

Examiners' Report January 2009

GCSE

GCSE Leisure and Tourism (5346)

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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 found under 'what you need to learn' in the qualification specification.

This paper is marked online using ePEN. Candidates are encouraged to ensure 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, candidates 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 picked up marks across the paper. The explanation as to how 'the availability of local facilities' may affect what people living in Coventry choose to do in their leisure time was however generally poorly answered. Responses were either theoretical or not applied to the reasons or factors which influence people's choice. Compared to the previous series, more candidates awarded marks towards the higher grades were demonstrating better analytical skills which was encouraging.

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): Generally very well answered with the majority of candidates gaining the full 3 marks.

Q1(b): Many candidates gained full marks when they defined the term ‘independent holiday’. To gain the full two marks, there had to be reference to the fact that a travel agent had not been used.

Q2(a): This question was not well answered as many candidates did not give a description for the three factors in the table. Many candidates just gave examples, for example ‘what you like’, ‘if you are rich’ or ‘popular’. With the factor of fashion, many candidates confused fashion as in dress sense and keeping up with the latest fashionable clothes rather than fashion as a trend. Where this occurred, no marks were awarded. Many answers were theoretical.

A good answer would have been:

Factors	Description	
People’s interests	whether you like playing sport or not	2 marks awarded
How much money people have to spend on leisure	If you have loads of spare money or whether you are poor	2 marks awarded
Fashion	A fad that everyone is interested in	2 marks awarded

Q2(b): Most candidates scored well on this part of the question, particularly when using the exact term.

Q3(a): The duties of the theme park attendant were described well and full marks were awarded to many candidates. There were detailed descriptions given with examples in many responses.

An example of good answers:

‘Checks that you have a ticket that allows you to go on the ride.’ (2)

‘Checks that all the people are safely strapped in by checking their safety harnesses.’(2)

General answers gained a maximum of 1 mark only, for example:

‘Checks your height.’ (1)

‘Does a safety check on the ride.’ (1)

Q3(b): The duties of the conference organiser were not so well described and many generalised examples were included. A repetition of the duty. For example ‘organises a conference’ was not credited.

An example of good answers:

‘Arranges the room how they want it, such as in a horse shoe shape.’ (2)

‘Checks that equipment like a projector, screen and laptop are set up and ready to work.’ (2)

General answers gained a maximum of 1 mark only, for example:

‘Books a room.’ (1)

‘Organises refreshments.’ (1)

At the A grade boundary, candidates did usually exemplify their responses.

Q4(a) There were 2 marks available for a descriptive answer. ‘They have DVDs such as horror and comedy to rent’, gained the full 2 marks as there was some detail in the response. ‘They have DVDs for hire’ and ‘they can hire out games for games consoles’, achieved 1 mark.

Q4(b): Many candidates scored maximum marks where they gave an explanation showing some idea of the reasons for the decline in video rental rather than just stating that DVDs had taken over or new technology had come in.

Good answers were:

‘As a result of improving technology, DVDs have been introduced and these have more extras than videos so people prefer DVDs.’ (4)

‘Video rental is decreasing in popularity as more people now prefer to watch Blu Ray. They both have a higher level of quality as opposed to the video tape. Another reason is because a lot of people have satellite television which airs new movies on a lot of its many channels.’ (4)

Q5(a): Most candidates were able to describe two products and services. Where there was a descriptive response, candidates were able to achieve full marks.

An example of good answers:

‘Gift shop which sells a memento of the visit such as a key ring, postcard or miniature of a painting.’ (2)

‘Tours taken by guides which will tell the customers all about the stories of the paintings.’ (2)

Q5(b): All parts of Q5(b) were answered very well with all candidates from A* to G grade being able to gain good marks here.

Examples of good responses:

Q5(b)(i): ‘Paper and pens which young children could use to copy the art in the gallery.’ (2)

Q5(b)(ii): ‘Audio guide telling people about the art in their own language.’ (2)

Q5(b)(iii) : ‘Workshops run by a resident artist which will help the students with their own coursework.’ (2)

Q5(c): As in previous series, candidates focused in the main on what had changed in the present without making the link between past and present facilities.

Level 1 response:

‘Art galleries now have cafes and bookshops.’

Level 2 response:

‘Art galleries now have an advance booking service via the Internet, unlike twenty years ago when you had to visit the gallery to book.’

Level 3 response:

‘Art galleries now have modern audio systems so that people can walk around the art exhibition and hear about the art whereas twenty years ago the equipment was basic and commentaries were normally just written as technology was not available.’

Q6(a): Most candidates were able to correctly identify the two leisure components as required. Candidates who simply identified the key components for leisure and tourism were limited to 1 mark. Levels of responses were awarded for an explanation of the links 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 or theoretical, with few links made. Few candidates related their responses to the scenario. To gain maximum marks this was expected.

Q6(b)(i): ‘The Internet is home based leisure and the holiday is tourism.’(1)

An example of a good response:

‘They spent their leisure time at home using the Internet to arrange to spend more leisure time on holiday. The holiday will take them away from home which is tourism so they used leisure to organise tourism.’ (3)

Q6(b)(ii): ‘The transport is tourism and the leisure activities sport and physical recreation.’ (1)

An example of a good response:

‘A car is transport which they need to be able to take their bikes and to be able to get to Center Parcs. Without the transportation, which is tourism, they could not go to Center Parcs and do the activity bike riding which is leisure.’ (3)

Q7(a): Most candidates successfully suggested four facilities from the map that the couple could visit.

Q7(b): Most candidates were able to name three golf courses accurately.

Q7(c): Most candidates were able to name the two hotels in Washington in Tyne and Wear.

8(a): This was well answered with the majority of candidates gaining full marks for this part of the question. Candidates were asked to assess the transport options in terms of cost and convenience.

Q8(b)(i): Some candidates only achieved 1 or 2 marks where they considered the cost to be cheaper but the rest of the response focussed on convenience with no further reference to cost.

An example of a good answer:

'The train appears only slightly cheaper than the plane. With food to pay for on board it might work out more expensive as trains often charge expensive prices for tea, coffee and snacks. The train takes longer so you are likely to need to buy food.' (4)

Q8(b)(ii): Responses to this question were stronger than Q8(b)(i). A wide range of features were referred to in many of the responses, such as extra time needed at the airport in comparison to getting straight on trains; trains can often be overcrowded and getting a fixed seat on a plane.

An example of a good answer:

'The train has sociable times but it takes a long time to get there which is no good for the group as it will mean they have limited time in Edinburgh. They are only there for the weekend but at least they will be able to spend time together on the train.' (4)

Q9(a): Most candidates understood the features of 'tourist town and city'. Candidates gained maximum marks for this part of the question if they related their answers to built up attractions, transport and or tourist facilities. For example:

'Built up area.' (1)

'Built up area with lots of accommodation and attractions.' (2)

Q9(b): Most candidates gave two examples of UK 'tourist towns and cities'.

'Bath' (1)

'Manchester' (1)

'Oxford' (1)

'Bournemouth' (1)

Q9(c): At grade F many responses did not relate to the impacts of the London Heathrow Terminal 5 development, but generalised impacts of tourism. These responses were mainly descriptive with limited analysis. 1-3 marks were awarded.

A level 1 response:

'More people will come because there are more flights.'

A level 2 response:

'Having more flights will be economically good for the area as it will enable more people to visit as there will be more planes that can land. The more people visiting an area will mean that they will also bring money to the area because they will spend money at hotels, on taxis and attractions for example. Much of this money will be spent in the area so the money goes just to the locals. Redeveloping the area will be good for locals too as the trains will let them visit the centre of London easier.'

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.

A level 3 response:

‘The development is good as it means that there are more people that can arrive in London. This is good for the hotels and attractions in the area. It means that they will have more people staying or visiting the attractions so that more income will be coming in. This will mean more people will be employed as more jobs are created in the area for local people as there will be thousands more people arriving so taxi drivers and baggage handlers for example will be needed. The negative impacts, however, include increased pollution. There will be more noise pollution as more planes will be departing and arriving which means that local residents will constantly have noise in their gardens and homes. This will also affect house prices, as local people will not wish to live somewhere noisy. It will also worry locals having more flights as it increases the risk of terrorism.’

Q9(d): Many candidates gave more than one suggestion but credit was only given for the **one** suggestion required in the rubric. This question, four marks were available for detail in the description and two marks available for the justification of the sustainability.

‘Employ only local people.’(1)

‘Use local people who live in a 50 mile radius to build the extension (2) so that the income is generated in the area rather than from outside the region.’ (1)There *is* some justification.

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 and suggest.

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

GCSE Leisure and Tourism Grade Boundaries

Unit 1: Investigating Leisure and Tourism (5346)

Grade	A*	A	B	C	D	E	F	G	U
Raw mark	70	63	56	49	44	39	35	31	0
UMS	90	80	70	60	50	40	30	20	0

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