

Leisure and Tourism

General Certificate of Secondary Education

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

Mark Scheme for January 2011

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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 4(b) which is a level of response mark scheme and carries 12 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 4(b).

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	Mark	Additional Guidance
1	(a)	(i)	<p>List three skills required for the role of a hotel receptionist.</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"> • customer service skills (1) • communication skills (1) • ability to speak a second language (1) • IT skills – ability to use specialist computer programmes for bookings (1) • money handling skills (1) • administrative skills (1) • switchboard skills (1) • problem solving skills (1) • diplomacy skills (1) • organisational skills (1) • product knowledge (1) 	[3]	<p>Compulsory annotation ✓/x</p> <p>Do not accept personal qualities such as politeness, or flexible here.</p>
		(ii)	<p>What is meant by the term part-time?</p> <p>For one mark:</p> <p>Person does not work a full day or a full week (1) or they may work for only a few hours each day (1) or they may only work two or three days each week (1).</p>	[1]	<p>Compulsory annotation ✓/x</p> <p>Accept a stated number of hours only if 30 hours or less per week.</p>

Question			Expected Answer	Mark	Additional Guidance
1	(a)	(iii)	<p>Give three likely working conditions for someone working as a hotel receptionist.</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"> • shift work (1) • split shifts (1) • evening and overnight working (1) • public holiday working (1) • seven days a week (1) • variable hours (1) • spend most of your working time on your feet (1) • indoor working (1) • at a desk/ behind a computer (1) • part-time work is often available (1) • seasonal contracts are also possible (1) • wearing a uniform (1) 	[3]	<p>Compulsory annotation ✓/x</p> <p>Be careful not to over award here, eg working indoors, in a hotel, behind a counter = 1 mark only</p> <p>Similarly, shift work, working evenings and overnight = 1 mark only</p>

Question	Expected Answer	Mark	Additional Guidance
(b)	<p>Describe the possible qualifications needed by someone wanting to become a hotel receptionist.</p> <p>Award up to three marks for a description of plausible qualification(s) which would be beneficial to the job role.</p> <p>Accept any valid development.</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> • Diploma in Hospitality (1) can be studied in schools or colleges from 2009 (1) for people aged 14 – 19 (1) designed to develop relevant vocational skills (1) offered at three levels (1) involves 10+ days work experience (1) includes functional skills (English, Maths and ICT) (1) includes project work (1) • NVQ (Level 1, 2 or 3) in Customer Service (1) or (Level 2) in Hospitality Front Office (1) or (Levels 1 – 4) in Business and Administration (1) would have been gained through previous employment (1) no formal exams (1) on the job assessment (1) not age specific (1) flexible time-scale to fit your needs (1) • Apprenticeship or Advanced Apprenticeship in Hospitality (1) – appropriate for people ages 16 – 24 (1) on the job assessment (1) knowledge based training may take place in college or with a training provider outside work (1). Includes Key Skills and Wider Key Skills (1). Are employed by a hotel while completing the Apprenticeship and paid by them (1), will include NVQ certification (1) • BTEC Level 3 Certificate in Front Office Operations (1) offered at colleges/sixth forms (1) mainly for 16 – 19 year olds (1) Comprises 4 units (1) includes Key Skills development (1) can be studied full or part time (1). Mix of theory (knowledge based) and practice (vocational application) (1) 		<p>Award marks for either one detailed description or for up to three appropriate identified qualifications</p> <p>Accept reference to Business qualifications eg a business degree</p>

Question	Expected Answer	Mark	Additional Guidance
	<ul style="list-style-type: none"> • BTEC Level 3 Certificate in Hospitality Customer Relations (1) offered at colleges/sixth forms (1) mainly for 16 – 19 year olds. (1). Comprises 4 units (1) includes Key Skills development (1). Can be studied full or part time (1). Mix of theory (knowledge based) and practice (vocational application) (1) • GCSE Maths, English and Leisure and Tourism (1) • OCR Nationals in Leisure and Tourism Level 1 or Level 2 (1) 	[3]	
(c)	<p>With reference to the three hotels you have studied, explain how the job role of receptionist may differ in each hotel.</p> <p>Levels of Response</p> <p>Level 1 (1 – 2 marks) Candidates at this level will identify different aspects of the job role of a receptionist in any hotel.</p> <p>Level 2 (3 – 4 marks) Candidates at this level will describe the possible differences in the job role of a receptionist in up to three different hotels.</p> <p>Level 3 (5 – 6 marks) Candidates at this level will use comparative language to explain the similarities and/or the differences in the job role of a receptionist in up to three different hotels.</p> <p>Indicative content</p> <p>Different hotels may include:</p> <ul style="list-style-type: none"> • an international resort hotel – eg an island resort in the Maldives; • national hotel chain city centre hotel – eg Radisson in Coventry; • independent Country House Hotel in a small village – eg Charingworth Manor in the Cotswolds. 		Compulsory annotation L1/L2/L3

Question	Expected Answer	Mark	Additional Guidance
	<p>Exemplar responses Hotel receptionists will greet customers and check them in on arrival. (L1) A receptionist in a quiet hotel may check in the customer and may then take them on a quick tour of the facilities (L2). A hotel receptionist is more likely to be regularly involved in exchanging currency in an international or city hotel than in a small hotel located in the country (L3). A city centre hotel is probably bigger than other types of hotels, so a receptionist working there may be busier. (L3)</p>	[6]	

Question		Expected Answer	Mark	Additional Guidance
2	(a)	<p>From the job advertisement in Fig. 1 (a), identify three personal qualities required of a ticket seller.</p> <p>One mark for each correct identification up to a maximum of three identifications.</p> <p>Correct responses include:</p> <ul style="list-style-type: none">• patient (1)• well organised (1)• polite (1)• assertive (1)	[3]	Compulsory annotation ✓/x

Question	Expected Answer	Mark	Additional Guidance
(b)	<p>Using information from the two jobseeker profiles in Fig.1(b), decide which jobseeker is most suited to the advertised position of ticket seller. Give reasons for your decision.</p> <p>Level of Response</p> <p>Level 1 (1 – 2 marks) Candidates at this level will identify at least one aspect of the chosen person’s profile which would make them suitable as a ticket seller.</p> <p>Level 2 (3 – 4 marks) Candidates at this level will explain at least one aspect of the chosen person’s profile which would make them suitable as a ticket seller.</p> <p>Level 3 (5 – 6 marks) Candidates at this level will analyse/evaluate at least one aspect of the chosen person’s profile which would make them suitable as a ticket seller.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • Jobseeker A would be suitable because he has previous customer service experience in two different customer service settings • Jobseeker A has experience as a cashier so is used to dealing with money transactions, which would be part of the job for a ticket seller • Jobseeker B would be suitable because she has already worked in a sales environment and has trained in keeping records of money • Jobseeker B would be better than Jobseeker A because she has a greater interest in theatre, being a member of her local theatre group. • Jobseeker A may not want to work weekends and evenings, all the time – as a student he might want an active social life. • Jobseeker B may prefer working weekends and evenings as her partner may be available then to look after her small children. 	[6]	Compulsory annotation L1/L2/L3

Question	Expected Answer	Mark	Additional Guidance
3 (a)	<p>Complete a copy of the booking form given in Fig. 2(b).</p> <p>Up to 10 marks - Award one mark for each of the following pieces of information, completed correctly within the form.</p> <ul style="list-style-type: none"> • Resort = Whistler (1) • Arrival date = 18/03/2011 (1) • Number in party = 4 (1) • Activity required = Ski (1) • Lesson Type = Group (1) • Level of participants = Intermediate or Advanced (1) • Number of lessons required = 5 (1) • Sessions preferred = Afternoon (1) • Party leader name = David White (1) • Comments box = previous experience in the Alps (1) and/or previous experience in Canada (1) 	[10]	Compulsory annotation ✓/x
(b)	<p>Identify and explain two reasons why a ski instructor must keep an accident report record.</p> <p>One mark for each correct identification of up to a maximum of two identifications and a further one mark for each of two explanations.</p> <p>Correct ideas include:</p> <ul style="list-style-type: none"> • to meet legal requirements (1) so that you have a record of any incidents to refer back to (1) • to be able to provide accurate information (1) in the event of an insurance claim resulting from the accident (1) • to safeguard the instructor (1) in order to show what action was taken for the client's well-being (1) and to avoid negligence claims (1) • to record information about independent witnesses (1) to maintain an unbiased account of what happened (1) 	[4]	Compulsory annotation ✓/x

Question	Expected Answer	Mark	Additional Guidance
(c)	<p>Assess this accident report form in terms of how user friendly it is and make recommendations for its improvement.</p> <p>Level of Response</p> <p>Level 1 (1 – 2 marks) Candidates at this level will identify key features of the accident report form from Fig. 2 (c).</p> <p>The following is an example of a Level 1 response.</p> <p><i>The form has lots of small boxes to fill in. There are headings in each box. (L1)</i></p> <p>Level 2 (3 - 4 marks) Candidates at this level will explain how user-friendly the form is or will use simple sentences to make unsupported recommendations about the form.</p> <p>The following is an example of a Level 2 answer.</p> <p><i>The form has lots of prompt boxes which makes it easy to fill in – you just have to use the correct information in each box. (L2)</i></p> <p>Level 3 (5 – 10 marks) Candidates who analyse how user friendly this form is will score 5 – 7 marks. Those candidates who evaluate the strengths of this form and make recommendations for its improvement will score 8 – 10 marks.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • key information is included relating to the client • age is less relevant than date of birth in terms of matching accident victim to insurance claims, etc • there is no provision for witness details to be entered • insurance details are not requested 		<p>Compulsory annotation L1/L2/L3</p>

Question	Expected Answer	Mark	Additional Guidance
	<ul style="list-style-type: none">• resort information is not asked for – would be difficult to locate the client without this information• 'Description' is too vague – it would be difficult to know what information to provide in this section of the form• no job role is requested of the person completing the form – would be difficult to authenticate the validity of information if it is not known who had completed the form• not enough space to write in some of the boxes – treatment details for instance	[10]	

Question			Expected Answer	Mark	Additional Guidance
4	(a)	(i)	<p>Identify three causes of complaint made by Miss Barrett in her letter.</p> <p>One mark for each correct identification up to a maximum of three identifications.</p> <p>Correct responses include:</p> <ul style="list-style-type: none"> • floor surface slippery (1) • litter visible (1) • poor attitude/response by reception staff (1) • equipment out of order (1) • queue to use equipment (1) 	[3]	Compulsory annotation ✓/x
		(ii)	<p>Give three pieces of information from Miss Barrett's letter which would help you check the details of her visit.</p> <p>One mark for each correct identification up to a maximum of three identifications.</p> <p>Correct responses include:</p> <ul style="list-style-type: none"> • membership reference number (1) • date of visit (1) • time of visit (1) • identification of specific equipment out of order (1) • duty receptionist was called Adam (1) 	[3]	Compulsory annotation ✓/x

Question	Expected Answer	Mark	Additional Guidance
(b)*	<p>Use the template to write a letter of response to the complaints made by Miss Barrett.</p> <p>This question will be assessing QWC. See instructions at the front of the mark scheme.</p> <p>Use Level of Response criteria.</p> <p>Indicative content The main body of the letter should contain an apology for the poor customer experience, reference should be made to the slippery floor surfaces, litter, staff shortages, equipment being out of order and the inappropriate response from 'Adam'.</p> <p>There should be an explanation of the actions taken to rectify the problems, together with an offer for this particular customer.</p> <p>Level (1-4 marks) At this level, candidates will communicate at least one point using some appropriate industry terminology. Sentences may have limited coherence and structure and may have poor relevance to the main focus of the question. Errors of grammar, punctuation and spelling may be noticeable and the letter may not follow standard conventions for its layout.</p> <p>Level 2 (5 - 8 marks) Candidates will demonstrate the ability to present relevant material in a logical sequence. Appropriate industry terminology will be used. Sentences will be coherent for the most part and will address most aspects of the question. There may be occasional errors of grammar, punctuation and spelling. However, the letter should follow standard conventions for its layout.</p>	[12]	<p>Compulsory annotation LI/L2/L3</p> <p>Standard conventions for the format of a formal business letter will be either open punctuation, with blocked paragraphs or indented format, with full punctuation.</p> <p>Do not allow a mixture of both at Level 3</p>

Question	Expected Answer	Mark	Additional Guidance
	<p>Level 3 (9 -12 marks) At this level, candidates will demonstrate the ability to present relevant material in a well planned and logical sequence. Appropriate industry terminology will be used confidently and accurately. Sentences will be relevant, and will address all aspects of the question. There will be few, if any, errors of grammar, punctuation and spelling and the letter will follow standard conventions for its layout.</p>		
(c)	<p>What would be the most likely outcome for the customer, Miss Barrett as a result of this complaint? Give reasons for your answer.</p> <p>Level of Response</p> <p>Level 1 (1 - 2 marks) Candidates at this level will identify at least one generic outcome to a complaint of this nature.</p> <p>Level 2 (3 – 4 marks) Candidates at this level will apply knowledge to suggest a likely outcome for these specific complaints.</p> <p>Level 3 (5 – 6 marks) Candidates at this level will analyse and evaluate the most likely outcome for this customer as a result of this complaint.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • offered complimentary vouchers for additional products/services within the health club, eg beauty treatments/ meals, etc • offered guest vouchers • offered an extension to membership free of charge 	[6]	Compulsory annotation ✓/x

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