7-9 marks]</b>  Candidate analyses/evaluates likely differences between leisure time activities of a 16 year old person and a 60 year old person.</p> <p><b>Exemplar Responses:</b></p> <p><b>Identification response:</b></p> <p>A 16 year old will do activities like football and skateboarding [<b>L1-1 mark</b>] a 60 year old will do activities like walking [<b>L1-2 marks</b>].</p> <p><b>Descriptive response:</b></p> <p>A 16 year old will do energetic activities like playing football [<b>L2-4 marks</b>]. 60 year olds will do less energetic activities such as walking with their families [<b>L2-5 marks</b>].</p> <p><b>Analytical/evaluative response:</b></p> <p>A 16 year old will do energetic activities like playing football with their mates. This is because they are young and fit [<b>L3-7 marks</b>] whereas 60 year olds will do less energetic activities such as walking with their families because their age means they are not as fit [<b>L3-8 marks</b>] and can not take part in such energetic activities as 16 year olds. However some 60 year olds are fit and can do almost any activities such as running marathons but this is not the majority. We can see that the trend is for older people to continue doing more energetic activities as people now stay fit for longer than they used to [<b>L3- 9 marks</b>].</p> <p>For <b>L 3</b> - energy / fitness / age elements are used above - can accept time or money related examples.</p>
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<p><b>3(a)</b> Identify four types of holiday accommodation.</p> <p><b>[4 marks]</b></p> <p><b>[4*1]</b></p>	<p><b>One mark for each correct identification up to a maximum of four identifications.</b></p> <p>Holiday cottage (✓).  Villa (✓).  Hotel (✓).  Guest house (✓).  Apartment (✓).  Caravan (✓).  Tent (✓)  Camping (✓)  House (✓).  Chalet (✓).  Youth hostel (✓).  Lodge (✓).  Boat (✓).  Cruise liner (✓).</p>
<p><b>3(b)</b> Describe each of the following tourism terms:</p> <p><b>sports tourism;</b>  <b>visiting friends or relatives;</b>  <b>day visitor.</b></p> <p><b>[6 marks]</b></p> <p><b>[2+2+2]</b></p>	<p><b>Up to two marks for each description.</b></p> <p><b>Sports tourism:</b></p> <ul style="list-style-type: none"> <li>• Where sport is the main purpose (✓), as either participant or spectator (✓).</li> </ul> <p><b>Visiting friends or relatives:</b></p> <ul style="list-style-type: none"> <li>• Travel or tourism element, e.g. visiting, going, staying (✓) with an example (✓) – <i>can accept visiting friends or relatives for second mark.</i></li> </ul> <p><b>Day visitor:</b></p> <ul style="list-style-type: none"> <li>• An example of any appropriate day visit (✓) without the intention of an overnight stay (✓). May be independent or part of a package or holiday (✓).</li> </ul>

**3(c)**  
**Explain the differences between a travel agency and a tour operator.**

**[6 marks]**

**Normal 2+2+2**

**For each difference including a definition/explanation showing both the role of the travel agency and tour operator award two marks.**

- Tour operator - holiday organiser, a person or company that organises package holidays (✓). Travel agent - A business that attends to the details of transportation, itinerary and accommodations for travellers (✓+).
- A tour operator negotiates contracts with accommodation providers (✓) whereas a travel agent sells the bed spaces to tourists (✓+).
- A tour operator contracts transport providers to operate all forms of transport for their customers (✓), a travel agent sells seats on the transport made available (✓+).
- A tour operator creates an itinerary for a holiday (✓) a travel agent explains/finds an itinerary and sells a holiday based on this (✓+).
- A tour operator has reps available to deal with problems and questions in situ(✓), whereas the travel agent only deals with advance booking procedures (✓+)

<p><b>3(d)</b>  <b>Discuss the key features of a package holiday compared with those of an independent holiday.</b></p> <p><b>[9 marks]</b></p> <p><b>Levels</b></p>	<p><b>L1: [1-3 marks]</b>  Candidate identifies key features of a package holiday and/or independent holiday.</p> <p><b>L2: [4-6 marks]</b>  Candidate describes key features of a package holiday and independent holiday.</p> <p><b>L3: [7-9 marks]</b>  Candidate analyses/evaluates key features of a package holiday and independent holiday.</p> <p><b>Features – indicative content:</b></p> <ul style="list-style-type: none"> <li>• <b>package holiday</b> booked with a tour operator includes flights, transfers to and from resort, accommodation and a meals package. Services of courier.</li> <li>• <b>independent holiday</b> usually booked yourself put together flight, transfers, accommodation, meals from separate providers.</li> </ul> <p><b>Identification/descriptive response:</b></p> <p>A package holiday is where everything is included like flight and hotel [<b>L1- 1 mark</b>]. An independent holiday is where you have to book everything yourself like flights hotel and car hire [<b>L1- 2 marks</b>]. With a package holiday you choose from a brochure and the travel agent books everything for you [<b>L2- 4 marks</b>]. An independent has to be booked by the person going normally using the Internet and you just book every thing separately [<b>L2- 5 marks</b>].</p> <p><b>Analytical/evaluative based response:</b></p> <p>....the advantages of a package holiday are that everything is done for you [<b>L3- 7 marks</b>] with an independent holiday you have to do lots of research yourself (<b>L3- 7 marks</b>). In my view different people will find different types of holiday best depending on their needs and experience of going on holiday. [<b>L3- 8 marks</b>].</p>
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<p><b>4(a)</b> Identify four main purposes of tourist visits.</p> <p><b>[4 marks]</b></p> <p><b>[4*1]</b></p>	<p><b>One mark for each correct identification up to a maximum of four identifications.</b></p> <p>Holidays (✓). Sightseeing (✓). Visiting attractions (✓). VFR (✓). Sports event(s) (✓). Business (✓). Entertainment (✓). A break (short / w/e etc) (✓). Day trip (✓).</p>
<p><b>4(b)</b> Describe each of the following tourism terms:</p> <p><b>overseas tourist;</b> <b>domestic leisure tourist;</b> <b>business tourist.</b></p> <p><b>[6 marks]</b></p> <p><b>[2+2+2]</b></p>	<p><b>Up to two marks for each description.</b></p> <p><b>Overseas tourist:</b></p> <ul style="list-style-type: none"> <li>• Anyone travelling from an overseas destination (✓) for either leisure or business purposes (✓).</li> </ul> <p><b>Domestic leisure tourist:</b></p> <ul style="list-style-type: none"> <li>• Travelling within the same country they live (✓) for holiday or social purposes (✓).</li> </ul> <p><b>Business tourist:</b></p> <ul style="list-style-type: none"> <li>• Travelling (either UK abroad) (✓) for business purposes (✓).</li> </ul>

<p><b>4(c)</b> <b>Explain why a London based business person might choose to travel by air rather than train or car to a business meeting in Paris.</b></p> <p><b>[6 marks]</b></p> <p><b>Normal 2+2+2</b></p>	<p><b>For each application of a 'reason why' credit one mark – max three plus up to an additional three marks for explanation/development of each reason – max 6.</b></p> <ul style="list-style-type: none"><li>• Quicker than car (✓) even when taking into account the checking in time and/or luggage collection (✓+).</li><li>• Less tiring than driving (✓) driving a long distance can be tiring before an important meeting (✓+).</li><li>• May not live near a Eurostar station (✓) although in London it might still take longer to get to a Eurostar station (✓+) the airports have good access (✓+).</li><li>• Flight frequency higher (✓) far more flights per day than trains (✓+) so you may get late seats on a plane but not on the train (✓+).</li><li>• Safer by air (✓) + expansion.</li><li>• More reliable (✓) + expansion.</li><li>• Cheaper (✓) + expansion.</li></ul>
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<p><b>4(d)</b>  <b>Discuss the ways in which the needs of a business traveller on a two day residential conference may be met.</b></p> <p><b>[9 marks]</b></p> <p><b>Levels</b></p>	<p><b>L1: [1-3 marks]</b>  Candidate identifies ways in which needs of a business traveller on a two day residential conference are met.</p> <p><b>L2: [4-6 marks]</b>  Candidate describes ways in which needs of a business traveller on a two day residential conference are met.</p> <p><b>L3: [7-9 marks]</b>  Candidate analyses/evaluates ways in which needs of a business traveller on a two day residential conference are met.</p> <p><b>Ways – indicative content:</b></p> <ul style="list-style-type: none"> <li>• bed;</li> <li>• access to media;</li> <li>• conference room;</li> <li>• bar;</li> <li>• fitness centre (health suites);</li> <li>• relaxation;</li> <li>• nice restaurants;</li> <li>• proximity of venue to accommodation;</li> <li>• transport;</li> <li>• arrangements for spouse.</li> </ul> <p><b>Identification/descriptive response:</b>  A business traveller may need a bed, a conference room and some access to an internet or telephone [<b>L1- 2 marks</b>]. They may also need some type of restaurant and maybe a bar to relax in and maybe even need a fitness centre to relax in [<b>L1- 3 marks</b>]. A hotel providing for the needs of a business traveller may offer rooms with WIFI access, [<b>L2- 4 marks</b>] they will have facilities like the Hilton hotel group [<b>L2- 4/5 marks</b>] or where nice restaurants and health suites are also included for business people [<b>L2- 5 marks</b>].</p> <p><b>Analytical/evaluative response:</b>  A business traveller will expect to travel to a conference and be able to enjoy a high standard of business based facilities - they will have their needs met where they are provided with nice rooms that have all facilities included these might be such things as WIFI and even things like trouser presses [<b>L3- 7 marks</b>]. The advantages to business people are that they can work while they are in the hotel and can be in touch with their office [<b>L3- 8 marks</b>]. A conference centre with all these facilities will get more business [<b>L3- 8 marks</b>] as business people will book to return for other conferences. If a centre does not provide these facilities it is unlikely to attract conference visitors in the first place as there is a lot of competition in this area of business tourism [<b>L3- 9 marks</b>].</p>
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# Grade Thresholds

General Certificate of Secondary Education  
Leisure & Tourism (Specification Code 1495)  
June 2008 Examination Series

## Component Threshold Marks

Unit		Max Mark	A*	A	B	C	D	E	F	G	U
4875	Raw	100	94	85	76	67	59	51	43	35	0
	UMS	100	90	80	70	60	50	40	30	20	0
4876	Raw	50	47	42	37	32	27	22	18	14	0
	UMS	100	90	80	70	60	50	40	30	20	0
4877	Raw	50	47	42	37	32	27	22	18	14	0
	UMS	100	90	80	70	60	50	40	30	20	0

## Entry Information

Unit	Total Entry
4875	2713
4876	2915
4877	3001

## Specification Aggregation Results

Grade	A*A*	A*A	AA	AB	BB	BC
UMS	270	255	240	225	210	195
Cum %	0.33	1.30	3.68	7.81	13.76	22.37

Grade	CC	CD	DD	DE	EE	EF	FF	FG	GG	U
UMS	180	165	150	135	120	105	90	75	60	0
Cum %	32.07	42.54	51.90	60.62	67.81	75.12	81.40	87.48	92.07	100

There were 3280 candidates aggregating this series.

For a description of how UMS marks are calculated see:  
[http://www.ocr.org.uk/learners/ums\\_results.html](http://www.ocr.org.uk/learners/ums_results.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**

**14 – 19 Qualifications (General)**

Telephone: 01223 553998

Facsimile: 01223 552627

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