

**GCSE**

**Leisure and Tourism**

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

General Certificate of Secondary Education

**Mark Scheme for June 2014**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning
	Blank Page – this annotation <b>must</b> be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
<b>QWC+</b>	Additional QWC credit given
	Unclear
	Benefit of doubt
	Ignore
	Cross
	Level 1
	Level 2
	Level 3
	Level 4
	Not answered question
	Repeat
	Tick
	Alternative BOD
	Vague

**NB** Would also like an annotation tool for 'seen' where candidates produce additional object evidence that scores no further credit but to prove it has been seen.

Question			Answer	Marks	Guidance
1	(a)	(i)	Indicative content: <ul style="list-style-type: none"> <li>• friendly</li> <li>• good with people</li> <li>• tactful</li> <li>• assertive</li> <li>• able to deal with difficult situations</li> <li>• polite but firm</li> <li>• excellent communicator</li> <li>• calm and reassuring</li> <li>• able to work quickly and efficiently</li> <li>• enjoy being part of a team</li> <li>• smart and well-groomed</li> <li>• physically fit</li> <li>• punctual.</li> </ul>	2 [2*1]	Award one mark for each correct identification up to a maximum of two identifications.
		(ii)	Indicative content: Working time is defined as the number of hours an employee is at work, or at their employer's disposal to carry out work related activities or duties (1). The length of time the employee is on duty in a given rota or shift (1).	2 [2*1]	Award one mark for the definition of the term and the second mark for exemplification.  Can accept comments regarding number of flying hours or difference between long and short haul on duty hours.
	(b)		Indicative content: <ul style="list-style-type: none"> <li>• carrying out pre-flight duties (1) including checking the safety equipment, ensuring the aircraft is clean and tidy, ensuring that information in the seat pockets is up to date and that all meals and stock are on board (1)</li> <li>• welcoming passengers on board (1) and directing them to their seats (1)</li> <li>• informing passengers of the aircraft safety procedures (1) and ensuring that all hand luggage is securely stored away (1)</li> </ul>	6 3x[1+1]	One mark for each correct identification up to a maximum of three identifications, plus a further one mark for each of two explanations.

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• checking all passenger seat belts (1) and galleys are secure prior to take-off (1)</li> <li>• making announcements on behalf of the pilot (1) and answering passenger questions during the flight (1)</li> <li>• serving meals and refreshments to passengers (1) and answering queries about the meals (1)</li> <li>• selling duty-free goods (1) and advising passengers of any allowance restrictions in force at their destination (1)</li> <li>• reassuring passengers (1) and ensuring that they follow safety procedures correctly in emergency situations (1)</li> <li>• giving first aid to passengers where necessary (1) and seeking additional medical attention from passengers where necessary (1)</li> <li>• ensuring passengers disembark safely at the end of a flight (1) and checking that there is no luggage left in the overhead lockers (1)</li> <li>• completing paperwork (1) including writing a flight report (1).</li> </ul>		

Question	Answer	Marks	Guidance	
(c)	<p>To be able to help sort out the customer's complaint or tell them to whom to complain (L1).</p> <p>To know how to help the customer and to achieve customer satisfaction (L2).</p> <p>A satisfied customer is likely to return to the same organisation whereas a customer left dissatisfied is dangerous for the airline's reputation. Cabin crew should know what the company policy is regarding making a formal complaint and can thus deal with the issue there and then before the customer has too much time to dwell on any issues (L3).</p>	6	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• to know how to respond to passenger complaints regarding any of the following: <ul style="list-style-type: none"> <li>- restricted space</li> <li>- food</li> <li>- other passengers</li> <li>- delays.</li> </ul> </li> <li>• to create a good impression of the company</li> <li>• to retain passenger loyalty to the airline</li> <li>• for job satisfaction purposes.</li> </ul>	<p><b>Levels of Response</b></p> <p>AO1 – Identification – 2 marks  AO2 – Application – 2 marks  AO3 – Analysis and evaluation – 2 marks.</p> <p><b>Level 3 (5 – 6 marks)</b>  Candidates at this level will <b>analyse/evaluate</b> reasons for knowing customer complaint procedures.</p> <p><b>Level 2 (3 – 4 marks)</b>  Candidates at this level will <b>explain</b> reasons for knowing customer complaint procedures.</p> <p><b>Level 1 (1 – 2 marks)</b>  Candidates at this level will <b>identify</b> customer complaints procedures.</p>

Question			Answer	Marks	Guidance												
2	(a)	(i)	Indicative content: 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).	2 [2*1]	Award one mark for a definition of the term and a second mark for an exemplification.												
	(a)	(ii)	Indicative content: <ul style="list-style-type: none"> <li>on the job training (1) work shadowing someone else in the role (1) to learn the processes and procedures (1)</li> <li>may attend short/one day externally delivered training (1) such as 'Welcome Host' training, communication skills training, sales training or customer service training (1).</li> </ul>	6 2x[1+2]	One mark for each correct identification up to a maximum of two identifications, plus up to a further two marks for each of two descriptions.  Do not accept 'generic' training such as First Aid or ICT.												
	(a)	(iii)	<table border="1"> <thead> <tr> <th>Statements about working conditions for a ticket seller</th> <th></th> </tr> </thead> <tbody> <tr> <td>Ticket sellers are always paid an annual salary</td> <td></td> </tr> <tr> <td>A ticket seller's pay is usually based on the number of hours actually worked</td> <td>✓</td> </tr> <tr> <td>Ticket sellers never work unsocial hours</td> <td></td> </tr> <tr> <td>Ticket sellers sometimes work outdoors</td> <td>✓</td> </tr> <tr> <td>All ticket sellers have four weeks' holiday entitlement</td> <td></td> </tr> </tbody> </table>	Statements about working conditions for a ticket seller		Ticket sellers are always paid an annual salary		A ticket seller's pay is usually based on the number of hours actually worked	✓	Ticket sellers never work unsocial hours		Ticket sellers sometimes work outdoors	✓	All ticket sellers have four weeks' holiday entitlement		2 [2*1]	Award one mark for each of two correct responses. There are only two correct responses to this question.
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Question		Answer	Marks	Guidance	
	(b)	<p>To know how much money is made (L1).</p> <p>Sales records are important to show how many tickets have been sold and to whom. This helps the organisation keep a check as to whether the amount of sales made and the amount of money taken at the end of each day match (L2).</p> <p>This is important so that the organisation can check the honesty and trustworthiness of its ticket sellers, as well as to keep control of sales targets and profit margins. Sales records also hold customer details which help the organisation target future sales. It is also a legal requirement to keep sales records for taxation and auditing purposes (L3).</p>	6	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• so that the organisation can track what transactions have been made</li> <li>• helps with marketing – allows the organisation to see what is the market</li> <li>• must have evidence for auditing purposes; VAT payments, etc</li> <li>• to help with future queries</li> <li>• to provide information for repeat bookings</li> <li>• to assist in dealing with complaints.</li> </ul>	<p><b>Levels of Response</b></p> <p>AO1 – Identification – 2 marks            AO2 – Application – 2 marks            AO3 – Analysis and evaluation – 2 marks.</p> <p><b>Level 3 (5 – 6 marks)</b>            Candidates at this level will <b>analyse/evaluate</b> reasons for keeping accurate sales records.</p> <p><b>Level 2 (3 – 4 marks)</b>            Candidates at this level will <b>explain</b> reasons for keeping accurate sales records.</p> <p><b>Level 1 (1 – 2 marks).</b>            Candidates at this level will <b>identify</b> reasons for keeping accurate sales records.</p>

Question		Answer	Marks	Guidance
3	a	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• Surname: Turner (1)</li> <li>• Forename: Owen (1)</li> <li>• Date of accident: 4 June 2014 (1)</li> <li>• Time of accident: 07.40 (1)</li> <li>• Place of accident: Moreton Place Health Club in the Gym (1)</li> <li>• How the accident occurred: Olympic weights rolled from the rack onto trainer's foot (1)</li> <li>• Nature of injuries: injured two toes on left foot (1)</li> <li>• First aid given: Yes (1)</li> <li>• Taken to medical centre: Yes (1)</li> <li>• Name of Witness: Laura Marshall (1)</li> <li>• Reported by: Candidate's own name or signature (1)</li> <li>• Date: 4 June 2014 (1).</li> </ul>	12	Award one mark for each correctly identified piece of information, up to a maximum of 12 identifications.
	(b)	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• to meet legal requirements (1) so that you have a record of any incidents to refer back to (1)</li> <li>• to be able to provide accurate information (1) in the event of an insurance claim resulting from the accident (1)</li> <li>• to avoid negligence claims (1) to show that appropriate action was taken (1)</li> <li>• to record information about independent witnesses (1) to maintain an unbiased account of what happened (1).</li> </ul>	4 2x[1+1]	One mark for each correct identification up to a maximum of two identifications, plus a further one mark for each of two explanations.

Question		Answer		Marks	Guidance
	(c)			8 [8*1]	Award one mark for each appropriate example within the vocational context up to a maximum of eight marks.
		Aspect	Example		
		Qualified first aiders	Roster at least one qualified first aider for every shift (1)		
		Control of substances hazardous to health	Signs on store cupboard doors (1). Keep locked away (1)		
		Equipment maintenance 1 Fitness and Gym equipment	Check running machine working properly (1)		
		Equipment maintenance 2 Sports hall equipment	Check volleyball nets for damage (1)		
		Visitor flow (overcrowding)	Peak time numbers checked (1). Use colour armband systems to limit amount of time in the pool (1)		
		Cleanliness and hygiene	Regular cleaning of restroom facilities (1) periodic checks (1) wiping down vinyl seat pads on gym equipment (1)		
		Emergency plans	Fire and other evacuation drills (1)		

Question		Answer	Marks	Guidance	
				Content	Levels of Response
4	(a)	<p>Applicant 1 can speak English and Italian and has worked as a receptionist. Applicant 2 has not worked on reception before (L1).</p> <p>Applicant 2 has experience of handling cash and credit card transactions and has more qualifications than Applicant 1, so is better (L2).</p> <p>Although Applicant 2 has more years of experience, and in a hotel, the duties he/she has carried out are not relevant to this job role. Applicant 1 has less experience but in a relevant job role and knows the duties involved. I would appoint Applicant 1 because they are used to the type of work carried out by a receptionist and have the necessary experience for this job role (L3).</p>	6	<ul style="list-style-type: none"> <li>applicant 1 has reception experience</li> <li>applicant 2 has worked in hotels for longer</li> <li>applicant 2 is qualified at a higher level</li> <li>applicant 1 can speak two languages fluently.</li> </ul>	<p>AO1 – Identification – 2 marks</p> <p>AO2 – Application – 2 marks</p> <p>AO3 – Analysis and evaluation – 2 marks.</p> <p><b>Level 3 (5 – 6 marks)</b> Candidates at this level will <b>analyse/evaluate</b> at least one justification as to why the chosen applicant is suitable as a hotel receptionist.</p> <p><b>Level 2 (3 – 4 marks)</b> Candidates at this level will <b>explain</b> at least one justification as to why the chosen applicant is suitable as a hotel receptionist.</p> <p><b>Level 1 (1 – 2 marks)</b> Candidates at this level will <b>identify</b> at least one justification as to why the chosen applicant is suitable as a hotel receptionist.</p>

Question		Answer	Marks	Guidance
4	(b)	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• greet the customer – makes the customer feel welcome and more likely to return (1)</li> <li>• ask about the stay – find out whether the experience was positive or not (1), helps with feedback on levels of satisfaction (1)</li> <li>• review the bill with the guest – make sure there are no errors or discrepancies (1)</li> <li>• Process payment – find out if the guest is paying by cash or by debit/credit card. Accept the payment and issue the receipt upon authorisation of the card (1)</li> <li>• offer luggage assistance or transport service – check out may be some time in advance of the guest flight and may need to store luggage securely or need to arrange a taxi transfer to the airport (1)</li> <li>• thank the customer – make them feel their custom is valued as more likely to return (1).</li> </ul>	6 [6*1]	One mark for each correct identification up to a maximum of six identifications.
4	(c)	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• to know who is currently staying at the hotel (1) for health and safety reasons (1)</li> <li>• to maintain accurate records (1) to keep a database of customer details for future marketing use (1)</li> <li>• to keep a record of the services used for billing purposes (1) if customer does not formally check out, can still be billed (1).</li> </ul>	4 2x[1+1]	One mark for each correct identification up to a maximum of two identifications, plus a further one mark for each of two explanations.

Question		Answer	Marks	Guidance	
4	(d)*	<p>It tells you what to do and what not to do (L1).</p> <p>The policy has some good aspects – it informs everyone at the hotel of the evacuation procedure. It should also mention sounding the fire alarm (L2).</p> <p>The policy should be re-written to improve aspects of the evacuation procedure to ensure staff and hotel guests' safety. There is no mention of upstairs rooms, use of lifts or fire escapes from anywhere other than the ground floor. There is nothing about informing the emergency services and as no alarm has been sounded, the fire brigade will not automatically be summoned (L3).</p>	8	<p><b>Content</b></p> <p>This question will assess QWC. See instructions at front of mark scheme.</p> <ul style="list-style-type: none"> <li>• key information is included regarding evacuation process</li> <li>• does not look very professional</li> <li>• shouting fire is not as effective as having proper fire warning alarms</li> <li>• there is a designated assembly point.</li> </ul>	<p><b>Levels of Response</b></p> <p>AO1 – Identification – 2 marks  AO2 – Application – 2 marks  AO3 – Analysis and evaluation – 4 marks.</p> <p><b>Level 3 (5 – 8 marks)</b>  Candidates who analyse how effective this policy is will score <b>5 – 6 marks</b>.  Those candidates who evaluate the strengths of this policy <b>and</b> make recommendations for its improvement will score <b>7– 8 marks</b>.</p> <p><b>Level 2 (3 – 4 marks)</b>  Candidates at this level will explain how effective the policy is or will use simple sentences to make unsupported recommendations about the policy.</p> <p><b>Level 1 (1 – 2 marks)</b>  Candidates at this level will <b>identify</b> aspects of this policy as being effective and/or ineffective.</p>

## APPENDIX 1

## Assessment Objective Grid

Question	AO1	AO2	AO3	Total
1 (a) (i)	2	-	-	2
1 (a) (ii)	-	2	-	2
1 (b)	3	3	-	6
1 (c)	2	2	2	6
2 (a) (i)	-	2	-	2
2 (a) (ii)	6	-	-	6
2 (a)(iii)	2	-	-	2
2 (b)	2	2	2	6
3 (a)	12	-	-	12
3 (b)	2	2	-	4
3 (c)	-	8	-	8
4 (a)	2	2	2	6
4 (b)	-	6	-	6
4 (c)	2	2	-	4
4 (d)	2	2	4	8
<b>Actual Total</b>	<b>37</b>	<b>33</b>	<b>10</b>	<b>80</b>
<b>Target</b>	<b>34</b>	<b>34</b>	<b>12</b>	<b>80</b>

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