

# **Leisure and Tourism**

General Certificate of Secondary Education

Unit **B183**: Working in the Leisure and Tourism Industries

## **Mark Scheme for June 2011**

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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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Question	Expected Answer	Additional Guidance
<p>1(a) (i)</p> <p>List three main duties of a member of air cabin crew working for a scheduled airline.</p> <p>[3 marks] [3*1]</p>	<p><b>One mark for each correct identification, up to a maximum of three identifications.</b></p> <p>Possible responses may include:</p> <ul style="list-style-type: none"> <li>• Carrying out pre-flight safety checks (1)</li> <li>• Bringing meals and other products onboard (1)</li> <li>• Welcoming passengers onboard (1)</li> <li>• Directing passengers to their seats (1)</li> <li>• Checking hand luggage is safely stowed (1)</li> <li>• Safety briefings (1)</li> <li>• Check seat belts fastened (1)</li> <li>• Answer passenger calls throughout the flight (1)</li> <li>• Serve meals and refreshments during flights (1)</li> <li>• Selling duty free items (1)</li> <li>• Assisting passengers to disembark (1)</li> <li>• Provide first aid assistance when required (1)</li> <li>• Complete paperwork (1)</li> </ul>	<p><b>Compulsory annotation ✓/x</b></p>
<p>1(a) (ii)</p> <p>Which of the following statements apply to the working conditions for a member of air cabin crew working for a scheduled airline?</p> <p>[3 marks] [3*1]</p>	<p><b>Award one mark for each correctly placed tick</b></p> <p>Working Conditions for Air cabin Crew ✓</p> <p>The hours can be irregular and unsocial ✓</p> <p>You have to pay for your own uniform</p> <p>Your pay is only based on the number of hours you work</p> <p>You may have to spend several nights away from home at any one time ✓</p> <p>The work is physically demanding – on your feet most of the time, in cramped spaces ✓</p> <p>It is not possible to work part time as Air Cabin Crew</p>	<p><b>Compulsory annotation ✓/x</b></p>

Question	Expected Answer	Additional Guidance
<p><b>1(b)</b></p> <p><b>Identify two ways that Maru finds out information about his forthcoming shift as a member of Cabin Crew for Air New Zealand.</b></p> <p><b>[2 marks]</b> <b>[2*1]</b></p>	<p><b>Award one mark for the identification of two information sources.</b></p> <p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• Jetnet – company website (1)</li> <li>• In-service updates (1)</li> <li>• Briefing (1)</li> <li>• Duty sheet (1)</li> </ul>	<p><b>Compulsory annotation ✓/x</b></p>
<p><b>1(c)</b></p> <p><b>Compare and contrast the ways in which the daily routine of a member of air cabin crew working on a long haul flight might differ from that of a member of air cabin crew working on a short haul flight.</b></p> <p><b>[8 marks]</b> <b>[Levels of Response]</b></p>	<p><b>Levels of Response</b></p> <p><b>Level 0 (0 marks)</b> Candidate is not able to identify any ways in which the daily routine of cabin crew may differ.</p> <p><b>Level 1 (1 – 3 marks)</b> Candidates at this level will identify at least one likely difference in the daily routine.</p> <p><b>Level 2 (4 – 6 marks)</b> Candidates at this level will explain at least one likely difference in the daily routine.</p> <p><b>Level 3 (7 – 8 marks)</b> Candidates at this level will compare and contrast aspects of the different daily routines.</p> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Long haul – travelling further, so takes longer; will often require a stopover.</li> <li>• Long haul – one flight per shift, whereas on short haul or domestic flights might cover several flights a day; only some short haul duty shifts may require a stopover.</li> <li>• Duties on board will differ – long haul flight crew may have to sort out sleeping arrangements for passengers, issuing blankets or masks etc.</li> <li>• Long haul flights may enable cabin crew to take turns in sleeping during the flight; this is usually not necessary during short haul.</li> </ul>	<p><b>Compulsory annotation ✓/x</b></p>

Question	Expected Answer	Additional Guidance
<p><b>2(a) (i)</b></p> <p><b>Identify three qualifications that a ski instructor such as Sarah might gain.</b></p> <p><b>[3 marks]</b> <b>[3*1]</b></p>	<p><b>Award one mark for each of three correct identifications.</b></p> <p>Correct responses include:</p> <ul style="list-style-type: none"> <li>• BASI Alpine Level 1</li> <li>• BASI Alpine Level 2</li> <li>• BASI Mountain Safety</li> <li>• ISIA</li> <li>• ISTD</li> <li>• NZSIA</li> <li>• CSIA</li> <li>• PSIA</li> </ul>	<p><b>Compulsory annotation ✓/x</b></p> <p>Accept 'First Aid' qualification.</p> <p>Do <b>not</b> accept just 'Alpine levels' or 'health and safety'.</p>
<p><b>2(a) (ii)</b></p> <p><b>Identify three personal qualities that a ski instructor needs.</b></p> <p><b>[3 marks]</b> <b>[3*1]</b></p>	<p><b>Award one mark for each of three correct identifications.</b></p> <ul style="list-style-type: none"> <li>• Patience (1)</li> <li>• Good with people (1)</li> <li>• Good at talking and listening (1)</li> <li>• Politeness (1)</li> <li>• Helpful (1)</li> <li>• Good sense of humour (1)</li> <li>• Cheerful (1)</li> <li>• Supportive (1)</li> <li>• Able to motivate (1)</li> </ul>	<p><b>Compulsory annotation ✓/x</b></p> <p>Do not accept reference to fitness levels as these are not personal qualities.</p> <p>Do not accept very generalised 'hard-working' or 'good work ethic'.</p>

Question	Expected Answer	Additional Guidance
<p><b>2(b)</b></p> <p><b>Give one example of a document a ski instructor might use. Describe the information a ski instructor would record on this document.</b></p> <p><b>[4 marks]</b> <b>[1+3]</b></p>	<p><b>Award one mark for the identification of an appropriate document and up to a further three marks for a description of the type of information a ski instructor may record.</b></p> <p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• Booking forms (1) to record lesson requirements (1) customer details (1) medical details (1) whether private or group lessons needed (1) etc.</li> <li>• Accident report form (1) to record any incidents and/or injuries (1) customers involved (1) treatment received (1) details of any witnesses (1) etc.</li> </ul>	<p><b>Compulsory annotation ✓/x</b></p> <p>Accept 'time sheet', 'risk assessment'</p>
<p><b>2(c)</b></p> <p><b>Analyse the advantages and disadvantages to organisations such as made2ski of providing first aid training for ski instructors.</b></p> <p><b>[6 marks]</b> <b>[Levels of Response]</b></p>	<p><b>Levels of Response</b></p> <p>Level 0 (0 marks) Candidate is unable to identify any advantages or disadvantages to the organisation of providing first aid training.</p> <p><b>Level 1 (1 – 2 marks)</b> Candidates at this level will <b>identify</b> advantages <b>or</b> disadvantages to the organisation for one mark and advantages <b>and</b> disadvantages for 2 marks.</p> <p><b>Level 2 (3 – 4 marks)</b> Candidates at this level will <b>describe</b> advantages or disadvantages to the organisation for 3 marks and advantages <b>and</b> disadvantages for 4 marks .</p> <p><b>Level 3 (5 – 6 marks)</b> Candidates at this level will <b>analyse</b> advantages or disadvantages to the organisation for 5 marks and advantages <b>and</b> disadvantages for 6 marks.</p> <p><b>Indicative content</b></p> <p>Advantages</p> <ul style="list-style-type: none"> <li>• Ensures that organisation complies with legislation</li> <li>• Enhances 'customer-focus' reputation of organisation</li> </ul>	<p><b>Compulsory annotation L1/L2/L3</b></p>

Question	Expected Answer	Additional Guidance
	<ul style="list-style-type: none"> <li>• Ensures that staff have necessary skills to cope in emergency situations</li> </ul> <p>Disadvantages</p> <ul style="list-style-type: none"> <li>• Costly</li> <li>• Time-consuming</li> <li>• May have to outsource to other organisations</li> </ul> <p><b>Exemplar responses</b></p> <p>It would cost the organisation lots of money to train up all of its ski instructors in first aid. <b>(Level 1)</b> By training ski instructors in first aid, it makes sure that the organisation is operating within the law. <b>(Level 2)</b> Even though it may be expensive to train all the ski instructors, the cost would be worth it to the organisation in the long term as having fully qualified instructors may give the organisation competitive advantage over other organisations which do not invest in training in the same way. <b>(Level 3)</b></p>	
<p><b>3(a)</b>  <b>This question will be assessing QWC.</b></p> <p><b>Produce a job advertisement for the position of Facility Manager.</b></p> <p><b>The advertisement should be about 150 words long and should include the following details:</b></p> <ul style="list-style-type: none"> <li>• <b>Experience required</b></li> <li>• <b>Essential personal qualities</b></li> <li>• <b>Brief description of the duties</b></li> <li>• <b>There is no need to include logos or other illustrations</b></li> </ul> <p><b>[9 marks]</b>  <b>[6+3]</b></p>	<p>Candidates should use their knowledge and understanding of the job role and of job advertisements to produce an advert suitable for the post.</p> <p><b>Award up to two marks for each of the required aspects. Award up to 3 marks for quality of written communications.</b></p> <p>Correct ideas include:</p> <p><b>Experience:</b></p> <ul style="list-style-type: none"> <li>• Minimum of 3 years in leisure industry (1)</li> <li>• In a similar role (1) with some management experience (1)</li> <li>• Experience of instructing, managing people and equipment (1)</li> </ul> <p><b>Essential personal qualities:</b></p>	<p><b>Compulsory annotation</b> ✓/x</p>

	<ul style="list-style-type: none"> <li>• Good interpersonal skills (1)</li> <li>• Leadership skills (1)</li> <li>• Team player (1)</li> <li>• Diplomatic/tactful (1)</li> <li>• Able to motivate (1)</li> <li>• Outgoing personality (1)</li> <li>• Flexible (1)</li> <li>• Hard working (1)</li> <li>• Ability to work long hours (1)</li> <li>• Good organisational skills (1)</li> <li>• Able to cope under pressure (1)</li> </ul> <p><b>Brief description of duties:</b></p> <ul style="list-style-type: none"> <li>• Running the centre on a daily basis (1)</li> <li>• Devising activity programmes (1)</li> <li>• Marketing the centre, its products and services (1)</li> <li>• Recruiting, training and supervising staff (1)</li> <li>• Arranging staff rotas (1)</li> <li>• Income generation (1)</li> <li>• Controlling budgets (1)</li> <li>• Dealing with complaints (1)</li> </ul> <p><b>Assessment of QWC</b></p> <p><b>3 marks</b> Candidate presents relevant material in a well planned and logical sequence. Material is clearly structured using appropriate industry terminology confidently and accurately. Sentences, consistently relevant, are well structured in a way which directly answers the question. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>2 marks</b> Candidate demonstrates limited ability to organise relevant material. Some appropriate industry terminology is used.</p>	
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	<p>Sentences are not always relevant with materials presented in a way which does not address the question. There may be noticeable errors of grammar, punctuation and spelling.</p> <p><b>1 mark</b> Candidate demonstrates the ability to communicate at least one point using some appropriate industry terminology. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>	
<p><b>3(b)</b></p> <p><b>Using Fig. 3 outline the key differences between the two applicants and justify which candidate is most suited to the role of Facility Manager.</b></p> <p><b>[9 marks]</b> <b>[Levels of Response]</b></p>	<p><b>Levels of Response</b></p> <p><b>Level 0 (0 marks)</b> Candidate is not able to offer any differences between the two applicants.</p> <p><b>Level 1 (1 – 3 marks)</b> Candidates at this level will outline the key differences between the two applicants in Fig. 3 without forming supported judgement. Candidates at this level will use information from Fig. 3 to <b>identify</b> each candidate's suitability for the post of Facility Manager. Responses will tend to list the differences in the two applicants.</p> <p>The following is an example of a Level 1 response:</p> <p><i>Applicant 1 has 10 years experience in the industry and has been a PT instructor in the army. He or she has lots of formal sports qualifications. Applicant 2 has a Leisure Centre management qualification and has a first aid certificate.</i></p> <p><b>Level 2 (4 – 6 marks)</b> Candidates at this level will explain the differences between the two applicants. This may be in the form of a simple comparison of the qualifications</p>	<p><b>Compulsory annotation L1/L2/L3</b></p> <p>It does not matter which applicant is selected; judgement about suitability is the essential skill here.</p>

	<p>they have each gained – looking at the similarities and differences, but without offering any judgements about their suitability for the job.</p> <p>The following is an example of a level 2 response:</p> <p>Both applicants have a background in sport and fitness. They both take a keen interest in sporting and recreational activities. They are both trained in first aid. Applicant 1 has worked in the leisure industry longer than applicant 2.</p> <p><b>Level 3 (7 – 9 marks)</b> Candidates at this level will use the skills of evaluation to justify their choice of applicant, choosing which is most suited to the job, linked clearly to the supporting evidence.</p> <p>The following is an example of a Level 3 response: <i>Although applicant 2 has a specific leisure centre management qualification and has experience as a leisure centre assistant manager, they do not have as much experience as Applicant 1. However, I would still give the job to applicant 2 because they are very well qualified, they will know what the job involves.</i></p> <p><b>Indicative Content</b></p> <p>Both applicants have relevant experience and qualifications.</p> <p>Applicant 1 has more years of experience across the whole leisure industry and holds a level 5 qualification in general management but has no direct experience of managing a leisure centre.</p>	
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	<p>Applicant 2 has the more relevant experience, having been deputy centre manager for 3 years but is qualified at a lower level (level 3).</p> <p>Both candidates have first aid qualifications, relevant work-related interests etc.</p>	
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<p><b>3(c)</b></p> <p>For each item on the health and safety checklist, provide an example of how health and safety standards can be maintained at the health club.</p> <p><b>[6 marks]</b></p>	<p><b>Award one mark for each appropriate example of applied health and safety practice within the health club context.</b></p> <table border="0"> <thead> <tr> <th data-bbox="734 325 1115 355"><b>Aspect</b></th> <th data-bbox="1120 325 1491 355"><b>Example</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="734 359 1115 389">Qualified first aiders</td> <td data-bbox="1120 359 1491 419"><i>Roster at least one qualified first aider for every shift. (1)</i></td> </tr> <tr> <td data-bbox="734 422 1115 453">Control of substances hazardous to health</td> <td data-bbox="1120 422 1491 539"><i>Signs on store cupboard doors. (1) Keep locked away. (1)</i></td> </tr> <tr> <td data-bbox="734 542 1115 572">Equipment maintenance</td> <td data-bbox="1120 542 1491 632"><i>Schedule regular checks and have repairs carried out promptly (1)</i></td> </tr> <tr> <td data-bbox="734 635 1115 665">Visitor flow (overcrowding)</td> <td data-bbox="1120 635 1491 751"><i>Peak time numbers checked (1) use colour armband systems to limit amount of time in the pool (1)</i></td> </tr> <tr> <td data-bbox="734 754 1115 785">Cleanliness and hygiene</td> <td data-bbox="1120 754 1491 844"><i>Regular cleaning of restroom facilities (1) periodic checks (1)</i></td> </tr> <tr> <td data-bbox="734 847 1115 877">Emergency plans</td> <td data-bbox="1120 847 1491 877"><i>Fire and other evacuation drills (1)</i></td> </tr> </tbody> </table> <p>Max 6 marks</p>	<b>Aspect</b>	<b>Example</b>	Qualified first aiders	<i>Roster at least one qualified first aider for every shift. (1)</i>	Control of substances hazardous to health	<i>Signs on store cupboard doors. (1) Keep locked away. (1)</i>	Equipment maintenance	<i>Schedule regular checks and have repairs carried out promptly (1)</i>	Visitor flow (overcrowding)	<i>Peak time numbers checked (1) use colour armband systems to limit amount of time in the pool (1)</i>	Cleanliness and hygiene	<i>Regular cleaning of restroom facilities (1) periodic checks (1)</i>	Emergency plans	<i>Fire and other evacuation drills (1)</i>	<p><b>Compulsory annotation ✓/x</b></p> <p>Allow relevant industry examples across each aspect of health and safety practice.</p> <p>e.g. regular training for first aiders to keep skills up to date;</p> <p>cctv camera recording number of users at certain times of the day;</p> <p>evacuation instructions on doors; fire exits clearly signposted.</p>
<b>Aspect</b>	<b>Example</b>															
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<p><b>4(a)</b></p> <p>Use the blank template to produce a copy of the sales record for this tour. using the details given.</p> <p><b>[12 marks]</b></p>	<p><b>Award one mark for each of the following, up to a maximum of 12 marks:</b></p> <ul style="list-style-type: none"> <li>• Guide's name (1)</li> <li>• Contact's name (1) Mr Gerald Chen (1)</li> <li>• Organisation's name (1) Gloucestershire Mandarin School (1)</li> <li>• Organisation's address (1) The Chinese Centre, Cheltenham, GL51 7SU (1)</li> <li>• Description of the service – full day tour (1) in London (1) visit to Chinatown (1) for 20 people (1)</li> <li>• Booking dates/ times – 15//05/2011 (1) 09.30 – 17.30 (1)</li> </ul>	<p><b>Compulsory annotation ✓/x</b></p>														

Question	Expected Answer	Additional Guidance
	<ul style="list-style-type: none"> <li>• Cost – £225 (1)</li> <li>• Lunch allowance - £10 (1)</li> <li>• Total cost – correct calculation £235 (1)</li> </ul> Max 12 marks	
<p>4(b)</p> <p><b>Discuss why it is important for Blue Badge guides to keep sales records.</b></p> <p><b>[6 marks]</b> <b>[Levels of Response]</b></p>	<p><b>Levels of Response</b></p> <p><b>Level 0 (0 marks)</b> Candidate is not able to comment on the importance of keeping sales records for a Blue Badge guide.</p> <p><b>Level 1 (1 – 2 marks)</b> Candidates at this level will identify at least one reason why it is important for Blue Badge guides to keep sales records.</p> <p><b>Level 2 (3 – 4 marks)</b> Candidates at this level will explain at least one reason why it is important for Blue Badge guides to keep sales records.</p> <p><b>Level 3 (5 – 6 marks)</b> Candidates at this level will justify reasons why it is important for Blue Badge guides to keep sales records.</p> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Blue Badge guides are self-employed therefore need sales records as evidence of their earnings for tax purposes</li> <li>• Helps with marketing – allows you to see who your market is</li> <li>• Must have evidence for auditing purposes; VAT payments etc</li> <li>• To help with future queries</li> <li>• To provide information for repeat bookings</li> <li>• To assist in dealing with complaints</li> </ul>	<p><b>Compulsory annotation L1/L2/L3</b></p>

Question	Expected Answer	Additional Guidance
<p>4(c)</p> <p>Discuss the importance to a Blue Badge guide of understanding religious and cultural differences during such visits.</p> <p>[6 marks] [Levels of Response]</p>	<p><b>Levels of Response</b></p> <p><b>Level 0 (0 marks)</b> Candidate is not able to comment on the importance of a Blue Badge guide understanding religious and cultural differences.</p> <p><b>Level 1 (1 – 3 marks)</b> Candidates at this level will <b>identify/describe</b> cultural/ religious differences and how these might impact on visitors.</p> <p><b>Level 2 (4 –6 marks)</b> Candidates at this level will <b>analyse</b> the impact that lack of understanding of cultural/ religious differences might have. One point analysed for 4 marks, two points analysed for 5 marks and any evaluation/judgement will score six marks.</p> <p><b>Indicative Content</b></p> <ul style="list-style-type: none"> <li>• Blue Badge guide needs to prepare visitors to meet expectations at the place of worship e.g. those in shorts will not be allowed in</li> <li>• guide would need to explain ways to avoid causing offence</li> <li>• guide helps teach respect for others' beliefs, customs and values</li> </ul> <p><b>Exemplar Responses</b> Blue Badge guides will tell you to wait outside if you are wearing shorts or that you should take off your shoes as you go in. <b>(Level 1)</b> The Blue Badge guide will explain to visitors before the visit some of the traditions e.g. that Muslims always wash their hands and mouths before they pray – by explaining such customs, it is hoped that the Blue Badge guide can prevent awkward questions that risk causing offence to anyone. <b>(Level 2)</b></p>	<p>Compulsory annotation ✓/x</p>

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