

GCSE

Edexcel GCSE

Leisure and Tourism

This Examiners' Report relates to Mark
Scheme Publication code: UG017411

January 2006

advancing learning, changing lives

Examiners' Report

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information please call our Customer Services on 0870 240 9800, or visit our website at www.edexcel.org.uk.

January 2006

Publications Code UG017411

All the material in this publication is copyright

© Edexcel Ltd 2006

5346

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. Candidates are encouraged to make sure that they write their responses in the space provided. If answers are extended then candidates should ask for additional paper. Candidates must make a note on the paper so examiners can find the response. Overall responses followed this instruction well.

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

Most candidates attempted all questions and consequently they picked up marks across the paper. Like in the two previous series many candidates were still not demonstrating a clear understanding of the links between leisure and tourism although, there were more basic links. Responses to factors that affect what people do in their leisure time were answered very poorly. Very few candidates demonstrated a thorough understanding of fashion. Like previous series a significant number of candidates were poor at analysis. Centres should be aware that there are approaches to strategies to develop learners understanding of these topics on the Whitbread and Thorpe Park CD.

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

Q1(a) Well-answered. Most candidates achieved maximum marks. Any errors that were made were between special interest and package holidays.

Q1(b) Generally well answered by C grade candidates and above. This question allowed for differentiation. It was clear those centres that focused on the 'what you need to learn'. Some candidates did not give **other** 'types of holiday' instead gave examples of the holidays given in 1(a). For example '*diving holiday*'. Some candidates confused their response with purpose of visits and gave answers such as 'business'.

Question 2

Q2(a) Generally well answered, the majority of candidates gained full marks.

Q2(b) Most candidates gave a least one correct key component. Like 1(b) this question allowed for differentiation. There was an improvement on previous series.

Question 3

Q3(a) The majority of candidates used the materials available and gave three correct facilities.

Q3(b) Many responses gave the correct activities. A few responses however, were facilities rather than an activity. For example '*Cricket ground*' or '*Bowling Green*'.

Q3(c) Most candidates gave the correct methods of transport. Even at the lower grade a least one mark was achieved.

Question 4

Q4(a), Q4(b) This question was generally well answered. In the majority of instances two duties were described and candidates demonstrated some knowledge of two jobs tested. Of the two jobs theme park ride assistant performed best. At the lower grade generally one mark was awarded for travel consultant and two marks for theme park ride assistant. This was possibly because some learners confused a travel consultant with either a holiday representative or a tourist guide. At the middle to top end of the grades awarded usually three marks were awarded for (a) and maximum marks for (b). The higher grades certainly gave more detail in their descriptions. There were still a few candidates that gave general responses not specific to the job. Candidates should be reminded of the importance of giving answers specific to the question.

An example of a basic answer given for a travel consultant

'To advise them about booking a holiday'

A good description of a travel consultant duties to gain maximum marks would be *'Their first duty is to help the customer find the right holiday for them. This includes giving advice on locations and finding the best deal from tour operators'*.

An example of a basic answer given for a theme park ride assistant

'The assistant makes sure you are sat in the ride properly.'

A good description of a theme park ride assistant duties to achieve maximum marks

'They are there to make sure you are sat in your seat wearing a seat belt. They go round and check you are in your seat right before they start the ride'.

Question 5

Q5(a) This question referred to youth hostels and how large bedrooms and games rooms meet the needs of school groups. The question asked candidates to explain. Candidates were generally able to give a basic explanation however few gave detail and linked their response to school groups. A few candidates just described the images and therefore received no marks

Q5(a)(i) A good example of a response that achieved maximum marks

'There will be loads of kids going so it means that there will be more people can go as they can fit everyone in the youth hostel. It also means that it will be cheaper as more people can fit in the room and this makes it cheaper as you are paying for less. Schools don't have much money and neither do the kids so it will be cheaper.'

Q5(a)(ii) A good example of a Level 1 response

'It has loads for them to do like socialise with their mates. It has a comuter and maps.'

Q5(b) Fairly well answered with many candidates showing some understanding of the relatives merits of travel. The lower level candidates usually gained two marks as they just gave basic responses and showed little reasoning in their responses. The middle to higher ability candidates frequently achieved three or four marks. Many candidates concentrated on the convenience of the coach in terms of fitting in all pupils and their luggage, or that it was cheaper than other methods of transport. Few answers linked to both the school party and countryside area and so the majority achieved no more than level 2.

A good level 2 response that only focused on school children

'The school will be taking away at least a class which means that they cannot all go in a car. If the school went on a train it would be hard for the teacher to look after everyone so a coach is better as everyone is together and the teachers can watch to make sure you behave. It is also better for the pupils as they can chat and sit with the mates.'

Question 6

Q6(a) The majority of candidates were able to give at least a basic description of the products and services available to users of public libraries. Both products and or services are acceptable. Edexcel does not require candidates to differentiate between a product and a service. Frequent products and services were *'computers that you can use to look up stuff on the Internet'* and *'books which you can take home and read.'*

Q6(b) Much improved to previous series. Many more candidates were starting to make reference to past and present facilities in libraries and therefore gained marks from level 2. Still explanations were limited in detail and therefore few gained maximum marks. Generally D grade candidates and below just described the facility and therefore achieved a maximum of two marks. Many responses related to the development of technology, the introduction of CD's and DVD's.

A response showing basic changes in provision - just level 2

'Libraries used to just have books but now they have CDs and DVDs you can loan too. They also have computers that have the internet. This is often free and you can do your homework on it. Libraries have sections where books are and they are bigger. There are membership cards and books are scanned.'

A response showing clearer changes in provision

'If you visit a library you have a card which is scanned to take away books and use the computer. Years ago this wasn't scanned it just was a card that was checked. Libraries now they have loads CDs you can hire and take home which is better than before which was just books this is because people are listening to more music. Libraries have loads of computers with internet access so you can find information in lots of ways instead of just books like before. The librarians also use computers to look up books for you instead of walking and looking for a book.'

Question 7

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. Even at the higher grades links were not always clear having level two as the average mark attained. Overall responses have improved from the last January exam as in many cases basic links were shown rather than just identifying which aspect were leisure and which were tourism. It was good to see that many candidates had structured their responses similar to those in the candidate kit.

A good example of a Level 1 response

'They went to Paris which is tourism. They also booked this though a travel agent which is tourism as travel agents are tourism and tour operators who they book it with. They stayed in a hotel which is accommodation and catering. The couple went up the Eiffel Tower which is leisure. They ate at restaurants which is leisure.'

Part of a level 2 response showing some basic links would be

'....the couple ate in loads restaurants which is catering but because they were in Paris as tourists they only had meals there because of this.....'

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 to the scenario.

'They booked through the travel agent which is the component tourism. It was a short break package which included bed and breakfast so this is tourism for accommodation and leisure as this overlaps with catering. They go to Paris by plane so the component of tourism. They visited the Eiffel Tower which is classed as a visitor attraction but once again it can be both as there is overlap. They visit lots of museums which is leisure as it is arts and entertainment. They took a boat trip which could be leisure as they are abroad doing an activity but also tourism as it is transport which is tourism. They ate at loads of restaurants which is again catering but on holiday which is tourism So you can see how a package holiday links and needs leisure and tourism together.'

Question 8

Q8(a) This part of the question linked to the factor fashion. Few understood the concept of 'fashion' as an influence on choice of event to attend. Many answered in terms of clothing.

Below are responses that did show understanding of the factor fashion

'It would influence the choice because someone wouldn't want to go to something that wasn't the latest fashion as it wouldn't be cool. Normally people follow the

trends of friends so they would fit in and they would want to go only if it was the latest trendy band like on in the charts'

'Fashion may affect the peoples choice of event because people may want to see whats new out and the latest style like a new hotel at the exhibition. When it is out of fashion people don't like to see it because it may be boring and seen before. A lot of people tend to like what goes in especially music in the top 10 rather than liking one thing all their life so it will be these bands which will make them want to go.'

Q8(b) Overall answers were mainly basic or descriptive therefore achieving level one marks. Very few detailed explanations appeared. Few candidates really considered the question in terms of the arena meeting the needs of different ages. Many of the responses were descriptions of the customer type each event matched would attract.

A basic response would be

'The arena can meet the need of different age groups. They have bands for all ages like McFly for young people and Elvis for old and Disney on Ice for families because children like this as its their age.'

The following response did show some explanation that linked to different age groups. It lacked detail however to move to level 3

'The arena meets the needs of different age groups as they have something for everyone lets take oaps. they like music from ages ago so the arena offers Abba, Duran Duran and Elvis as they love sing a longs. For teenagers they have McFly and Blue which are top boy bands. For kids the arena has a Disney event on ice. The arena has something for everyone because of the choice of bands meeting different ages. Arenas also need to think about facilities for different age group so their needs are met'

Question 9

Q9(a) Nearly all candidates attempted this question, with the majority of them scoring at least two marks. Theme parks very well answered with Alton Towers been the most frequent answer. Places of historic interest were the weakest example of tourism destination. Almost all candidates gave examples of historic buildings or attractions rather than places of historic interest. Coastal Areas generally well answered however a few candidates gave areas. For example 'Cornwall' or 'Devon'

Q9(b) Most candidates were able to describe countryside areas. A few lower ability candidates however, did just repeat information from the case study.

An example of a response awarded maximum marks

'Countryside areas are places that are not full of houses more fields, mountains, lakes and forests. They are places that are quiet and where wildlife live. Places that are protected.'

Q9(c) The majority of candidates were awarded at least 1 mark. It was good to see a great variety of answers as many candidates used local examples.

Q9(d) Basic analysis at the most. Many responses tended to be descriptive and therefore gained a maximum of 1-2 marks. Some candidates gave answers relating to economic impacts rather than environmental. At F grade many candidates got zero marks. At C grade candidates were just showing basic analysis and at the higher grades none were generally just at the top of level 2 rather than level 3. This would suggest that more time is built in to lessons to develop learner's analytical skills.

Basic answer awarded 2 marks - the response is descriptive and does not specifically focus on environmental impacts.

'There will be loads of damage like pollution. The place will get eroded. People will drop litter and not use bins or they might not have them. To make the Go ape the forest will have to put ropes in the trees. This will be great fun for people to enjoy as they can swing from the trees. It will also be good for people in the area as they can make money out of people coming to the forest. They can sell souvenirs and local produce. It will be good for the area because of all of this.'

This is a level 3 response that did show analysis and covered some key impacts.

'Well they receive 300,000 visitors yearly which can cause a lot of footpath erosion also the cycling on the path because there are loads of people coming to the forest. The environmental issues is that if they expand it wildlife could get killed in the process and making this happen like knocking down some trees or putting holes in for the assault cause which might mean knocking down an owls nest where it lives. Also if they do this it is double the visitors that will cause loads of erosion all over the earth from walking. Having more events will bring more money but people drink at concerts and dance around which will also make the land really muddy and insects will die and there will be no grass for the animals and it takes ages for the grass to re grow. There will be more noise shouting 'I win' on the assault course or cheering bands and that which will upset all the animals in the trees so the birds will move away to somewhere quieter so it will result in no birds around Dalby Forest. This is how they become extinct. There will be more cars coming which will make air pollution which destroys the land from the carbon dioxide. This ruins the land and the air people who live there breath.* also more vandalism of the trees and branches from playing in the trees.'*

Q9(e) This question is targeted at assessment objective 3. This objective assesses reasoned judgements. It is the first time a question has been asked about sustainability and due to this the mark scheme was adjusted accordingly. This topic is in the specification and therefore can be asked in any series. Overall there were a number of candidates that did not understand the question. Candidates that understood the term 'sustainability' gave some really good suggestions and often picked up three marks. Few candidates however gave clear reasoning or justification to the suggestions made. Very few candidates linked their response to the forestry objectives for Dalby Forest.

Basic responses linked to environmental issues -footpaths, reduce damage to trees. Better candidates mentioned educating people/children, increasing awareness of need for sustainability, makes changes over time rather than all at once. A few weaker candidates only copied out the Forestry Commission's objectives from the case study and clearly did not understand them nor could apply them to the issue of sustainability

A basic response - level 1 (3marks)

'Make sure Dalby Forest is animal friendly. Have tour guides to take you round the forest and show you the species and environmental issues. A souvenir shops to sell gifts on the forest to take home. More refreshment areas to seat and enjoy your picnic. More litter bins. Provide talks and lectures about the environmental welfare. Give out questionnaires. Have signs telling people where to walk and not walk. Close off areas of the forest'

A good level 3 response that showed clear reasoning, justification and was linked to the forestry objectives.

'Dalby Forests and other forests can be developed in a sustainable manner by having a plan that thinks about looking after the forest so people in years to come can enjoy it. They can have park rangers employed to go around and inspect the area so that no one does what they are not meant to do like feed the animals or walk off the paths this would mean it was protrolled so it would help keep the protected area right so meeting the aim to protect the forest. They could also change the footpaths around so that each is not getting totally run down to mud and it gives the others chance to regrow so helping the land. The park rangers could do talks about the forest to schools and people who visit so that they undestand about the forest like the aims say. They can tell them stuff like what grows where and why you should not pick flowers. There could be a shop that people can buy souvinors to take home like a book to tell their brothers and sisters about so they learn. It can also remind them of the great day.'

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.

Please note that example answers are candidate responses as written in the examination.

Statistics
Applied GCSE 5346 January 2006

Grade	A	B	C	D	E	F	G	U
Raw boundary mark	62	54	46	40	34	29	24	0
Uniform boundary mark	80	70	60	50	40	30	20	0

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467
Fax 01623 450481

Email publications@linneydirect.com

Order Code UG017411 January 2006

For more information on Edexcel qualifications, please visit www.edexcel.org.uk/qualifications
Alternatively, you can contact Customer Services at www.edexcel.org.uk/ask or on 0870 240 9800

Edexcel Limited. Registered in England and Wales no.4496750
Registered Office: One90 High Holborn, London, WC1V 7BH