

**GCSE**

**Leisure and Tourism**

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

General Certificate of Secondary Education

**Mark Scheme for June 2015**

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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.

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Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
<b>QWC+</b>	Additional QWC credit given
<b>?</b>	Unclear
<b>BOD</b>	Benefit of doubt
<b>I</b>	Ignore
<b>X</b>	Cross
<b>L1</b>	Level 1
<b>L2</b>	Level 2
<b>L3</b>	Level 3
<b>L4</b>	Level 4
<b>NAQ</b>	Not answered question
<b>REP</b>	Repeat
<b>✓</b>	Tick
<b>✓ ?</b>	Alternative BOD
<b>VG</b>	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>NZSIA Level 1</li> <li>NZSIA Level 2</li> <li>CSIA Level 3</li> <li>CSIA Level 4.</li> </ul>	2 [2*1]	One mark for each correct identification up to a maximum of two identifications.  Accept qualifications from other countries such as BASI, even though these are not identified in Fig. 1.
		(ii)	Indicative content: <ul style="list-style-type: none"> <li>in the case of a ski instructor – employed for the winter, e.g. from 1 November to 31 March (1)</li> <li>temporary contract during the peak season for that activity (1).</li> </ul>	2 [2*1]	One mark for definition of the term and a second mark for exemplification.  Accept summer hemisphere dates also.
	(b)		Indicative content: <ul style="list-style-type: none"> <li>checking weather forecast (1) to know likely extremes of temperatures (1) so that can dress appropriately (1) and identify any additional risks to clients due to adverse conditions (1)</li> <li>teaching groups of people how to improve their skiing technique (1), demonstrate the skills and help individuals work on their own technique (1) to help them become better skiers (1) and to gain maximum enjoyment from skiing safely (1).</li> </ul>	6 2x[1+2]	One mark for each correct identification up to a maximum of two identifications and a further two marks for each of two exemplifications or explanations.

Question		Answer	Marks	Guidance	
				Content	Levels of Response
(c)		<p>Toilets, washrooms and temperatures (L1).</p> <p>Ski instructors might not have easy access to restroom facilities. They work outside in extreme cold temperatures (L2).</p> <p>Health and safety legislation provides for the welfare arrangements of all employees. Ski instructors have to work outside where the temperature may be below freezing. Employers must provide areas with heating such as lift and tow facilities or shelters where ski instructors can warm up after a few hours out in the snow. Ski slopes are often in quite remote areas where it may be difficult for ski instructors to access toilet facilities but employers have a duty to provide these and suitable breaks to allow the ski instructor access (L3).</p> <p>Accept any reasonable responses including reference to a ski instructor's health and safety responsibilities towards clients.</p>	6	<ul style="list-style-type: none"> <li>lift and tow facilities should be provided with means of heating</li> <li>hill staff should have access to toilet and washing facilities</li> <li>arrangements should be made to cover for staff for meal breaks and toilet breaks</li> <li>employees should be able to change clothing and to dry any wet clothing.</li> </ul>	<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> working conditions associated with physical location.</p> <p><b>Level 2 (3 – 4 marks)</b> Candidates at this level will <b>explain</b> working conditions associated with physical location.</p> <p><b>Level 1 (1 – 2 marks).</b> Candidates at this level will <b>identify</b> working conditions associated with physical location.</p>

Question		Answer	Marks	Guidance	
2	(a)*	<p>Children's Representative Required</p> <p>At least six months experience of working with children, preferably in a similar role, e.g. perhaps for a local play scheme.</p> <p>Friendly, outgoing personality and excellent communication skills essential.</p> <p>You will need to plan and carry out a range of play and craft activities to engage young children.</p> <p>Child protection training will be given and an enhanced CRB check will be required (L3).</p> <p>Experienced Children's Rep Required If you have work experience with small children why not become a children's rep?</p> <p>You must be friendly and good with children</p> <p>Spend the day colouring, singing and playing with small children (L2)</p> <p>Work in our Kids Club as a Children's Rep</p> <p>You need experience and must like kids (L1)</p>	6	<p><b>Content</b></p> <p>This question will assess QWC. See instructions at front of mark scheme.</p> <p><b>Essential personal qualities:</b></p> <ul style="list-style-type: none"> <li>• excellent communication skills</li> <li>• work well in a team</li> <li>• patient</li> <li>• flexible</li> <li>• ability to work long hours</li> <li>• sense of humour.</li> </ul> <p><b>Brief description of duties:</b></p> <ul style="list-style-type: none"> <li>• plan and carry out activities for children within a specified age range</li> <li>• supervise the play of children within a specified age range</li> <li>• help children with feeding and toileting arrangements during play sessions</li> <li>• ensure children's well-being.</li> </ul>	<p><b>Levels of Response</b></p> <p>AO1 – Knowledge and understanding – 2 marks AO2 – Application – 2 marks AO3 – Analysis and evaluation – 2 marks</p> <p><b>Level 3 (5 – 6 marks)</b> 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 spelling, punctuation and grammar.</p> <p>The job advertisement will follow standard conventions.</p> <p><b>Level 2 (3 – 4 marks)</b> Candidates will demonstrate the ability to present relevant material in a logical sequence. Appropriate industry terminology will be used.</p>

Question	Answer	Marks	Guidance
			<p><b>Experience:</b></p> <ul style="list-style-type: none"> <li>at least six months experience with young children in a play group or other early years setting.</li> </ul> <p>Accept reference to CRB even though this process is no longer used, it is still part of the syllabus. Credit references to DBS too.</p> <p>Sentences will be coherent for the most part and will address most aspects of the question. There may be occasional errors of spelling, punctuation and grammar. However, the job advertisement should follow standard conventions.</p> <p><b>Level 1 (1 – 2 marks)</b> At this level, candidates will communicate at least one point using some appropriate industry terminology.</p> <p>Sentences may have limited coherence and structure and may have poor relevance to the main focus of the question. Errors of spelling, punctuation and grammar may be noticeable.</p> <p>The job advertisement may not follow standard conventions.</p>

Question		Answer	Marks	Guidance
	(b)	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• carrying out CRB/DBS checks on all employees (1) will help to ensure those people working with young children are safeguarded (1)</li> <li>• providing child protection training for all staff (1) so that employees recognise the signs of abuse, neglect, etc (1)</li> <li>• having a company child protection policy (1) so that employees know who to contact and what procedures to follow if there is an issue (1).</li> </ul>	<p>4 2x[1+1]</p>	<p>One mark for each correct identification up to a maximum of two identifications and a further one mark for each of two exemplifications.</p>



Question		Answer	Marks	Guidance	
	(c)	<p>Reps need to speak other languages, such as Russian and Japanese (L1). People in different countries have different attitudes and different cultures. (L1)</p> <p>Reps need to speak other languages in order to communicate with customers in overseas destinations, where English may not be widely spoken. (L2). People in different countries have different cultures which makes them behave differently to others. They will have different customs and beliefs which will affect the way they think. A rep should understand a range of differences that may be encountered.(L2)</p> <p>Reps need to learn other languages as this will help them to communicate more effectively with customers – both the children and their parents and will build a greater feeling of trust, as making the effort to learn someone’s language proves that you value their culture as much as your own (L3). People from different countries have different cultures, beliefs and customs. These shape the way they behave, what they think and how they feel about certain things. A rep should understand these differences and know how to respond to any cultural differences and differences in attitude. This is especially important in countries like Japan and Russia, where these differences might be more noticeable. (L3)</p>	6	<p><b>Content</b></p> <p>Children’s reps would need to:</p> <ul style="list-style-type: none"> <li>• explain ways to avoid causing offence</li> <li>• help teach respect for others’ beliefs, customs and values</li> <li>• learn other languages to enable them to communicate effectively when overseas.</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> the importance of understanding different attitudes, languages and cultures.</p> <p><b>Level 2 (3 – 4 marks)</b>  Candidates at this level will <b>explain</b> the importance of understanding different attitudes, languages and cultures.</p> <p><b>Level 1 (1 – 2 marks).</b>  Candidates at this level will <b>identify</b> the importance of understanding different attitudes, languages and cultures.</p>

Question			Answer	Marks	Guidance
3	a	(i)	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• Contact name: Mr George/Graham Newton and Organisation: BTCP (1)</li> <li>• Address: Orchard House, The Green, Gondlesford</li> <li>• Postcode: GF17 8DT</li> <li>• Telephone: 017720 453721</li> <li>• Email: <a href="mailto:newton.g@BTCP.co.uk">newton.g@BTCP.co.uk</a> (1) or <a href="mailto:newton.graham@BTCP.co.uk">newton.graham@BTCP.co.uk</a></li> <li>• Number of delegates: 35 (1)</li> <li>• Dates required: 15/16 July 2015 (1)</li> <li>• Room layout: theatre style (1)</li> <li>• Arrival time: 09.00</li> <li>• Departure time: 16.30 (1)</li> <li>• Morning break : 11.30, lunch: 13.00, afternoon break: 15.00 (1)</li> <li>• Catering: Menu type: Buffet (1)</li> <li>• Other dietary requirements: Halal (1)</li> <li>• AV requirements LCD data projector, screen and speakers (1)</li> <li>• Laptop (1)</li> <li>• Additional information: Internet access (1)</li> </ul>	12	<p>Award one mark for each piece of correctly completed information up to a maximum of 12 marks.</p> <p>NB Accept either George or Graham Newton as a name, and in email because of the error found on the QP after printing.</p>

Question			Answer	Marks	Guidance	
3	(a)	(ii)	<p>Computerised reservation systems are quicker and easier than manual systems (L1).</p> <p>Computerised reservation systems make it easier for conference organisers to manage a calendar of events (L2).</p> <p>Computerised reservation systems ensure that conference organisers maintain accurate records of events, which enable them to negotiate deals with suppliers and become more effective in meeting clients' exact needs (L3).</p>	6	<b>Content</b>	<b>Levels of Response</b>
					<ul style="list-style-type: none"> <li>to ensure no over-bookings – reservation systems allow conference organisers to keep track of other events taking place at the venue</li> <li>to hold all the details for future reference. It is easy to see at a glance what the client needs are</li> <li>allows clients and conference organisers to update bookings in real time.</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> the importance of using reservation systems.</p> <p><b>Level 2 (3 – 4 marks)</b> Candidates at this level will <b>explain</b> the importance of using reservation systems.</p> <p><b>Level 1 (1 – 2 marks).</b> Candidates at this level will <b>identify</b> the reasons why reservation systems are used.</p>

Question	Answer	Marks	Guidance
(b)	<p>Indicative content:</p> <p>Liaising with clients and suppliers:</p> <ul style="list-style-type: none"> <li>• act as a middleman between customers and suppliers (1)</li> <li>• find out clients' needs (1)</li> <li>• buy in appropriate products/services to meet these needs (1).</li> </ul> <p>Ensuring that efficient operating procedures are in place, for example an evacuation procedure:</p> <ul style="list-style-type: none"> <li>• set and implement company policies to ensure health and safety of all conference centre users (1)</li> <li>• check and update signage around the centre to ensure visitors and staff know which exits to use in an emergency (1)</li> <li>• designate and train fire and other emergency marshals to help evacuate the building in an emergency (1).</li> </ul>	6 [2*3]	Award up to three marks for each responsibility explained but allow for development.

Question		Answer	Marks	Guidance	
4	(a)	(i)	8	<b>Content</b>	<b>Levels of Response</b>
		<p>The risk assessment tells you what the hazards are and who might be affected by the hazards. It is not very detailed (L1).</p> <p>The risk assessment is not very detailed as it does not outline the exact nature of the hazard associated with coach travel or with bad weather. It is good that controls are clearly identified (L2).</p> <p>The risk assessment could be further improved. Each of the hazards needs to be broken down and explained more clearly; for example, to identify that there is a risk of a road traffic accident when travelling by coach. The control is good here, though, as the risk assessment identifies that this risk can be minimised by clients wearing seatbelts and that the blue badge guide should check that clients fasten their seatbelts (L3).</p>		<ul style="list-style-type: none"> <li>hazards have been assessed as low, medium or high risk</li> <li>not very detailed</li> <li>actual hazards associated with each aspect have not been clearly identified, e.g. coach could be involved in a road traffic accident</li> <li>further action is not always very helpful.</li> </ul>	<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 the strengths/weaknesses of the risk assessment will score <b>5 – 6 marks</b>. Those candidates who analyse/evaluate the strengths <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 either the strengths or the weaknesses of this risk assessment.</p> <p><b>Level 1 (1 – 2 marks)</b> Candidates at this level will identify key features of the risk assessment.</p>
		(ii)	4 2[1+1]	One mark for each correct identification up to a maximum of two marks, plus a further one mark for each of two explanations.	
		<p>Indicative content:</p> <ul style="list-style-type: none"> <li>legal requirement (1) – this helps remove liability from the individual in the case of an accident (1)</li> <li>helps customers feel safe (1) and shows that the guide cares about their welfare (1).</li> </ul>			

Question		Answer	Marks	Guidance
4	(b)	<p>Indicative content:</p> <p>Assess the situation: E, G</p> <p>Make the area safe: D, F</p> <p>Give Emergency Aid: B, G</p> <p>Get help from others: C, F</p>	6 [6*1]	<p>Award one mark for each correctly identified response up to a maximum of six marks.</p> <p>Accept statement letter F in either Box 2 or Box 4 but <b>NOT</b> marked in both.</p> <p>Accept statement letter G in Box 1 or Box 3 but <b>NOT</b> marked in both.</p>
4	(c)	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• two named famous landmarks (1+1)</li> <li>• one paid attraction (1)</li> <li>• start times (1)</li> <li>• end times (1)</li> <li>• lunch time built in (1).</li> </ul>	6 [6*1]	<p>Award one mark for each correctly applied detail within the itinerary up to a maximum of six marks.</p>

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