

GCSE

Edexcel GCSE

Leisure and Tourism (Double Award)

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Examiners' Report

Edexcel GCSE
Leisure and Tourism (Double Award)

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Examiners Report January 2005

GCSE Leisure and Tourism

Unit 1

Investigating Leisure and Tourism

General Comments

The paper followed the format of a question and answer booklet. Candidates were required to respond in the spaces provided. There were 9 questions and 90 marks were available.

The questions related to leisure, tourism and the links between leisure and tourism. All questions linked to the information under 'what you need to learn' in the qualification specification.

This paper is marked on line. Many questions were answered outside of the margins. Candidates are encouraged to make sure that they write their response in the space provided. If answers are extended then candidates should ask for another sheet of paper. Candidates must make a note on the paper so examiners can find the response. Future series will have additional lines to try and avoid this problem however lines will still be restricted by the number of marks allocated.

To pass the exam candidates needed to demonstrate some knowledge and understanding of the leisure and tourism industries. Higher grades were awarded to candidates who could demonstrate a higher level of knowledge, applied to specific leisure and tourism situations. Candidates were also required to demonstrate the ability to give more detailed reasoning and analysis in their responses.

Most candidates attempted all questions and consequently they picked up marks across the paper. There was an encouraging improvement this series in the detail given in candidate descriptions and explanations. Like in the two previous series many candidates were still not demonstrating a clear understanding of the links between leisure and tourism and again a significant number of candidates were poor at analysis.

Marks were not awarded or deducted for poor spelling, punctuation and grammar. There were some cases where it was difficult to interpret responses because of poor written communication. Centres are advised to provide additional support where this is likely to be the case.

Question 1

(a) Well-answered. Most candidates achieved maximum marks.

(b) Still some candidates used tourism rather than leisure key components. Of those who gave leisure components, many correctly gave *'home-based leisure'* or *'countryside recreation'*. For this series marks were only awarded if terms for the key components were exact to that in the specification. There were a significant number of candidates who were unable to name the exact term and consequently lost marks. Many candidates gave *'sport and rec'* rather than *'sport and physical recreation'* or *'entertainment'* rather than *'arts and entertainment'*. Future exams will be looking for correct use of terms from the specification.

Question 2

(a) Generally well answered, although some candidates did confuse the products or service of the travel agent with that of the tour operator.

(b) Still some candidates used leisure rather than tourism key components e.g. *'visitor attraction'* rather than *'attractions'*. Of those who gave correct tourism components *'attractions'* tended to be the most frequently correct response. For this series marks were only awarded if terms were exact. There were a significant number of candidates who were unable to name the exact key components. Many gave *'accommodation'* rather than *'accommodation and catering'*.

Question 3

(a) Generally well answered. Most candidates were knowledgeable of the role of a member of cabin crew. There were some candidates who gave a basic description e.g. *'they serve food'* but in many cases detail was given.

This example response gained maximum marks. It gave three duties that were all described in detail.

1. *'To make sure that when people first get on the plane they are greeted and shown where to sit and make sure they sit in the correct seat'*
2. *'Health and safety procedures - they give advise on what to do in an emergency such as how to put on your life jacket and where the emergency exits are'*
3. *' They serve food and drink- they come round with a trolley and serve you drinks (wine and soft) and food (hot meals and sometimes breakfast).'*

(bi) This part of the paper required candidates to describe the terms - domestic, short-haul and long haul flights. Of the three terms *'domestic flight'* proved to be the most difficult for candidates. A high proportion of candidates did not score any marks for this. Some candidates thought it referred to *'trouble'* on the plane giving answers relating to domestic violence. Those centres that had prepared candidates did extremely well and scored highly.

A typical two mark response which gained maximum marks
'Flights that take off and land within the same country, e.g. London to Manchester.'

(ii) Well answered. Most candidates gained at least one mark on this part of the question. Flight times varied from 2-8 hours but most candidates were able to give correct examples such as *'London to Spain'* or *'Flights within Europe'*.

(iii) Again most candidates gave some description and achieved at least one mark. Flight times varied between 4-24 hours. Most candidates gave an example of a flight to support their description e.g. *'A flight somewhere far away such as London to America'*. Although flights of four hours plus were accepted for this question it is advisable to teach candidates that long haul is in excess of seven hours so that they have an understanding of the term or the distance. Four hours can be confusing as destinations such as Cyprus are within that flight time. This specification does not include medium haul with flights of this duration would normally fall into.

Basic response
'London- Sydney'

Detailed response
'A flight of more than 5 hours to somewhere far away like Australia'.

Question 4

(a) This question was generally well answered. The images appeared to be used and supportive based on the responses given. In the majority of instances two products and services were identified and most candidates gave some explanation. Many candidates used *'cash-point'*, *'hotel booking service'* or *'shops'* as the product or service.

Basic answer
'Cash-point - You can get money out'

Good explanation
'Natwest ATM machine - Many people at a train station will be tourists arriving from various parts of the country, and the cash-point means that they can get money out easily to eat and stay at a hotel or buy a train ticket when they are away from home'

(b) Most candidate were awarded some marks however there were a number of candidates that just gave basic explanations and did not specifically refer their response to the businessperson. For example
' A train is quicker and a car might get stuck in traffic. You can eat on the train'.

This level three response clearly linked to the needs of business people. It gave a very good explanation.
' There are many reasons why I think a businessperson might choose to travel by train rather than car. Firstly the train is much quicker so they can get to

the meeting easily and on time without a long journey. Secondly lots of trains now have plugs plus they have tables so they can do some work on the train cos they can plug in their laptop. Another thing is they can use their phone to talk to other business people as now you are not allowed to use your phone when you are driving'.

Question 5

(a) This question referred to home based-leisure. Based on the responses it appeared that candidates were knowledgeable on the subject area. Many candidates gave good descriptions and achieved maximum marks.

Good response achieving maximum marks

'Activities that are done at home in your own time not jobs or work e.g. watching a video'

(b) The majority of candidates were able to give two activities. There were a few candidates who failed to give an activity e.g. *'video'* and therefore were not awarded any marks.

(c) Many answers were level one response as they just described current provision. For example

'Most houses have televisions and computers. You can watch DVD's or videos or you can go on your play station now. Another thing is people like to do DIY'.

The higher-level responses mainly related to the development of technology, tapes to CD's and videos to DVD's. There were also a number of candidates that referred to the increase in take-away food restaurants and video rental stores.

A good response showing changes in provision.

'Over the last 20years, home-based leisure has changed. One main reason for the change is there are more places available to buy take-away food to eat in the comfort of your home. Many people now have DVD's so they can watch the film and have a takeaway. 20 years ago most houses did not have a DVD player or a computer they just had a TV so they would go out to the cinema rather than stay in. The media has also helped as people see the TV programmes about DIY and gardening so they go and buy plants and decorating materials as there are lots of places to get this stuff from now as it has become popular. The internet was not around 20 years ago and people like using this in their houses now'.

There were some candidates that wrongly responded to this part of the question. These candidates were answering why the provision has changed rather than how it has changed.

Question 6

This question referred to the links between leisure and tourism. Whilst most candidates achieved some marks few candidates were showing clear links between both leisure and tourism. Out of the two scenarios the first appeared to be more accessible to candidates with the majority scoring higher marks. Overall responses have improved from the last exam as in many cases basic links were shown rather than just identifying which aspect was leisure and which tourism. It was good to see that many candidates had structured their responses similar to those in the candidate kit.

Level 1 response

Scenario 1

'The group went to the Derbyshire dales by minibus which is transportation (tourism). They stayed in a youth hostel which is another tourism component. They went walking and cycling which is leisure. They had meals which is also leisure as it is catering component.'

Level 2 showing some basic links

'They are staying in a youth hostel which is accommodation and catering. It can also be catering which is leisure this makes a link. They are cycling which is leisure but a bike is also tourism as it is transportation.'

For a level 3 response candidates must make clear links between leisure and tourism which shows how they rely on one another.

Below is a very good response that showed these clear links for scenario2. It came up with a good link to on-line travel services.

'The girls went on holiday to Leeds, they are automatically tourism tourists. They travelled by rail also tourism as it is transportation key component. They stayed in a hotel which is accommodation and catering another tourism bit. The hotel provided breakfast. This is catering which is a leisure component but it can be tourism as it has the accommodation too. They ate at restaurants which again is leisure. The girls went to pubs and clubs which is arts and entertainment. Again this is leisure but without the accommodation and train to get there they might not have done this so they rely on each other to make it happen. The girls booked over the internet which is on-line travel services which is leisure but this is a home-based leisure activity so more overlap.'

Question 7

(a) The majority of candidates correctly identified two products and services and gained two marks. Some candidates scored maximum marks by offering appropriate descriptions. Many scored well with 'cash points' for 'getting more money to spend in shops' and 'gift shops so people can buy souvenirs to remember their day'. The majority of candidates were unable to apply the product/service chosen to the theme park through and gave vague descriptions i.e. 'restaurant - somewhere to eat'. The choice of product/service identified often hindered candidates' ability to score for the description especially those

that had identified 'toilets' or 'car parks'. Candidates would be advised to select a more obvious product or service.

(b) In general candidates scored poorly on this question and did not use all the information available to explain why the park appealed to families. Responses tended to be descriptive and many listed the attractions available for the children. Few achieved level 3 marks because they tended to focus on what was there for the children and didn't explain that there were facilities and attractions for everyone to enjoy, that parents were reassured by height restrictions, restaurants and picnic areas to enjoy together etc. A number of candidates referred to the lack of white knuckle rides for teenagers rather than thinking about the age of the children in the question. Most candidates identified that the park was aimed at/suitable for young children and listed what adults could do.

Basic response

'There are loads of rides for kids 6 and 10'.

Explanation clearly linked throughout to families

'It would appeal to younger children between 6-10 years because of the zoo. They can eat at places such as the themed pizzeria and there are loads of all of the rides that all of the family can go on. Parents would be interested in taking their children there as it has things for adults like the garden centre, golfing and family restaurants that they all can eat at which might have kids menus. There is something the whole family can enjoy together so that why they will like to go'.

(c) Many candidates did not fully address the question and failed to achieve high marks. Many candidates gave basic responses that identified the close proximity of the motorway/main road but failed to explain how this made access easy/quicker. Most responses referred to the parking facilities but did not explain how this affected people's decisions to go. Some candidates started well by saying that 'you can only get there by car and coach' but again didn't relate this to the question. Those candidates that showed some explanation often related their response to suggesting that people who lived a long way away could stay overnight in the caravan site. Other candidates identified the lack of public transport by train or bus but often failed to develop this idea to consider why some people wouldn't choose to go due to costs, distance (convenience), lack of car, or availability of coaches (availability of transport). Although a small minority did achieve level 3 marks, a surprising number of candidates seemed to consider the location of the park in relation to where they lived, so some candidates claimed it wasn't too far away, others suggested it was in the middle of nowhere/the country, or that it was further away from Alton Towers. Candidates must refer to the materials given. Marks were not awarded for prior knowledge of this theme park instead for use of the materials available.

A response with some explanation

'The motorway is just next to Drayton Manor which means it is near a fast road for cars to get to. There are loads of car parks to park your car and there

is a caravan car park so if you don't live near you can stay over which will be cheap and good. There is a coach park as well so lots of ways to get there.'

Question 8

This question required candidates to explain how each a factor affects the choices people have about how people spend their leisure time in a leisure centre.

(ai) Many candidates did not use the correct terminology for the factors and in some cases wrote a sentence. Many lower scoring papers failed to identify a factor. Candidates are encouraged to learn the factors from the specification. Correct terms from the specification will be expected in future papers.

(aii) This part of the question was dependent on the factor given in (i). Generally this was poorly answered. Responses were often basic and descriptive. For example

'The family do not have enough income. It will be expensive to go.'

(b) again poorly answered. Many candidates gave basic descriptive answers therefore achieving level one marks. The following were popular basic responses:

'Have after school clubs'

'Do activities in half term like swimming so they can go with their mates'.

The following response was awarded maximum marks as it gave a good explanation that clearly linked to teenagers.

'The majority of teenagers do not have a job but they go to school. They could have a cheap after school club that wont cost much as they don't have money but they want to do something after school. The club would be good if it was something like 5 aside football as teenagers like that sport and they can play with their mates rather than wander around getting in bother because they are bored.'

Question 9

(a) Nearly all candidates attempted this question, with the majority of them scoring at least one mark. Basic responses included *'somewhere near the sea'*, or *'has a beach'*. Some candidates however, stated *'somewhere along the coast'* just rewriting the question. Most answers included reference to sea and beach which led to full marks. Answers giving examples of coastal towns were frequent often in addition to the description but this aspect was not credited.

(b) Most candidates attempted this question but few gave a detailed analysis of the positive economic impacts. Responses were usually basic with explanations rather than analysis. There was considerable repetition of the information given in the paper. The most common responses concentrated on increased numbers of tourists spending, more money to the area and or creating more jobs. Those candidates that did start to analyse picked up on the fact that it would mean

year round employment which was good. There were some valid points made it was a shame many candidates did not extend their responses further.

Basic response awarded 3 marks

'The reef will mean that there will be more people visiting which will be good. There will be visitors at all times during the year and they would come from all over the world not just the UK. People will hear about it so it will increase popularity. By becoming more well known the area will receive more money and Newquay richer. There would be possibility of more facilities for local people so this might encourage more people to move to the local area'.

This response did show some analysis

'Having the reef means that it is different and one of only three in the world. This makes it somewhere that people will want to visit as it is unique so it will become popular. It will attract people year round but also people from outside the UK. When people visit they will need somewhere to stay and places to eat and drink. This will mean more restaurants and hotels will be needed which is more jobs and work for locals. People from overseas will also buy souvenirs so more jobs for family shops. People will earn more which means that they can spend it on nice things in the area which is better for the area. Sometimes this means the area becomes rich and can afford better facilities People will want to live here if there are jobs and it is a cool place which means that house prices might go up so you can make money if you sell.'

General comments

In preparing candidates for the exam centres are reminded to advise candidates to read the first page of instructions. Centres are advised to ask candidates to ensure that they have attempted all questions. Candidates must make sure they follow the instructions of the question i.e. identify, describe, explain, analyse etc.

Grade Boundaries January 2005 - VGCSE Leisure and Tourism

Unit 1: Investigating Leisure and Tourism

Unit No		A*	A	B	C	D	E	F	G	U
5346	Upper	90	73	65	57	49	42	35	28	21
	Lower	74	66	58	50	43	36	29	22	-
	Cumulative %	.0	1.0	9.0	31.1	56.8	77.5	91.4	97.2	100.0

The raw marks in the grid above are the RAW MARKS. This unit is marked out of a total of 90 raw marks.

The raw marks are then converted into the UMS (Uniform Mark Scale). The UMS is reported on a scale of 0 - 100.

The minimum uniform marks required for each grade are as follows:

Unit Grade	A*	A	B	C	D	E	F	G
Maximum uniform mark = 100	90	80	70	60	50	40	30	20

Page 8 and 9 of the GCSE specification provides further information re grading and aggregation.

The UMS never changes but the grade boundaries can change from series to series.

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