



**General Certificate of Secondary Education  
January 2011**

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## **Leisure and Tourism**

Unit 1: Introduction to  
Leisure and Tourism

**[GLT11]**

**TUESDAY 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 which they should apply in allocating marks to 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 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 uses 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) Study **Resource 1** which shows a range of leisure activities. Match the activity to the key component of the leisure industry by writing down the **letter** in the right-hand column of the box below. Each activity should be used only **once**.

Component	Activity
Visitor Attractions	<b>C</b>
Home-based Leisure	<b>E</b>
Arts and Entertainment	<b>B</b>
Sport and Physical Recreation	<b>D</b>
Cultural Attractions	<b>A</b>

[5]

- (b) Describe **three** services which are used in home-based leisure.

Any **three** of:

- take-away deliveries
- book/CD/DVD borrowing from library
- DVD/games/equipment from rental store.

Or any other acceptable answer

[1] service identified with simple description

[2] service identified with sound description

(3 × [2])

[6]

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- 2 (a) Identify **five** reasons people may use leisure and tourism facilities.

Any **five** of:

- for entertainment
- for recreational purposes (special interest)
- for relaxation
- for socialising/eating out
- for health reasons
- for expertise of service or product.

[5]

(b) Explain **two** factors which have influenced the development of the leisure and tourism industry in recent years.

- income levels
- holiday entitlement
- working hours
- retirement patterns.

For each factor

[1] basic explanation of influences

[2] some explanation of influences

[3] sound explanation of influences

(2 × [3])

[6]

Award [0] for a response not worthy of credit

(c) Many people now book independent holidays. Discuss **two** reasons why they choose to do this.

Reasons:

- can tailor holiday to suit their own needs/interests
- select travel options/accommodation to suit their finances
- can choose a variety of destinations within one holiday
- people do not always want to have a tailored holiday/enjoy their own freedom.

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 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 reasons 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]

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**3 (a)** Define the term “tourism”.

Tourism is the temporary short-term movement of people to destinations outside the place where they normally live and work, and includes day visits and excursions.

[1] Simple

[2] Sound

[2]

**(b)** Tourism takes place for a variety of reasons. Identify **four** purposes.

Any **four** of:

- going on a holiday
- sightseeing
- visiting an attraction
- visiting friends or relatives
- going to a sports event as a spectator or a participant. [4]

**(c)** Air is one form of transport used in leisure and tourism. Identify **three** other forms.

- rail
- road
- sea. [3]

**(d)** Discuss **two** reasons why it is important for airline passengers to be aware of evacuation procedures.

Reasons:

- know how to help themselves in an emergency
- know how to help others in an emergency
- aware of where the emergency doors/exits are
- know what is and is not allowed in an emergency.

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 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 reasons 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) Transport organisations need to take account of current disability legislation. Suggest **two** approaches airlines might take to assist disabled passengers.

- provide assistance to board/disembark transport
- provide assistance during journey
- reserve suitable seating on board the airplane, e.g. extra leg room.

Or any other acceptable answer

For each approach

[1] They identify an approach without any development

[2] Approach is identified with some development

[3] Approach is identified with detailed development as above [6]

(f) Transport organisations use electronic checking-in and reservations systems. Analyse **two** benefits of these systems for passengers.

- can make booking from the comfort of their own home/office
- can check-in from the comfort of their own home/office
- speedier as they do not have to wait in long queues
- electronic tag includes their details so no one can use their ticket/it's safer
- choose their own language.

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 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 ([3]–[4])**

Candidate demonstrates sound knowledge and understanding; two 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 ([5]–[6])**

Candidate demonstrates detailed knowledge and understanding; two 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. [6]

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4 (a) Hotel accommodation is popular. List **six** other forms of accommodation.

Any **six** of:

- guest house
- bed and breakfast
- holiday cottages
- holiday parks
- caravan parks
- campsites
- conference centres.

[6]



(b) Explain what is meant by the following terms.

- [1] for simple description
- [2] for detailed description

**Full Board**

Accommodation including a room and three meals daily (breakfast, lunch and evening meal). [2]

**En-suite**

Accommodation provided which has a connected private bathroom. [2]

(c) Use the information provided in Resource 2 to complete **Table 1** below.

Credit Card	MasterCard <input type="checkbox"/> EuroCard <input type="checkbox"/> Visa <input checked="" type="checkbox"/> Diners Club <input type="checkbox"/> AmEx <input type="checkbox"/> Other _____		
Card #	<b>4000 9500 1234 5678</b>	Expiry Date	<b>01 / 09</b>
Name on Card	<b>Rajesh Kumar</b>	Issue Date	<b>01 / 05</b>

[5]

(d) Explain the importance of ensuring that each of the above details on the card are correctly recorded.

Any **three** of:

- to ensure payment is made by the correct person
- to ensure the correct card provider is recorded
- to ensure the amount of money is correctly recorded
- to check card is valid at time of use.

Or any other acceptable answer

[3]

(e) Discuss **two** reasons why accident report forms are important to leisure and tourism organisations.

- details of incident are recorded at the time to be as accurate as possible
- witness names/statements can be recorded
- need to be accurate in case organisation is taken to court
- to support members of the public
- to support their staff
- to improve the standards of their organisation
- to highlight where improvements need to be made.

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 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 reasons 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]

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5 Mr Hill is a manager of a small hotel.

(a) Outline **three** main duties of a Hotel Manager.

- ensuring the smooth day to day running of the hotel
- liaising with Heads of Department
- overall responsibility for the finances of the hotel
- overall responsibility for the hotel staff – employment /health and safety
- overall responsibility to the hotel customers.

Or any other acceptable answer

(3 × [2])

[6]

(b) Explain **one** skill and **one** personal quality required by a Hotel Manager.

Skills:

- good communication skills
- people management skills
- presentation skills
- team work skills
- knowledge of industry.

Or any other acceptable answer

Qualities:

- hard working
- patient
- observant
- tolerant
- flexible.

Or any other acceptable answer  
(2 × [3])

[6]

(c) (i) Discuss the career prospects which Mr Hill might have.

- managing a big hotel
- managing his own hotel
- managing a group of hotels
- becoming an international hotel manager.

Or any other acceptable answer

**Level 1 ([1]–[2])**

They identify careers prospects with minimal development.

**Level 2 ([3]–[4])**

They identify careers prospects with some development.

**Level 3 ([5]–[6])**

They identify careers prospects with detailed development as above standard to make meaning clear.

[6]

(ii) Suggest **one** way in which Mr Hill might improve his career prospects.

- undertake further training/qualifications
- keep up-to-date with the developing industry
- gain a good knowledge of all areas of the industry
- attend conferences to network with other hotels.

Or any other acceptable answer

[1] basic suggestion

[2] suggestion with some explanation

[3] suggestion with sound explanation

[3]

**Total**

21

**100**