

Examiners' Report January 2007

GCSE

GCSE Leisure and Tourism (Double Award) 5346

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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. Most candidates attempted all questions and consequently they picked up marks across the paper, however some candidates had problems on questions that had not been presented in a format similar to previous series eg Q4. The grade boundaries this series reflect the range of new style questions asked however they may not reflect this in the future.

Candidates should be reminded that revision should not only concentrate on revising on questions in previous exams but also ensure that their revision covers all they have learnt.

To pass the exam candidates need 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.

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.

Q1(a)

This question was answered very well, nearly all candidates achieving maximum marks.

Q1(b)

The majority of candidates were able to give two countryside recreation activities. Those candidates that did make errors either gave activities for the key component sport and physical recreation or named other key components assuming that the question was going to be the same as previous series.

Q2(a)

Not answered as well as the previous series. Of the three key components *accommodation and catering* was answered best. The key component *attractions* were the weakest response. Most candidates just gave an example rather than a description. For the key component *tour operators* some candidates confused the component with that of travel agents. For example *'It's when they find you a holiday and look on the computer for you'*.

Examples of good answers:

'It's a facility like a theme park that is built on purpose for people to come and visit.'

'For example Thomas Cook they book flights, accommodation and transfers and make a brochure for the travel agent to sell.'

'A package holiday has accommodation and catering. It is a hotel to sleep and a restaurant in your hotels. It is called half board.'

'Hotel or bed and breakfast is when you stay there for a night or two and they have a restaurant to eat there.'

Q3(a)

This question was answered well. Virtually all candidates attempted this question. Many candidates produced a detailed description of restaurant manager's duties and scored maximum marks demonstrating a clear understanding of the duties of a restaurant manager.

Examples of typical basic and detailed responses:

Basic response

'Sort out complaints'

Detailed responses

'They hire and fire the staff for example they put adverts out and interview staff.'

Q3(b)

Again most candidates attempted the question but fewer were gaining maximum marks. There were a number of candidates that confused the tour guide with that of a resort representative or tourist information advisor.

Basic response

'Give them information about the place.'

Detailed response

'Tell you all about the tour and information about the place like how old some building are'.

Q4(a)

Many candidates attempted this question however few were able to give a detailed description. This was the first time a question has been asked about what tourism is. This is an example when candidates perhaps did not focus on the 'what you need to learn' in their revision programme.

An example of a 1-mark response:

'When you go away like Spain.'

An example of a 2-mark response:

'Tourism is about people going for a little while and not work but they have the intention to come back. Like a holiday then you come back again'

Q4(b)

This question was about the most likely purpose of visit. This question was answered reasonably well at the top end but at the lower end usually only one purpose of visit was correct.

Incorrect responses included

1. *'To go out with your mates and have a laugh.'*
2. *'Specialist'*
3. *'Going on transport to get to a place'*

Q4(c)

Candidates were to use the information available to help them explain why the 3-night safari holiday was classed as a special interest holiday. In the majority of cases candidates were only achieving 1 or 2 marks. Answers tended to be descriptive with limited explanation. Like (a) candidates possibly did not focus on the 'what you need to learn' in their revision programme.

A typical descriptive response:

'The holiday is a safari special interest holiday. It is to the Kenya coast and for people that like animals like lions. It is a few days and they get to tour around.'

There were a number of candidates at the lower end that simply repeated the information from the brochure or were not clear about what a special interest holiday is. For example:

'It's a safari to Kenya coast and includes breakfast, dinner and accommodation'.

A response that was awarded maximum marks, there were very few answers like this:
'The holiday is a safari so that means you get to see loads of animals and that is why a customer would book this holiday. It is for people that have a specific interest like a hobby in a certain thing which in this case is animals so they go so that they can see the animals in their own habitat. They would not go if they didn't like animals because that is all you do.'

Q5(a)

Many candidates were able to give two products and services. Some candidates gave basic responses with often more than two product and services identified but no description. Please note that candidates are not required at this level to differentiate between products and services.

1 mark answer:

'Lots of rides.'

2 mark answer:

'Gift shop where you can get a photograph of yourself on the ride looking scared.'

Q5(b)

This question required candidates to describe how theme parks have changed over the past 20 years. To gain maximum marks responses needed to give a detailed explanation about how the facility has changed. Many responses just described how it is now and did not make the reference to change and therefore marks were limited to a maximum of 2 rather than 6. There were some responses that explained why people's leisure time has changed rather than how the provision has changed. Lower level candidates often used the word 'now' to try and show the changes for example:

'Theme parks now have fast rides like oblivion and nemesis. They also have loads more restaurants and shops and now even have hotels....'

Candidates must explain in more detail how the provision has change to achieve higher marks.

Typical level 1 response that was only descriptive about the current facilities.

'Theme parks have much better facilities now they have fast rides like roller coasters. You can now book tickets over the Internet at home. There are loads of restaurants like KFC.'

Examples that show some basic reference to change:

'Theme parks are much more advanced and improved now you can book your tickets in advance and also you can buy jump queue tickets that save families loads of time. Before you could not do this, as you had to buy the tickets on the day. Also when you are there you can see what there is on computer screens that was not possible before. The theme parks have really thrilling rides not like before when they were slow rides. The rides are now made of metal and are strong unlike before when they were made of wood and often broke. That's how theme parks have changed.'

Q6(a)

This part of the question referred to the links between leisure and tourism. The question was presented in a slightly new format. Candidates were required to explain how the 2012 Olympic games link the leisure and tourism industries. The responses

this series were slightly improved at the lower end however many responses were basic links and therefore few candidates were achieving over 3 marks.

A level 1 response showing some basic links:

'They are coming from overseas so that is tourism. The games are about sport so that is sport and physical recreation. They will need a hotel which comes under the component of accommodation and catering. People at home will be watching the games on TV which is home based leisure.'

For a level 2 response candidates must make clear links between leisure and tourism and demonstrate understanding on how the two industries rely on one another.

Below is a good response that showed these clear links. There were very few clear links made:

'The people coming to the Olympic will be athletes and they will be playing sport which is leisure but to get to the Olympics many people come from countries around the world because loads of countries compete. This is a link. Other people will be coming to support their country in their leisure time and they will need transport to get to see the people compete. During their stay they would eat and drink in bars and restaurants which is catering and that is leisure but they are on holiday so tourists that need leisure facilities like bars and restaurants to enjoy themselves. People will also need a hotel which is accommodation and catering which is tourism but in their leisure time they may use the hotel pool and swim which is leisure so the pool is a link in the hotel. In the hotel there will be TVs so they might watch the Olympic games highlights in their room so the tourist relies on the hotel (tourism) links to the home based leisure (leisure).'

Q7(a)

Most candidates achieved at least 1 mark on this question. At the higher end many candidates achieved full marks. A typical 1 mark response is *'it is for a weekend or few days'*.

Example that was awarded full marks:

'A short break is for a few nights like 2 nights over a weekend in places like London.'

Q7(b)

Overall this was answered poorly. Many candidates showed no understanding of domestic holidays. At the higher grade boundaries candidates were achieving at least 1 mark. At the F grade boundary few candidates were achieving any marks. Responses were often about short haul holidays and therefore no marks achieved.

Example that was awarded full marks:

'An example is if a person had a holiday in their own country like someone from Norwich going on holiday to Manchester.'

Q7(c)

Most candidates attempted this question and most filled all the space available. Overall there were some good reasons given where candidates considered cost, convenience and availability, however, on the whole, explanations generally were limited in detail. At the A grade boundary candidates did give explanations. At the C boundary, responses tended to give basic explanations. At the F boundary responses tended to be mainly descriptive. There were a few candidates however that did not read the question as they gave disadvantages rather than advantages.

Typical level 1 response:

'They only need to go on the motorway and they are there. There is free parking and there is a bus available. They will be able to go straight there and not have to worry about parking.'

A level 2 response with some explanation:

'The car is much better because you can drive easily on the M40 and it has good signposts. It will be cheaper too as they only have to pay for petrol and the journey is quick and there is free car parking when they get there so they save money.'

A level 3 response showing a detailed explanation:

'The cost of petrol will be much cheaper because it is on a motorway so the petrol will be cheap and cheaper than the train because they would need more than one train tickets and it would be expensive because they would need a taxi to get to and from the train station which would be expensive on top of the train ticket. There is free car parking so that means it will save them money and they can park close to where they need to be so it would be convenient. It will be convenient because they have the car to take them from their house and they can listen to music and stop off when they want because they choose what they want to do. They can leave when they want because they choose when to set off so they do not have to wait around for buses or train and do not need to worry if they miss a train. The car will be available for them all the time which is much better because they would have to wait for a train or bus and it might be full so if they were ill and needed to get home quick they can just go in a car.'

Q8(a)

This type of question was much improved on the previous series. Most candidates gained at least 1 mark. There was a range of factors given in answers.

Q8(b)

Most candidates attempted the question. At the F boundary, answers were basic and descriptive. These responses tended to be what activities you could or could not do if you had or did not have money. At the C grade boundary and above many gave some explanation.

Basic responses that are not clearly linked to teenagers:

'If you have a lot of money you can go to a theme park but if you have not much money you would stay at home and watch the TV.'

Typical response - level 2:

'If you have a job you lots of money then you can go out do expensive activities like have nice meal in restaurants or join the gym because you earn money but if you are unemployed you have no money so have to do free things like reading because it costs nothing to do that.'

Good response:

'To go on a skiing holiday is a very expensive and someone with not much money may not be able to go because it is too much so they have to do a cheaper activity. The more money people have the more choice you have as you can afford to do more activities. To go to the cinema is expensive for some people like students so they can only go once a month because they do not have a job but to someone that does earn lots of money the cinema might be cheap so they can go as often as they want. To them an activity like golf would be expensive and to a student they could not afford to ever do golf until they got a job. You have more choices available to you with more money so more activities you can do in your leisure time.'

Q8(c)

Like Q8(b) at the F boundary answers were basic and descriptive. These responses tended to be what males liked doing and or what females enjoyed doing. At the C grade boundary and above there tended to be some explanation. Overall this was not as well answered as Q8(b).

Typical response:

'Well to start with girls would not want to go and play football they like to do things like go to the cinema with friends or go shopping. Men would not want to go shopping they like playing football and going to the pub.'

Q 9(a)

Very few candidates were able to describe any features of a tourist city. Many confused this category with other types of destination for example:

'It has a football stadium and lots of history like castles'.

Q9(b)

Most candidates were able to name two other UK tourist towns and /or cities. The majority gained maximum marks. A few candidates however gave overseas destinations eg *'New York'*. A few candidates gave regions or areas eg *'Cornwall'*.

Q9(c) The vast majority of responses marked were level one achieving 2-3 marks. Where candidates showed some basic analysis they achieved 4-5 marks on average.

Typical level one response that mainly just described the impacts:

'There will be more people coming which will mean more tourists. There will be more jobs. There will be more people. The negative is it will be crowded. There will be more litter. More pollution.'

Level two responses:

'Cruise ships coming to Liverpool will mean lots more people which will mean that they will come and spend money in Liverpool so more jobs in restaurants, shops and hotels. The money spent in the shops will mean it is good for the business but the prices might go up because people are happy on the ships to pay for stuff so locals get ripped off. The bad things are that the place will have lots of people and the noise of the ships will upset locals and the sea will be pollute the water and kill the fish so fishermen will loose their jobs. The place will also be overcrowded with loads of tourists which local might not like.'

Q9(d)

Generally this question was poorly answered. The large majority of candidates were usually achieving 2 out of 9 marks on this question. There were a significant number of candidates, which struggled in understanding of the term 'sustainability'. A number either gave answers, which related to Q9(c) or answers such as *'build a bigger port with shops, bars and restaurants.'* Few really considered what could be developed in a sustainable manner. Those candidates that did understand the term often concentrated their answers around restricting cruise ship numbers. These candidates often lost marks either for lack of detail in the suggestion or poor reasoning.

Typical responses:

'Liverpool could restrict the number of cruise ships coming in they could only have smaller cruise ships and only let them come in at certain times This will mean that they will reduce the pollution and congestion on the water.'

'The port could have litter bins at the port so people do not put their rubbish on the ground'

'If the port was to have a limit on how long cruise ships can stay in the port it will mean that there are not so many cruises with people coming at once and they will have less crashes near the port. They could fine them if they stay too long.'

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 ie identify, describe, explain, analyse etc.

Grade Boundaries - January 2007

5346: Investigating Leisure and Tourism

Grade	A*	A	B	C	D	E	F	G	U
Grade Boundary	65	57	49	41	36	31	27	23	0
Cumulative %	0	0.3	3.9	23.2	46.5	70.4	83.2	91.1	100

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