

GCSE

Leisure and Tourism

**Double Award
Summer 2009**

Mark Scheme

Issued: October 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.

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Rewarding Learning

**General Certificate of Secondary Education
2009**

**Leisure and Tourism
Double Award**

Unit 1: Investigating Leisure and Tourism

[GDL11]

MONDAY 15 JUNE, AFTERNOON

**MARK
SCHEME**

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Introductory Remarks

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

- 1 Recall, select and communicate their knowledge and understanding of a range of contexts. (AO1);
- 2 Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks. (AO2)
- 3 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]
Mark Band 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.
Mark Band 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.
Mark Band 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)

Type of Holiday	Definition
<i>In-bound</i>	D
<i>Domestic</i>	A
<i>Short Break</i>	C
<i>Long Haul</i>	E
<i>Special Interest</i>	B

(5 × [1])

[5]

(b) List **four** reasons why people take holidays.

Any four of:

Leisure

Sightseeing/Visiting an attraction/culture

Visiting friends and relatives

Attending or participating in a sports event

Business

(4 × [1])

[4]

(c) Explain the term **Package** holiday.

Includes at least **three** of the following for full marks

A holiday put together by a tour operator

A holiday offered for sale by a travel agent

A holiday which includes transportation and accommodation

A holiday which includes other services, such as courier support, excursions, etc.

(3 × [1])

[3]

(d) Identify and explain why **independent** holidays are becoming increasingly popular.

It is easy to use the Internet to book a holiday

People can make a good savings by booking themselves

People can make their own choice of transport and accommodation

It is more interesting and adventurous to book your own holiday

People can tailor their holiday to meet their own needs

People can arrange their own travel insurance on the Internet

Using the Internet people can compare prices and facilities of different accommodation

Many companies offer a discount for holidaymakers booking over the Internet

People are moving away from package holidays as they are restrictive in what they offer

People are able to do their own research and do not need the assistance of a travel agent

AVAILABLE
MARKS

Level 1 ([1]–[2])

Basic response

Little detail for only one reason listed.

Level 2 ([3]–[4])

Reasonable understanding with two reasons listed with some explanation.

Level 3 ([5]–[6])

Sound understanding with two reasons given and a detailed explanation of the rising popularity of independent holidays provided.

[6]

- (e) People are increasingly taking holidays close to home. Identify and explain **three** environmental or economic impacts of this trend to Northern Ireland’s seaside towns.

Environmental

Better upkeep by local authorities, e.g. beaches kept clean

New facilities, e.g. Toilets

Improved facilities, e.g. promenade refurbished

Increase in litter/car pollution

Erosion of pathways, beaches

Or any other acceptable answer

Economic

More money for the area, e.g. more being spent in local businesses

New businesses opening, e.g. hotels/restaurants

New jobs

People with more disposable income

Rise in house prices

Rise in costs of basics for locals

Or any other acceptable answer

[9]

27

- 2 (a) 1. 10 year olds with an adult Star Wars – The Clone Wars
 2. 5 year olds College Road Trip
 3. 16 year olds The X Files: I Want to Believe
 4. 12 year olds Any 12A film listed
 (4 × [1]) [4]

(b)

<i>Movie House Cinema</i>	Arts and Entertainment
<i>New Flicks Restaurant</i>	Catering

(2 × [1]) [2]

- (c) 1. £3.00 Tuesday
 2. £3.50 Any day before 5.30pm
 (2 × [1]) [2]

- (d) List **three** other concessions which are available at the cinema.
 Children
 Family Pass
 Senior Citizen ticket
 Full-Time Student ticket
 Free admission for carers
 (3 × [1]) [3]

- (e) Suggest another service which the cinema might offer
 Popcorn, Book meal at Flicks Restaurant with film ticket
 Or any other acceptable answer [1]

Level 1 ([1])

Simple description, e.g.
 The customers could eat the popcorn while they watched the film.

Level 2 ([2])

Some description, e.g.
 The customers could eat the popcorn while they watched the film and this would make the experience more enjoyable.

Level 3 ([3])

Sound description, e.g.
 The customers could eat the popcorn while they watched the film and this would make the experience more enjoyable. The cinema would make more money from the sales and this would help them keep the entrance cost at a reasonable level.
 (1 × [3]) [3]

AVAILABLE
MARKS

- (f) The cinema offers free admission to carers of disabled persons. Analyse the benefits of this in relation to both the customer and the Movie House Cinema.

Disabled person

Disabled people do not mind asking someone to accompany them
It keeps their cost down
They may be able to go to the cinema more often

Cinema

Good public image
It encourages disabled people to use the cinema more often
It could increase their takings

Level 1 ([1]–[2])

List only of benefits to only customer or cinema briefly analysed.

Level 2 ([3]–[4])

Limited analysis of benefits to both customer and cinema.

Level 3 ([5]–[6])

Sound analysis of benefits to both customer and cinema.

[6]

21

- 3 (a) At what age does the percentage of men participating in soccer fall below ten?

45 – 59

[1]

- (b) Why is walking a popular activity for all age groups?

At least **two** of the following reasons

It doesn't cost anything to walk

It can be done in cities, towns or in the countryside

You do not need any special equipment

You can choose your own time to participate

Or any other acceptable answer

(2 × [1])

[2]

- (c) Explain **two** reasons why a relatively small percentage of men play golf.

At least two of the following reasons, with some detail for maximum marks.

It is costly to join a Golf club, so only those who are wealthy enough can join

It takes a lot of time to complete a round of Golf, so only those who have the time available will be able to play

Or any other acceptable answer

(2 × [2])

[4]

- (d) Identify **three** activities participated in by both men and women which are also countryside activities.

Walking

Cycling

Running

(3 × [1])

[3]

AVAILABLE
MARKS

- (e) Explain **three** factors that affect teenagers' choices of how they spend their leisure time.

Availability of transport

Their interests

Availability of local facilities

How much money they have to spend on leisure/social group

Fashion

Influence of family and friends

Gender

Level 1 ([1]–[3])

List of factors only with little explanation or only one factor explained. e.g.

There are facilities nearby.

They like to do the activity.

They can walk to the leisure centre.

It is what their friends like to do.

Level 2 ([4]–[6])

Factors are given and some explanation is given, e.g.

What they choose to do will depend on the facilities they have in their town and how easy it is for them to get to them. It may also depend on what is the latest fashionable activity for teenagers.

Level 3 ([7]–[9])

Sound explanation with good detail, e.g.

Teenagers will have their choice of what they do in their leisure time affected by what is the latest fashion trend, for example, when Wimbledon is on lots of people take to playing tennis. They may be affected by the availability of facilities in their local area, for example if they do not have a swimming pool in their town then it is unlikely they will be able to participate in this activity. What their family and friends do will also affect their choices as they will want to do something which brings everyone together, for example, if a family had a yacht then it is likely they will all go sailing in their leisure time.

(3 × [3])

[9]

- (f) Northern Ireland does not have a Theme Park. Identify two major theme parks in the UK. Identify why these theme parks are so popular.

Theme Parks

Alton Towers

Cadbury World

Legoland

M & D's

Or any other acceptable answer (max [2])

Why popular

Suitable for all the family

Variety of activities to do – rides, shows, cinema, shopping, eating

Relevant theme which is appealing

Have accommodation available close by

For each named theme park.

Correct name – [1]

Two points developed for $2 \times [3]$

$([2] + (2 \times [3]))$

[8]

27

4 (a)

Question	Answer
<i>Where can you purchase tickets?</i>	Castle Place Fisherwick Place
<i>Where can you see the wall murals?</i>	Falls Road Shankill Road
<i>What can be found on Queen's Road?</i>	Odyssey Pavilion, W5 or Titanic Quarter
<i>Where is the Grand Opera House?</i>	Great Victoria Street

$(4 \times [1])$

[4]

(b)

Component	Facility
Transportation	Stena Line
Catering	Bourbon
Tourist Information and Guiding Services	Belfast Welcome Centre
Children's Play Activities	Kid's Club
Arts and Entertainment	Grand Opera House
Attractions/Visitor Attractions	St. Anne's Cathedral

Or any other acceptable answer

AO1 (6 × [1])

[6]

(c) www.belfastsightseeing.com (web site)

info@belfastsightseeing.com (e-mail)

www.city-sightseeing.com

Or any other acceptable answer

AO1 (2 × [1])

[2]

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

Basic response: Suggestion only given.

Children will have something to do.

Or any other reasonable answer

Level 2 ([2])

Clear response: Suggestion with some explanation.

Children will have something to do while the parents take the tour.

Or any other reasonable answer

Level 3 ([3])

Detailed response: Suggestion with sound explanation.

Children will have something to do and keep them occupied while the parents take the tour, ensuring that both have a good experience.

Or any other reasonable answer

[3]

(e) Suggestion ([1])

e.g. Christmas Lights

Belfast in Bloom

Santa's Grotto

Belfast Industries

Description

Level 1 ([1])

Basic response: Suggestion of when they could be held only given

November/December

Spring

November/December

Or any other reasonable answer

AVAILABLE
MARKS

Level 2 ([2])

Clear response: Suggestion of when they could be held with some explanation of tour.

They could run a tour to show all the Christmas Lights around the city in November/December in the lead up to Christmas.

Or any other reasonable answer

Level 3 ([3])

Detailed response: Suggestion with sound explanation.

They could run a tour to show all the Christmas Lights around the city that are lit in the many streets, to highlight the event of Christmas and its' meaning to people of the city, in November/December in the lead up to Christmas.

Or any other reasonable answer

([1] + [3])

[4]

- (f) How might a City Sightseeing/Belfast Tour Guide enhance the experience of a Chinese visitor on a tour of Belfast?

Provide them with a cultural experience

Show them the area of the Chinese community

Eating places – Chinese restaurants

Foreign exchange

Places of Worship

Advise them on what to see or do

Level 1 ([1]–[2])

Basic response: List with little understanding, e.g.

They can show them the sights and where they can eat.

Level 2 ([3]–[4])

Clear response: Understanding demonstrated, e.g.

They will be able to inform them of the history of the city in their own language, show them all the main attractions and also be able to tell them where they could eat.

Level 3 ([5]–[6])

Detailed response: Sound understanding demonstrated, e.g.

They can give them a tour speaking their own language which will increase the enjoyment factor of the tour and they will also be able to advise them of where the Chinese community is based, restaurants which may suit their tastes, where they may worship and where they can exchange their money. This will make the Chinese visitor feel more welcome and greatly enhance their visit to the city.

(3 × [2])

[6]

Total

**AVAILABLE
MARKS**

25

100

