

Leisure and Tourism

General Certificate of Secondary Education **B183**

Working in the Leisure and Tourism Industries

Mark Scheme for June 2010

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Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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Assessment of QWC

In this external unit the assessment of QWC will take place in question **2(c)** which is a level of response mark scheme and carries 6 marks.

Marks are embedded within this mark scheme for assessing the quality of written communication. The following criteria are embedded within the levels of response for question **2(c)**.

Level 3:

Ability to present 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.

Level 2:

Limited ability to organise relevant material. Some appropriate industry terminology is used. 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.

Level 1:

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.

Question	Expected Answer	Additional Guidance
<p>1 (a) (i)</p> <p>State three likely working conditions of a conference organiser at a large conference centre.</p> <p>[3 marks] [3*1]</p>	<p>One mark for each correct identification, up to a maximum of three identifications.</p> <p>Possible responses may include</p> <ul style="list-style-type: none"> • Office-based • Full-time • Permanent contract or temporary contract • Long hours during conferences • Shifts will include weekend and evening work • Can be stressful; working to strict deadlines 	<p>Compulsory annotation ✓/x</p>
<p>1 (a) (ii)</p> <p>A conference organiser is likely to receive a salary. What is meant by the term salary?</p> <p>[1 mark]</p>	<p>Annual amount of pay (1) or paid monthly (1)</p>	<p>Compulsory annotation ✓/x</p>

Question	Expected Answer	Additional Guidance
<p>1 (a) (iii)</p> <p>Identify and explain two duties which a conference organiser might have to carry out as part of their daily working routine.</p> <p>[6 marks] [2*3]</p>	<p>Award one mark for each of two correct identifications of duties for a conference organiser and up to a further two marks for amplification of each duty.</p> <p>Likely duties include:</p> <ul style="list-style-type: none"> • Planning events in the conference centre (1) including managing an events calendar (1) to ensure bookings are made accurately for the conference centre (1) • Marketing events at the conference centre (1) producing leaflets and posters (1) to make potential delegates aware of forthcoming events (1) • working closely with venue staff during events (1) to make sure staff are where they are needed (1) to ensure that the event runs smoothly (1) • handling enquiries (1) from exhibitors, speakers, sponsors and visitors (1) to help generate more business for the conference centre (1) • supervising health and safety issues (1) checking signage (1) ensuring venues are cleared safely (1) or that incident reports are completed properly (1) • arrange to provide any equipment required by speakers (1) such as powerpoint display equipment (1) and stationery for delegates (1) • organise accommodation/catering (1) refreshments at appropriate intervals (1) and for overnight stays (1) <p>Accept any reasonable suggestions</p>	<p>Compulsory annotation ✓/x</p>

Question	Expected Answer	Additional Guidance
<p>1 (b)</p> <p>Using examples with which you are familiar, identify and describe two types of training that a conference organiser may receive.</p> <p>[6 marks] [2*3]</p>	<p>Award one mark for each of two types of training and a further two marks for a description of what each type of training may entail.</p> <p>Correct ideas include:</p> <ul style="list-style-type: none"> • on the job training (1) carried out by your employer (1) might involve observing or 'shadowing' another conference organiser (1) could form part of the induction process (1) • work-based training (1) leading to nationally recognised qualifications (1) such as NVQ levels 2, 3 and 4 in Events (1) • part-time training (1) leading to a qualification such as HNC in Events Management (1) offered by FE colleges (1) studied in the evening (1) • Health and Safety (1) fire evacuation procedures (1) staff and conference delegates (1) • Customer service (1) handling queries and complaints (1) during the set up and running of the conference (1) 	<p>Compulsory annotation ✓/x</p>
<p>2 (a) (i)</p> <p>Identify three duties of a children's representative.</p> <p>[3 marks]</p>	<p>Award one mark for each of three appropriate duties for a children's representative. Candidates have been referred to Fig. 1, so may use duties identified in the text or may prefer to use information from their own studied examples.</p> <p>Correct ideas include:</p> <ul style="list-style-type: none"> • planning a range of activities suitable for children across a wide age range (1) • preparing the activities by organising equipment, props etc(1) • leading play sessions, to engage the children in their care (1) • completing paperwork (1) 	<p>Compulsory annotation ✓/x</p>

Question	Expected Answer	Additional Guidance
<p>2 (a) (ii)</p> <p>Identify three personal qualities that a children's representative needs.</p> <p>[3 marks]</p>	<p>Award one mark for each of three appropriate personal qualities for a children's representative. Candidates have been referred to Fig. 1, so may use qualities identified in the text or may prefer to use information from their own studied examples.</p> <p>Correct ideas include:</p> <ul style="list-style-type: none">• energetic (1)• creative (1)• motivated (1)• good sense of fun (1)• good with children (1)• outgoing personality (1)• lots of stamina (1)• flexible (1)• good communicator (1) <p>Accept any reasonable answers</p>	<p>Compulsory annotation ✓/x</p>

Question	Expected Answer	Additional Guidance
<p>2 (b)</p> <p>Give two reasons why a children's representative might need to complete the following types of documentation.</p> <ul style="list-style-type: none"> • An accident report form • A booking form <p>[4 marks] [2*2]</p>	<p>Award one mark for each of two reasons for completing each type of documentation:</p> <p>Correct ideas include:</p> <p>(i) Accident form</p> <ul style="list-style-type: none"> • To comply with Health and Safety legislation (1) • To keep a record of all accidents as they happen, so that if a child requires later medical attention, for example, accurate information can be given (1) <p>(ii) Booking form</p> <ul style="list-style-type: none"> • To keep a record of which children to expect for a particular session (1) • To ensure that group sizes do not exceed the legal maximum adult to child ratio (1) <p>Accept any reasonable answers</p>	<p>Compulsory annotation ✓/x</p>

Question	Expected Answer	Additional Guidance
<p>2 (c)</p> <p>*Analyse the advantages and disadvantages for these types of organisation of carrying out CRB checks on their employees.</p> <p>[6 marks]</p> <p>[Level of Response]</p> <p>* Quality of Written Communication</p>	<p>Level of Response</p> <p>Level 1 (1-2 marks) Candidates at this level will identify at least one advantage or disadvantage of organisations having to carry out CRB checks.</p> <p>Level 2 (3-4 marks) Candidates at this level will describe at least one advantage or disadvantage of organisations having to carry out CRB checks.</p> <p>Level 3 (5-6 marks) Candidates at this level will analyse at least one advantage and one disadvantage of organisations having to carry out CRB checks.</p> <p>Indicative Content</p> <p>Advantages</p> <ul style="list-style-type: none"> • Safeguard for the company – they know that the people they employ are safe to work with young children • Legal compliance – ensures that the company is working within the law • Enhances the image of the organisation in the eyes of the customer – placing high value on their children’s safety <p>Disadvantages</p> <ul style="list-style-type: none"> • Can delay the employment start date, waiting for check to be carried out • Completing the paperwork is a time-consuming, laborious task • Costly 	<p>Compulsory annotation ✓/x</p>

Question	Expected Answer	Additional Guidance
<p>3 (a)</p> <p>Use the form in Fig 2 (b) to record your planned itinerary.</p> <p>[10 marks]</p>	<p>Award one mark for each relevant piece of information up to a maximum of 10.</p> <ul style="list-style-type: none"> • Contact name: Karen Dupont (1) • Tour date: 20/08/2010 or 23/08/2010 (1) • Start time: any reasonable (24 hr form) (1) • Finish time: any reasonable (24 hr form) within 3 hours of given start time (1) • Total number in group: 12 (1) • Language: French (1) • Tour Title: any appropriate suggestion (1) • Main points of interest – one mark linked to a natural attraction (1) • Health/fitness needs: none (1) • Further information: French meal booked at named restaurant at appropriate time after the given finish time (1) 	<p>Compulsory annotation ✓/x</p> <p>Accept concept of finishing with a meal under Further Information section.</p>

Question	Expected Answer	Additional Guidance
<p>3 (b) (i)</p> <p>Identify and explain two reasons why a Blue Badge Guide must produce a risk assessment for a walking tour.</p> <p>[4 marks] [2*2]</p>	<p>Award one mark for basic identification of each of two reasons and a second mark for amplification of each reason.</p> <p>Correct ideas include:</p> <ul style="list-style-type: none">• To identify hazards (1) and assess how harmful such potential hazards may be (1)• To guard against accidents (1) by taking reasonable precautions against each identified risk (1)• To meet legal requirements (1) so that you are protected by insurance if an accident were to occur (1)	<p>Compulsory annotation ✓/x</p>

Question	Expected Answer	Additional Guidance
<p>3 (b) (ii)</p> <p>Refer to the risk assessment in Fig 2 (c). Assess the strengths of this particular risk assessment and make recommendations for its improvement.</p> <p>[10 marks]</p> <p>[Level of Response]</p>	<p>Level of Response</p> <p>Level 1 (1-2 marks) Candidates at this level will identify key features of the risk assessment from Fig 2 (c).</p> <p>Level 2 (3-4 marks) Candidates at this level will explain either the strengths or the weaknesses of this risk assessment.</p> <p>Level 3 (5-10 marks) Candidates who analyse the strengths/weaknesses of the risk assessment will score 5-8 marks. Those candidates who analyse the strengths and make recommendations for its improvement will score 9-10 marks).</p> <p>Indicative content</p> <ul style="list-style-type: none"> • Hazards have not been assessed as low, medium or high risk • Not very detailed • Emergency contact names and numbers for students, teachers and the emergency services should be included • Clothing is not specified eg. waterproof coats, sensible footwear etc • Natural attractions pose numerous hazards – water – risk of drowning; wildlife – risk of bites, stings, allergic reactions etc – none of these are identified. 	<p>Compulsory annotation ✓/x</p>

Question	Expected Answer	Additional Guidance
<p>4 (a)</p> <p>Produce a checklist of the essential skills and personal qualities needed by scheduled airline cabin crew.</p> <p>[6 marks]</p>	<p>Award one mark for each of three essential skills required of Cabin Crew and for each of three essential personal qualities.</p> <p>Correct ideas include:</p> <p>Skills</p> <ul style="list-style-type: none"> • Communication (1) • Good interpersonal skills (1) • Foreign language (1) • Selling skills for duty free goods (1) • Tact/diplomacy in dealing with difficult situations (1) • Team player (1) <p>Personal Qualities</p> <ul style="list-style-type: none"> • Friendly (1) • Approachable (1) • Helpful (1) • Polite (1) • Outgoing(1) • Enthusiastic (1) • Well groomed (1) • Physically fit (1) <p>Accept any reasonable answers</p>	<p>Compulsory annotation ✓/x</p>

Question	Expected Answer	Additional Guidance														
<p>4 (b)</p> <p>Insert the numbers 1 to 6 in the table below to show the correct order for the sequence of action that a member of cabin crew should take in dealing with a medical emergency.</p> <p>[6 marks]</p>	<p>Award one mark each action in the correct sequence.</p> <table border="0"> <thead> <tr> <th data-bbox="723 284 1198 316">Procedure</th> <th data-bbox="1220 284 1491 316">Sequence of action</th> </tr> </thead> <tbody> <tr> <td data-bbox="723 316 1198 347">Complete an incident report form</td> <td data-bbox="1220 316 1491 347">6</td> </tr> <tr> <td data-bbox="723 347 1198 419">Identify passenger/crew member in need of medical attention</td> <td data-bbox="1220 347 1491 419">1</td> </tr> <tr> <td data-bbox="723 419 1198 555">Find out if there are any qualified medical personnel onboard the flight by making a passenger announcement</td> <td data-bbox="1220 419 1491 555">5</td> </tr> <tr> <td data-bbox="723 555 1198 659">Decide if passenger /crew member requires First Aid or qualified medical help</td> <td data-bbox="1220 555 1491 659">4</td> </tr> <tr> <td data-bbox="723 659 1198 762">Find out details of the medical condition through observation and questioning</td> <td data-bbox="1220 659 1491 762">2</td> </tr> <tr> <td data-bbox="723 762 1198 866">Put the passenger/crew member into a position appropriate to his/her condition</td> <td data-bbox="1220 762 1491 866">3</td> </tr> </tbody> </table>	Procedure	Sequence of action	Complete an incident report form	6	Identify passenger/crew member in need of medical attention	1	Find out if there are any qualified medical personnel onboard the flight by making a passenger announcement	5	Decide if passenger /crew member requires First Aid or qualified medical help	4	Find out details of the medical condition through observation and questioning	2	Put the passenger/crew member into a position appropriate to his/her condition	3	<p>Compulsory annotation ✓/x</p> <p>Each statement correctly placed is awarded one mark.</p>
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Question	Expected Answer	Additional Guidance
<p>4 (c)</p> <p>State the four stages that a member of cabin crew should follow when dealing with an onboard passenger complaint:</p> <p>[4 marks] [4*1]</p>	<p>Award one mark for each correctly identified stage – the sequence is not important here.</p> <p>Poor quality of the in-flight meal</p> <ul style="list-style-type: none"> • Listen to the nature of the complaint(1) • Apologise for not meeting the customer's expectations (1) • offer an alternative option if available (1) <p>provide information about formal complaints procedures/ issue complaints form if relevant(1)</p> <p>Accept any other valid suggestion.</p>	<p>Compulsory annotation ✓/x</p>

Question	Expected Answer	Additional Guidance
<p>4 (d)</p> <p>Discuss why a member of Cabin Crew must understand different cultural practices/social attitudes in order to carry out his/her job role effectively.</p> <p>[8 marks] [Level of Response]</p>	<p>Level of Response</p> <p>Level 1 (1-2 marks) Candidates at this level will identify at least one cultural practice/social attitude that Cabin Crew may encounter in their job.</p> <p>Level 2 (3-4 marks) Candidates at this level will explain at least one cultural practice/social attitude that Cabin Crew may encounter in their job.</p> <p>Level 3 (5-8 marks) At the lower end, candidates will analyse at least one cultural practice/social attitude that Cabin Crew may encounter in their job. At the upper end, candidates will evaluate at least one reason why it is important to understand these differences, in order to carry out their job effectively.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • Dietary preferences and customs eg. fasting, halal food, kosher food etc • Religious/spiritual practices - • Medical treatment etc <p>Need to understand the differences in order to be able to respect different customer's needs.</p>	<p>Compulsory annotation ✓/x</p>

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