

GCSL

Leisure and Tourism

**Double Award
January 2009**

Mark Scheme

Issued: April 2009

**NORTHERN IRELAND GENERAL CERTIFICATE OF SECONDARY EDUCATION (GCSE)
AND NORTHERN IRELAND GENERAL CERTIFICATE OF EDUCATION (GCE)**

MARK SCHEMES (2009)

Foreword

Introduction

Mark Schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of 16- and 18-year-old students in schools and colleges. The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes therefore are regarded as a part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

The Council hopes that the mark schemes will be viewed and used in a constructive way as a further support to the teaching and learning processes.

CONTENTS

	Page
Unit 1	1



Rewarding Learning

General Certificate of Secondary Education
January 2009

Leisure and Tourism
Double Award

Unit 1: Investigating Leisure and Tourism

[GDL11]

FRIDAY 9 JANUARY, AFTERNOON

MARK
SCHEME

MARK SCHEMES

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Introductory Remarks

The assessment objectives (AOs) for this specification are listed below. Students must:

- 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)
- Analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions. (AO3)

General Instructions for Markers

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all markers are following exactly the same instructions and making the same judgements so far as this is possible. Markers must apply the mark scheme in a consistent manner and to the standard agreed at the standardising meeting.

It is important to recognise that in some cases there may be other correct responses that are equally acceptable to those included in this mark scheme. There may be instances where certain judgements have to be left to the experience of the examiner, for example, where there is no absolute, correct answer.

Markers are advised that there is no correlation between length and quality of response. Candidates may provide a very concise answer that fully addresses the requirements of the question and is therefore worthy of full or almost full marks. Alternatively, a candidate may provide a very long answer which also addresses the requirements of the question and is equally worthy of full or almost full marks. It is important, therefore, not to be influenced by the length of the candidate's response but rather by the extent to which the requirements of the mark scheme have been met.

Some candidates may present answers in writing that is difficult to read. Markers should take time to establish what points are being expressed before deciding on a mark allocation. However, candidates should present answers which are legible and markers should not spend a disproportionate amount of time trying to decipher writing that is illegible.

Levels of Response

General descriptions of the criteria governing levels of response mark schemes are set out on the next page. When deciding about the level of a response, a "best fit" approach should be taken. It will not be necessary for a response to meet the requirements of all the criteria within any given level for that level to be awarded.

Having decided what the level is, it is then important that a mark from within the range for that level, which accurately reflects the value of the candidate's answer, is awarded.

Levels of Response Marking Grid

	AO1 [3]	AO2 [3]	AO3 [3]
Level 1	1. Candidates demonstrate a basic knowledge and understanding. They give a basic description. There will be little organisation.	1. Candidates are able to apply limited knowledge and understanding. They give simple explanations. There will be few vocational links.	1. Candidates' responses suggest simple, broadly relevant ideas. They reach straightforward conclusions. Responses may not be clearly presented. They use a limited range of specialist terms.
Level 2	2. Candidates demonstrate a sound knowledge and understanding. They give a sound description. Answers will be organised.	2. Candidates apply knowledge and understanding to a range of situations. They give sound explanations, with some detail. There will be some vocational links and occasional detail.	2. Candidates comment in depth suggesting relevant ideas for development. They reach reasoned conclusions. Responses will usually be clearly presented. They will use a good range of specialist terms where appropriate.
Level 3	3. Candidates demonstrate a detailed understanding. They give a detailed description. Answers will be well organised.	3. Candidates apply relevant knowledge and understanding. They give full, detailed explanations, vocational links and the inter-relationship between factors.	3. Candidates comment fully, suggesting detailed relevant ideas. They reach reasoned conclusions. Responses will consistently be clearly presented in a logical form. They will use a wide range of specialist terms where appropriate.

The levels of response grid should be used in conjunction with the mark scheme and applied to all answers including those which may fall under the guise of any other reasonable response.

- 1 (a) Match the activity to the key component of the leisure industry.
- | | |
|-------------------------------|---|
| Children's Play Activities | D |
| Home-based Leisure | B |
| Arts and Entertainment | C |
| Sport and Physical Recreation | E |
| Countryside Recreation | A |
- ([5] × AO1) [5]
- (b) Name **two** other key components of the leisure industry.
- Visitor Attractions
Catering
- ([2] × AO1) [2]
- (c) Define the term **leisure**.
- Leisure is the opportunity available to an individual, after completing the necessities of life, when they have the freedom to choose and engage in an experience which is expected to be personally satisfying. Simple definition, e.g. the time after completing the necessities of life – [1]
Sound definition, see above – [2]
- ([2] × AO1) [2]
- (d) Five factors which may influence the choices people make about how to enjoy their leisure time.
- Any **five** of the following:
- Age group
 - Culture
 - Special needs
 - Type of household
 - Gender
 - Social group
 - Availability of local facilities
 - Availability of transport
 - Availability of time
 - Individual interests
 - Fashion/trends
 - Influence of family and friends
 - How much money they have to spend
- ([5] × AO1) [5]
- (e) **Level 1 ([1]–[3])**
List only of changes e.g. more facilities, improved facilities, new facilities
- Level 2 ([4]–[6])**
List with some explanation e.g. there are more facilities at the Leisure Centre which means you can take part in more activities. The facilities have been improved to bring them up to date

Level 3 ([7]–[9])

List with sound explanation e.g. the Leisure Centre has installed more facilities which means they have a wider range of activities that can be participated in. This is to meet the needs of their customers and to attract more to use the centre.

New facilities have opened such as a variety of different types of restaurants e.g. Thai, which has come about due to the increased travelling of people, and their expectation to be able to sample the same foods at home.

Improved facilities such as improved equipment in fitness suites where the latest technological advances have been incorporated e.g. heart rate monitors or running machines.

([3] × AO1 [6] × AO2)

[9]

23

2 (a) Any three of:

- Gardening
- DIY
- BBQ/picnic
- Outdoor garden games
- Car maintenance

Or any other acceptable answer

([3] × AO1)

[3]

(b) Level 1 ([1]–[2])

Basic response: Reasons only given, e.g.

Senior citizens like to watch the TV

They enjoy reading the newspaper

They like to listen to the radio

Or any other reasonable answer

Level 2 ([3]–[4])

Clear response: Reasons with some explanation

Senior citizens like to watch the TV as they have the time available to them

They enjoy spending time reading the newspaper

They like to listen to the radio for entertainment

Or any other reasonable answer

Level 3 ([5]–[6])

Detailed response: Reasons with sound explanation

Senior citizens like to watch the TV as they have the time available to them as they do not have to go to work and it is a good way of being entertained

They enjoy spending time reading the newspapers to keep themselves informed of what is going on in the world

They like to listen to the radio for entertainment as they can enjoy a variety of music, chat and news

Or any other reasonable answer

([2] × AO1 [4] × AO2)

[6]

(c) Level 1 ([1]–[2])

Basic response: Reasons only given

It does not cost a lot

You can choose what and when you do it

Most families have a TV in their home

A lot of children also have TVs, DVD players of their own

Or any other reasonable answer

Level 2 ([3]–[4])

Clear response: Reasons with some explanation

It does not cost as much, as once you have a TV or a DVD player, it is not expensive to hire or buy something to watch

Most families have computers etc. in their homes, so they can either do an activity together or individually in the comfort of their own home

Or any other reasonable answer

Level 3 ([5]–[6])

Detailed response: Reasons with sound explanation

As Level 2, plus by being able to do the activity at home they are in familiar and comfortable surroundings, they are able to take their time with the activity, e.g. they can stop a movie and go to make something to eat, get a drink or use the bathroom without having to miss anything

Providing a meal in the comfort of your own home for your family and friends will allow you to entertain on a more regular basis and to be able to enjoy the company of increased numbers of family and friends

Or any other reasonable answer

([2] × 3 × AO2)

[6]

(d) Pool Attendant**Level 1 ([1])**

Brief description

e.g. Keeps a close watch on swimmers by walking around the pool

Level 2 ([2])

Some description

e.g. Keeps a close watch on swimmers by walking around the pool and observes swimmers while sitting on an elevated chair. Stops any bad behaviour

Level 3 ([3])

Detailed description

e.g. Keeps a close watch on swimmers by walking around the pool and observes swimmers while sitting on an elevated chair. Stops any bad behaviour, makes sure swimmers are safe, helps people in trouble and gives immediate first aid. Is responsible for hygiene in the pool and monitoring the state of the water

Restaurant Manager**Level 1 ([1])**

Brief description

e.g. Looks after restaurant

Level 2 ([2])

Some description

e.g. Runs the restaurant, hiring staff, looking after customers and making sure everyone is happy

Level 3 ([3])

Detailed description

e.g. Is responsible for the day to day running of the restaurant by ensuring the restaurant is staffed by people who have good customer service skills. Makes sure the customers are happy and that bookings and bills are correct etc.

([2] × 3 × AO2)

[6]

(e) Analyse the links which Sport and Physical Recreation has with **three other key components of the leisure industry.****Level 1 ([1])**

Basic analysis

Suggestion of component, e.g. Catering, Arts and Entertainment, Home-based Leisure, Countryside Recreation, Children's Play Activities with little detail.

e.g. Arts and Entertainment – watch football

Level 2 ([2])

Simple analysis

e.g. You can be entertained watching a football match, so it has links with the Arts and Entertainment component

Level 3 ([3])

Sound analysis

e.g. Watching a football match and supporting your team is both spectating and entertaining and so there are strong links between Sport and Physical Recreation and Art and Entertainment components
A maximum of two marks for each link of component is not correctly identified.

([3] × 3 × AO3)

[9]

30

3 (a) List **five facilities** available to passengers travelling through George Best Belfast City Airport.

Any **five** of:

- Car park (short stay and main)
- Departure lounge
- Business lounges
- Conference facilities
- Children's play area
- Toilet and baby changing
- Car hire desks
- Bus/taxi rank
- Perfume shop
- Coffee shop
- Restaurant
- Bureau de change
- Bar

([5] × AO1)

[5]

(b) Identify **five products** you could purchase from the ground floor at the airport.

Any **five** of:

- Newspaper
- Gifts
- Coffee
- Perfume
- Sandwiches
- Tickets
- Foreign currency

([5] × AO1)

[5]

(c) Many people travel to the airport by car. Describe in detail an advantage and a disadvantage of this method.

Advantages

They can drive themselves from their own home

Relatives and friends can leave them at the airport

They do not have to rely on public transport

It will not matter when their flight is

Disadvantages

They will have to leave their car in the airport car park
Relatives and friends may have to take time off work
It may cost more than taking public transport
Or any other reasonable answer

Level 1 (2 × [1])

Simple advantage

e.g. They can drive themselves there; simple disadvantage, e.g.
They will have to park at the airport.

Level 2 (2 × [2])

Clear description of an advantage,

e.g. They can drive themselves from their own home making it more convenient

Clear description of a disadvantage,

e.g. They will have to leave their car in the airport car park which may be expensive

Level 3 (2 × [3])

Detailed description of an advantage,

e.g. They can drive themselves directly from their own home at a time which suits them and they do not have to rely on anybody or anything else

Detailed description of a disadvantage,

e.g. They will have to leave their car in the airport car park which may be expensive and it is also a long way from the terminal entrance, which may mean they will have to walk a long distance especially in the bad weather

([2] × 3 × AO2)

[6]

- (d) Discuss **two** environmental impacts of an increasing number of flights to and from Belfast City Airport.

Impacts

- Increased pollution
- Increased noise
- Increased road traffic
- Damage to plant life
- Damage to wildlife

Or any other reasonable answer

Level 1 ([1]–[2])

Simple discussion of one environmental impact,

e.g. There will be increased pollution from the extra aeroplanes flying in and out of the airport. Alternatively candidate may simply state two environmental impacts.

Level 2 ([3]–[4])

Candidate identifies two environmental impacts although the discussion may be unbalanced

e.g. There will be increased pollution from the extra aeroplanes flying in and out of the airport as they will give off fumes into the surrounding air.

Level 3 ([5]–[6])

Detailed discussion of two environmental impacts,

e.g. There will be increased pollution from the extra aeroplanes flying in and out of the airport as they will give off fumes into the surrounding air, which will be less clean for local people to breathe and may cause them health problems

(6 × AO3)

[6]

AVAILABLE
MARKS

22

4 (a) State **three** other purposes of visits.

Any three of:

- A holiday
- Sightseeing
- Going to a sports event as a spectator or to participate
- Business
- Visiting an attraction

([3] × AO1)

[3]

(b)

Type of Destination	Example 1	Example 2
<i>Seaside Town</i>	<i>Bangor</i>	Ballycastle Portrush, Newcastle
<i>Lakes</i>	<i>Lough Neagh</i>	Lough Erne
<i>Sporting venue</i>	<i>Mary Peters' Track</i>	Ravenhill Stormont
<i>Tourist City</i>	<i>Belfast</i>	Armagh Newry
<i>Place of Historic Interest</i>	<i>Dunluce Castle</i>	Walls of Derry Nendrum
<i>Area of Outstanding Natural Beauty</i>	<i>Giant's Causeway</i>	Mourne Mountains

Or any other acceptable answer

([6] × AO1)

[6]

(c) Simple answer listing two features of a tourist city or describing one feature only – [1]

e.g. Built-up area

Sound answer which describes two features of a tourist city – [2]

e.g. Built-up area with accommodation and attractions for leisure purposes due to industrial and/or cultural purposes

([2] × AO1)

[2]

(d) (i) Any **two** of:

- Youth hostel
- B&Bs
- Guest house

([2] × AO1)

[2]

(ii) **Advantages**

- Cheaper
- Can supply own food
- People there of similar type
- Can be booked ahead

Or any other acceptable answer

Level 1 ([1])

Simple explanation of one advantage which may be generalised,
e.g. A youth hostel is cheaper than a hotel.

Level 2 ([2])

Clear explanation of one advantage linked to a student,
e.g. A youth hostel is cheaper than a hotel which means it is more
accessible to a student.

Level 3 ([3])

Detailed explanation of one advantage which is clearly linked to a
student,
e.g. A youth hostel is cheaper than a hotel which means it is more
accessible to a student, especially if they are on a limited budget
as they are going to need their money for transportation and
admission to attractions.

([3] × AO3)

[3]

- (e) Analyse **three** economic impacts of an increase in city breaks to
Belfast.

Positive

Statement of idea e.g.

- More money spent in area by tourists
- More hotels built
- New businesses opening
- More employment opportunities
- Increase personal income

Or any other acceptable reason

Negative

- Overcrowding of streets or roads
- Increased prices for locals in shops, restaurants, hotels and
facilities
- People may have employment only during the holiday season
- Destruction of the natural habitats of wildlife

Or any other acceptable reason

Level 1 ([1]–[3])

Candidate may simply list economic impacts without analysis or may
provide a limited analysis of one impact only.

Level 2 ([4]–[6])

Candidates provide some explanation e.g.

More money spent in the area by tourists will help improve things for
locals

Overcrowding of streets or roads, which hinders the locals in their day-
to-day lives

Level 3 ([7]–[9])

Candidates provide sound explanation – should reflect both positive and negative impacts

More money spent in the area will increase the amount of money within the local community, leading to better employment opportunities and better paid jobs, which in turn will allow the locals to improve themselves by having improved homes and/or holidays

Overcrowding of streets or roads, which hinders the locals and causes difficulties for them going about their normal daily business

([9] × AO3)

[9]

Total

**AVAILABLE
MARKS**

25

100