

GCSE

Leisure and Tourism

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

General Certificate of Secondary Education

Mark Scheme for June 2016

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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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Annotation	Meaning of annotation
QWC+	Additional QWC credit given
	Unclear
BOD	Benefit of doubt
I	Ignore
X	Cross
L1	Level 1
L2	Level 2
L3	Level 3
L4	Level 4
NAQ	Not answered question
REP	Repeat
	Tick
	Alternative BOD
VG	Vague

Question			Answer/Indicative content	Mark	Guidance
1	a	i	<ul style="list-style-type: none"> • excellent written and spoken communication skills • strong customer service skills • a good telephone manner • good problem solving skills • ICT skills – good with computerised technology • accuracy and attention to detail • It may also be useful to speak a foreign language 	2	Award one mark for each correct identification up to a maximum of two identifications
Question			Answer/Indicative content	Mark	Guidance
1	a	ii	<ul style="list-style-type: none"> • Shift work is an employment practice designed to make use of, or provide service across, all 24 hours of the clock each day of the week (abbreviated as 24/7) • Making sure the reception desk is manned day and night, receptionists work a variety of shifts including evenings and weekends 	2	Award one mark for a correct definition and a second mark for an appropriate example.
Question			Answer/Indicative content	Mark	Guidance
1	b		<ul style="list-style-type: none"> • dealing with bookings (1) by phone, e-mail, letter, fax or face-to-face (1) • completing procedures (1) when guests arrive and leave (1) • allocating rooms (1) according to customer requirements (1) • handing out keys (1) upon confirmation of guest's identity (1) • preparing bills (1) processing payments when guest settles bill (1) • taking and passing on messages to guests (1) pass details to colleagues responsible for delivering envelopes to guestrooms (1) • dealing with special requests from guests (1) offering advice about booking theatre tickets or storing valuable items (1) 	6	Award one mark for the identification of each of three duties and a second mark for the explanation of each of these duties.

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> answering questions (1) about what the hotel offers and the surrounding area (1) dealing with complaints or problems (1) passing on concerns to relevant colleagues to deal with (1) 		

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
c	<p>You may have more guests to deal with in a large hotel chain than a small family hotel. (L1)</p> <p>Working for a large hotel chain, you may receive more formal training and be expected to use more complex online systems to manage bookings. (L2)</p> <p>Your shifts and duties will vary according to the type of hotel management structure. Large international hotels will employ a larger number of specialist staff to carry out specific duties within reception. Smaller, family-run hotels rely on staff to be more versatile but often with less formal training. (L3)</p>	6 levels	<ul style="list-style-type: none"> Candidates should use specific examples of small, family hotels and large hotel chains within their answer. Differences may include number of shifts worked in a week, requirement to work evenings and weekends, opportunity to use range of different computerised systems. In larger hotels you are likely to take responsibility for one aspect such as managing telephone reservations or guest departures ; this is much less likely in a small hotel where you may have to carry out a broader range of tasks in small hotels, your duties may include other tasks such as showing guests to their rooms and serving drinks in the bar. 	<p>AO1 – Identification – 2 marks AO2 – Application – 2 marks AO3 – Analysis and evaluation – 2 marks</p> <p>Level 3 (5 – 6 marks) Candidates at this level will analyse/evaluate differences in the job role between different types of employer</p> <p>Level 2 (3 – 4 marks) Candidates at this level will explain differences in the job role between different types of employer</p> <p>Level 1 (1 – 2 marks). Candidates at this level will identify differences in the job role between different types of employer</p>

Question			Answer/Indicative content	Mark	Guidance
2	a	i	<p>Where an individual works for himself or herself instead of working for an employer that pays a salary or a wage.</p> <p>A blue badge guide earns their income through conducting profitable tours, charging customers for the service provided.</p>	2	Award one mark for a correct definition of the term and a second mark for exemplification
Question			Answer/Indicative content	Mark	Guidance
2	a	ii	<ul style="list-style-type: none"> • seasonal, irregular work • often involves unsocial hours • often outdoors, in all weathers • may involve walking long distances, being on your feet for long periods of time 	2	Award one mark for each correct identification up to a maximum of two identifications
Question			Answer/Indicative content	Mark	Guidance
2	b		<p>e.g.</p> <ul style="list-style-type: none"> • coach sightseeing tour (1) may involve escorting a bus full of tourists around a designated route e.g. round the sights of London (1) Use of PA system (1) to provide brief commentary of major landmarks etc (1) • museum/gallery tour (1) involves a smaller number of tourists (number is usually limited by the attraction to 25 pax) (1) specialist knowledge of the artefacts/displays required (1) 	6	Award one mark for each of two identified different types of tour by location, and up to a further two marks for development of each.

Question		Answer/Indicative Content	Marks	Content	Guidance
					Levels of response
2	c	<p>Using online systems is quick and easy for customers. They can book from home at anytime. (L1)</p> <p>Online reservation systems allow a blue badge guide to offer a professional booking service. They allow the tour guide to keep accurate records of bookings already made and to show the customer when he/she is available. (L2)</p> <p>Online reservation systems are an important aspect of business communication systems between a tour provider and a customer. Internet technology dominates the business world so having an online booking system ensures that the blue badge guide has competitive advantage – if he/she doesn't provide this service, other guides will and will consequently gain more business. (L3)</p>	6 Levels	<ul style="list-style-type: none"> fast and convenient argument – 24/7 availability means overseas customers in different time zones can book when it suits them accurate records – no need to risk human error in calculating costs, calculating discounts etc Real time bookings – customers can check your availability and receive instant confirmation competitive advantage – most other tour organisers will offer this facility combines booking system and acts as marketing 	<p>AO1 – Identification – 2 marks AO2 – Application – 2 marks AO3 – Analysis and evaluation – 2 marks</p> <p>Level 3 (5 – 6 marks) Candidates at this level will analyse/evaluate reasons why online reservations systems are used for customer bookings</p> <p>Level 2 (3 – 4 marks) Candidates at this level will explain reasons why online reservations systems are used for customer bookings</p> <p>Level 1 (1 – 2 marks). Candidates at this level will identify reasons why online reservations systems are used for customer bookings</p>

Question			Answer/Indicative Content	Marks	Content	Guidance
						Levels of response
3	a	*	<p>Ski Instructor Required</p> <p>Qualified ski instructor with at least 3 seasons experience needed for new ski centre in Japan.</p> <p>Friendly, outgoing personality and excellent communication skills essential.</p> <p>You will need to instruct individuals and groups at varying levels.</p> <p>A valid first aid certificate is preferred but training can be arranged. (L3)</p>	9 Levels	<p>This question will be assessing QWC. See instructions at front of mark scheme.</p> <p>Qualifications/Experience BASI, PSIA, CSIA, NZSIA or equivalent at Level 2 or above. At least 3 seasons experience</p> <p>Essential personal qualities</p> <ul style="list-style-type: none"> • excellent communication skills • work well in a team • patient • flexible • ability to work long hours • sense of humour • good at motivating others • enthusiastic • well organised <p>Brief description of duties</p> <ul style="list-style-type: none"> • Attending meetings at the ski school in the morning to assign instructors to pre-booked lessons scheduled throughout the day 	<p>AO1 – Knowledge and understanding – 3 marks AO2 – Application – 3 marks AO3 – Analysis and evaluation – 3 marks</p> <p>Level 3 (7 – 9 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.</p> <p>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>Level 2 (4 – 6 marks) Candidates will demonstrate the ability to present relevant material in a logical sequence. Appropriate industry terminology will be used.</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>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
					<ul style="list-style-type: none"> • Ensuring that personal equipment is well-maintained and ready for tackling a long day on the slopes • Meeting with individuals and groups prior to the start of a lesson • Making sure individuals are comfortable with their equipment • Teaching familiarity with the ski lifts • Teaching individuals new skills and techniques to help improve their skiing ability • Administering first aid if necessary • Filling out paperwork and assessment forms after lessons have been completed 	<p>Level 1 (1 - 3 marks) 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/Indicative Content	Marks	Content	Guidance
					Levels of response
3	b	<p>This applicant would be suitable for the job. He is qualified and can teach snowboarding as well. (L1)</p> <p>The applicant has the necessary experience to carry out this job role, and has been to Japan to ski and/or snowboard previously, so has knowledge of the country. (L2)</p> <p>This applicant has some of the required experience, having worked teaching winter sports for 7 seasons. However, he only has a Level 1 Ski Instructor's qualification; he would appear more suited to teaching snowboarding than skiing. (L3)</p>	9 Levels	<ul style="list-style-type: none"> Speaks more than one language so will be able to communicate with a range of customers; however, French is not a widely spoken language; Japanese would be more useful. Has experience as both ski and snowboard instructor – versatile and offers centre flexibility in covering wide range of clients and their needs. Has more than the required level of experience – 7 seasons whereas the job advert specified (for example) 3. Only a Level 1 ski instructor, and the job advert specified qualified to at least (for example) Level 2. Has wide range of snowboarding qualifications – so has lots of technical knowledge and experience in this area 	<p>AO1 – Identification – 3 marks AO2 – Application - 3 marks AO3 – Analysis and evaluation - 3 marks</p> <p>Level 3 (7 – 9 marks) Candidates at this level will analyse the suitability of the applicant for the advertised job role.</p> <p>Level 2 (4 – 6 marks) Candidates at this level will explain the suitability of the applicant for the advertised job role</p> <p>Level 1 (1 – 3 marks). Candidates at this level will identify the suitability of the applicant for the advertised job role</p>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
					<ul style="list-style-type: none"> Has previous experience of skiing in Japan so may be familiar with the terrain; has good experience in many different locations. 	

Question		Answer/Indicative content	Mark	Guidance
3	c	<ul style="list-style-type: none"> Skiing is an adventurous activity which involves a high element of risk and injuries are quite common (1) so it important an instructor knows how to deal with these (1) The environment in which skiing takes place can quickly become hostile in changing weather conditions(1) and an instructor should know how to deal with casualties in different climatic conditions (1) Regular first aid training ensures ski instructors are fully knowledgeable (1) and ready to cope in the event of an emergency (1) It is hoped that many of the procedures learnt in training will never be needed for real,(1) but by doing refresher training every two years, the ski instructor has peace of mind that they will remember what to do if the situation arises (1) 	6	Award one mark for each of three identified reasons and a second mark for development.

Question			Answer/Indicative content	Mark	Guidance
4	a	i	<p>e.g. Step 1 – Acknowledge you are aware of the noise (1)</p> <p>Step 2 – Apologise for the fact the passenger is not able to sleep (1)</p> <p>Step 3 – Explain that there is a small child who appears to be unsettled in the row behind, but that the parents are soothing the baby whilst they wait for some warm milk for the child. (1)</p> <p>Step 4 – Offer to bring the passenger a drink and some headphones so that he/she can listen to some music to help them rest until the baby is settled again. (1)</p>	4	Award one mark for each of four applied stages.
Question			Answer/Indicative content	Mark	Guidance
4	a	ii	<ul style="list-style-type: none"> • To ensure customer needs are being addressed (1) this leads to customer satisfaction and potential repeat business (1) • To maintain the positive image of the airline (1) customers have certain expectations and if these are not met, then the reputation of the organisation might suffer (1) • To prevent any situation getting out of hand (1) to ensure that angry customers are able to calm down, without causing any damage or danger to others (1) 	6	Award one mark for each of three identified reasons and a second mark for development

Question			Answer/Indicative content	Mark	Guidance
4	b	i ii	<ul style="list-style-type: none"> Helping passenger fasten seatbelt (1) to ensure that passenger is secure during take- off, landing or during moments of turbulence during the flight (1) Demonstrating how to put on a life jacket (1) as part of a safety demonstration so that passengers know what to do in an emergency situation (1) Helping a passenger stow luggage in the overhead compartment (1) so that the luggage does not block the aisles or risk sliding across the floor of the plane during the flight, causing possible injury (1) 	6	Award one mark for each of three identifications and a second mark for explanation.

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
4	c		<p>It is a legal requirement. Anyone working with children needs a DBS (L1)</p> <p>Their job holds a lot of responsibility. Background checks allow an airline to be aware of any criminal activity (minor or otherwise) that might affect fellow staff and passengers. (L2)</p> <p>Since the terrorist attack of 9/11 all airport and airline security has increased. Staff working for airlines have to undergo screening to offer the airline the best level of protection against terrorist activity. All organisations serving unattended children and young people also have an obligation to ensure they have taken sufficient steps in child protection and safeguarding. (L3)</p>	8 Levels	<ul style="list-style-type: none"> Legal requirement to carry out some form of check for child protection purposes for employees Airport security has tightened, following incidents such as 9/11; safeguard others in aircraft from terrorist activity 	<p>AO1 – Identification – 2 marks AO2 – Application - 2 marks AO3 – Analysis and evaluation - 4 marks</p> <p>Level 4 (7 – 8 marks) Candidates at this level will evaluate the likely reasons why background checks are necessary for cabin crew</p> <p>Level 3 (5 – 6 marks) Candidates at this level will analyse the likely reasons why background checks are necessary for cabin crew.</p> <p>Level 2 (3 – 4 marks) Candidates at this level will explain the likely reasons why background checks are necessary for cabin crew.</p> <p>Level 1 (1 – 2 marks). Candidates at this level will identify the likely reasons why background checks are necessary for cabin crew.</p>

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