

# Examiners' Report January 2008

GCSE

## GCSE Leisure and Tourism (5346)

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## Contents

Unit 1: Investigating Leisure and Tourism	5
Grade Boundaries	14



# Unit 1 Investigating Leisure and Tourism 5346/01

## General Comments

As in previous series 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 online using ePEN. 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.

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. The explanation as to why the package holiday to Menorca was a package holiday however was generally poorly answered, as responses were, either theoretical or not applied to the situation or the brochure. Compared to the previous series more candidates towards the higher grades were demonstrating better analytical skills which was encouraging.

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)

Generally a very well answered question with the majority of candidates gaining the full 3 marks.

#### Q1 (b)

Many candidates gave at least one correct purpose of visit. Where the exact term was used, candidates gained full marks eg:

- “Visiting friends and/or relatives.”
- “Sightseeing.”
- “Going to a sports event as a spectator/to participate.”
- “Going to Wimbledon to watch the tennis.”

#### Q2

This was not particularly well answered as many candidates did not give a description for the three components in the table. Many candidates just gave examples eg McDonalds or Wacky Warehouse or listed facilities. Many answers were theoretical. A good answer would have been:

##### Catering:

“A restaurant (1) where you have a meal and are waited upon.” (1)

##### Children’s Play Activities:

“A playground (1) where children and young people can have fun.” (1)

##### Arts and Entertainment:

“Go to the theatre (1) where you can watch a play being performed.”(1)

#### Q3(a)

Most candidates identified the children’s overseas representative as the correct answer.

#### Q3 (b) (i)

The duties of the life guard were described well and full marks were gained by many candidates. There were detailed descriptions given with examples in many responses. Good answers: “Watches out for people in danger in the water (1) and dives into save them if they are drowning. (1) “Cleans the changing rooms (1) or the pool side. (1)

General answers gained a maximum of 1 mark only eg:

- “Safety in the water”. (1)
- “Clean and check the facilities.”(1)

### Q3 (b) (ii)

The duties of cabin crew were generally well described and examples were included. Many candidates gained full marks; although where candidates confused cabin crew with the pilot no marks were awarded.

Good answers:

- “Go through safety instructions (1) for example, show people the emergency exits.” (1)
- “Make sure customers are aware of the emergency procedures (1) eg by showing them how to use the oxygen masks and life jackets.”(1)
- “Look after the passengers’ comfort (1) by serving food and drink and selling duty free items.”(1)

General answers gained a maximum of 1 mark only eg:

- “Air cabin crew look after people on a flight.” (1).
- “Air cabin crew welcome people on board.”(1)

At the A grade boundary candidates normally did exemplify their responses.

### Q4 (a)

There were 4 marks available for a descriptive answer. If candidates just listed the features then a maximum of 3 marks were awarded only. This question was well answered although few candidates managed a fully descriptive answer. Typical answers were:

“Has a beach (1) the North Sea (1) and a lifeboat station.” (1)

A good answer: “Filey has a long sandy beach (1) from Muston Sands to past the sailing club (1). It is on the North Sea and has Coble Landing which are coastal features. (1) It also has a lifeboat station just in case people get into difficulties in the sea. (1)

### Q4 (b)

This was generally well answered with many candidates gaining full marks. 1 mark was available for each activity. This year swim/paddle/sail/golf/tennis/bowls etc were allowed as responses as well as “playing tennis/golf/bowls etc.

Where candidates failed to recognise that activities were required and used facilities instead eg miniature golf course/tennis court/playing field/boating lake, etc then no marks were awarded. A-G candidates were able to gain full marks.

### Q4 (c)

This question was well answered with candidates being able to give two methods of transport available and therefore gaining the maximum 2 marks.

### Q5 (a)

This was not well answered with many candidates giving very general responses such as food and drink/benches/café/more staff, which meant only 1 mark could be awarded for identifying the product/service.

A good response: “Jungle bars (1) that children can climb with nets all around. (1)

A weak response: “Slides.” (1)

#### Q5 (b)

Many candidates confused children's play facilities with toys and there was evidence that the candidates' knowledge about this type of facility was not good. Answers were often vague. Responses were similar to the previous series. Many candidates were showing some basic changes only and therefore achieving often 2 marks out of 6. The higher ability candidates frequently achieved 4 or 5 marks. Still few gave detailed explanations with clear reference to the past and the present. At the F grade candidates were often just gaining 1 or 2 marks. These responses were often basic and many were not specific to children's play facilities eg:

"They have more choice of activities now."(1).

Some responses were about why facilities have changed rather than **how** facilities have changed in the last 20 years.

#### Level 1 Response:

"Adventure playgrounds have lots of different things to choose from to play on, they are bigger and there are now more of them." (2)

Basic explanation showing describing mainly current facilities.

#### Level 2 Response:

"An older jungle gym might be constructed entirely of steel bars, while newer ones tend to have minimal steel framework while providing a web of nylon ropes for children to climb on."(4)

Basic explanations showing how children's play facilities have changed over the past 20 years.

#### Level 3 Response:

"Today adventure playgrounds have had to update equipment(1) to met the safety standards (1) and as a result concrete floors(1) have been replaced with soft surfaces safety nets (1) etc. The reason there are more types of activities is due to the development of safer equipment (1) and the Government supporting projects." (1)

Detailed explanation showing **how** children's play facilities has changed over the past 20 years.



#### Q6 (a) (b)

This question referred to the links between leisure and tourism. There was a slightly different approach to the marking of this question as this type of question has been in a number of previous papers and candidates now should be showing some explanation of the links between leisure and tourism rather than just describing what is leisure and what is tourism. Where candidates simply identified the key components for leisure and tourism, marks were limited to 1 mark. Marks were awarded for each explanation of a link between leisure and tourism. Where candidates showed links between leisure and tourism explanations tended to be basic. Many candidates only achieved 2 marks. Responses tended to be descriptive with few links made. Much of the content in responses was a repeat of the situation given in the question.

A typical 1 mark response for Q6 (a):

- “Train tickets are tourism but music is leisure.”
- “Travelling by train is transportation and the music concert is arts and entertainment.”

A typical 2 marks response with a basic link:

- “They would not have been able to go to the concert if they had not got on the train.”

An example of a good response for Q6 (a):

- “The train tickets are used to get onto a train which is Transportation, a tourism component(1) and the music concert is a leisure component in Arts and Entertainment.(1) This means that if there were no trains(1) then they would not be able to get to Brighton to enjoy the music concert.”(1)

A typical 1 mark response for Q6 (b):

- “The hotel is accommodation and catering and the health club is leisure.”
- “The health club is part of sports and physical recreation and the hotel is part of tourism for accommodation.”
- “The health club was offered to guests by the hotel.”

A typical 2 mark response with a basic link:

- “The hotel is tourism because it is part of accommodation and catering but the health club is leisure as it is sport and physical recreation (1). The hotel provides the health club for their guests during their stay.” (1)

An example of a good response for Q6 (b):

- “The hotel and the health club it provides for guests, link tourism and leisure as to get all of the hotel’s services they would have had to book through a travel agent, tour operator or go on line which are all linked to the travel and tourism industry. (2) The links are they cannot use the leisure facilities without having travelled there first using a transportation component.” (2)

#### Q7 (a)

Many candidates gave a basic description eg “From the UK.”(1)

Candidates were able to gain the full 2 marks if they gave either a detailed description or a basic description with an example, eg “A flight that goes from the UK eg from London to Paris.”(2)

#### Q7 (b)

Some candidates confused the term “inbound flights” with “domestic flights”.

Marks were awarded for responses such as:

- “Return journey.” (1)
- “Flying back into the UK.”(1)
- “A flight that is returning back to the UK and it is the return stage of the journey.”(2)

#### Q7 (c)

This question was not answered well. Candidates in the main gave theoretical answers on what a package holiday was and did not apply their responses to the information from the brochure extract in the exam paper for this question.

Therefore, only a maximum of 2 marks could be awarded if this was the case or if a list was given as a response.

Typical 1 mark responses were:

- “It is a package because it includes accommodation at the Sa Caleta Playa.” (1)
- “It includes flights.”(1)

A typical 2 mark response would be:

- “It includes 7/10/11/14 nights (1) which is more than 24 hours (1).”

#### Q7 (d)

Overall candidates generally were able to give some explanations as to why air transport was the most suitable method for the specific package holiday. Marking changed from level of responses to detail in each reason given which is following on from the process adopted for the last series. At the C boundary normally responses showed some explanation, however, reasons often lacked detail and limited reasons were given. Only towards the A grade boundary did responses show either detail in the explanation or breadth in the reasons why air transport was more appropriate. In a few responses answers related to safety or the carrying of luggage which was not specific as to why air transport was more appropriate.

An example of a good response:

- “I do agree with this statement as it is over sea so you can’t go by train or by car. You would have to go by ferry but it would take too long and you would waste time. Flying is expensive but you would be there quickly. You would waste time with the ferry and if you had children they would get bored with such a long journey. Planes often have TVs in the back of seats to keep children occupied with films or cartoons.”(6)

## Q8

This question linked to the factor of “people’s interest” and how it can affect what people choose to do in their leisure time. The candidates were given a family tree of the Gilpin family with their ages and their interests which was different to previous series.

### Q8 (a) (i)

This question asked the candidates to choose a member of the family and suggest a suitable activity for them which would match up with their interest. This was mainly answered well. 3 marks were available and 1 mark was awarded for each matching suggestion/point/example. No marks were awarded for naming the member of the family.

A good response for James Gilpin:

- He could go to a history museum (1) that has old photographs of bomber planes (1) all about World War II.”(1)

### Q8 (a) (ii)

This question was quite well answered. Candidates were able to make relevant suggestions as to how three members of the family could spend their leisure time together. However, some candidates did not focus on the **together** despite it being emboldened which meant that activities were often listed or were not compatible to the identified members of the family.

A good response:

- “They could go on the Thomas the Tank Engine(1) train journey (1) that takes them through the countryside”.(1)

### Q8 (b)

This was a 1 mark question which asked candidates to name one other factor other than “people’s interest” which affect what people choose to do in their leisure time. Candidates across the range from A-G were able to gain the 1 mark.

### Q9 (a)

Few candidates understood the destination features of ‘sporting venues’. Many simply described the facility. Most responses did have some reference to seats or stadium so usually achieved 1 mark.

### Q9 (b)

Most candidates were able to name two sporting venues in the UK. Old Trafford, The Millennium Stadium, Wembley and Anfield were most common. However, some candidates lost marks through just naming a football team rather than the venue as requested.

### Q9 (c)

At the F grade many responses did not relate to impacts. Instead answers concentrated on what were good or bad about Wimbledon and the catering. In these cases candidates were not awarded marks.

Many candidates seemed to have no real ideas about Wimbledon and that the alterations were only to do with the club and not the area. Also many candidates associated anti social behaviour sometimes found at football matches with what could negatively affect Wimbledon in terms of “rival teams” drinking and fighting! For example:

- “There will be lots more places to eat which are good for the spectators but bad because there will be queues everywhere and people won’t be able to see the tennis.”

At the C grade boundaries there was usually a basic response which was mainly descriptive and some points were not developed. Here candidates gained 2-3 marks. However, there were some responses which showed elements of analysis and these gained 4-5 marks.

For example:

- “With more cafes in the development it will give locals a chance to get a job in a café at Wimbledon. There will be more people visiting which will bring in more money generally to the stadium. The negative thing about this is that the more people that come the more traffic congestion there is, which may cause problems for local people and this will also cause more pollution. With snack bars at Wimbledon, people will just drop all food and wrappers on the floor causing litter in the seating areas and also when walking around. If people decide to stay over in local hotels or eat at restaurants then it brings in extra money for local businesses as well as Wimbledon. When the people do leave Wimbledon the crowds might make too much noise which is another negative impact as its disturbing local people living near Wimbledon who are having their everyday life upset.” (5)

At the A grade boundaries the responses needed to contain detailed analysis which was clearly linked to both positive and negative impacts. These responses would gain 7-8 marks.

Basic answers:

- “More visitors coming to the area.”(1)
- “There will be lots of jobs available for local people but and more money will be spent which will be good for Wimbledon and local businesses. There will be lots more pollution from the litter, the traffic and the increase in visitors. This will affect the local people.”(3)

This is a Level two response that did show some analysis:

- “An increase in space available at Wimbledon will mean more people can visit the venue. They will want to see the tennis but also the city and spend money on souvenirs bought in local shops. The visitors might also visit attractions in London. This will mean more money spent in the area, meaning more earnings for local employers. Having more people means that there will be more jobs available working in cafes, local attractions and even taxis to transport the visitors.”

#### Q9 (d)

More candidates did understand the term sustainability compared to previous papers. Responses however were generally limited in detail and reasoning, so often marks were awarded from level one rather than the higher marks and levels. Some responses focused solely on the increase of litter bins rather than suggesting how Wimbledon could be developed in a sustainable manner. There were also still some responses from candidates which would have been more suitable for Q9 (c).

Basic response for Level 1:

- “They could make jobs available for local people and protect the environment by replanting trees if they have to be cut down for the development work.”

A good Level 2 response:

- “Wimbledon needs to apply environmental protection operations to all activities to make sure minimal damage is made when developing the centre court area. Wimbledon needs to recognise the value of the local community and keep local people informed through good communications between staff, local residents and local authorities because local people will be affected by an increase in people, traffic and noise from the building work and the venue and where possible use locally sourced supplies so that money will go into the local economy.”

#### General comments

In preparing candidates for the exam, centres are reminded to advise candidates to read the front 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, suggest etc.

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

## GCSE Leisure and Tourism Grade Boundaries - January 2008

### Unit 1: Investigating Leisure and Tourism (5346)

Grade	A*	A	B	C	D	E	F	G	U
Raw mark	67	60	53	46	41	36	32	28	0
UMS	90	80	70	60	50	40	30	20	0
Cum %	0.3	1.8	9.4	28.7	47.4	68.4	80.9	89.4	100

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