

# Examiners' Report

## January 2010

GCSE

### GCSE Applied Leisure and Tourism (5346) Paper 01

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

This paper is marked online. 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. The comparison of football stadiums today with those of 20 years ago was however generally poorly answered, as responses were either focused on the present or responses focused on the past only. Compared to the previous series more candidates towards the higher grades were demonstrating better analytical skills which was encouraging. Centres should be aware that there are approaches to strategies to develop learners understanding of the topics covered in the specification 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

This was generally very well answered with the majority of candidates gaining the full 3 marks.

### Question 2(a)

This was generally well answered as many candidates were able to give a description for each of the key components. Some answers were theoretical or merely repeated phrases from the table.

**Children's play activities:** the majority of answers seen gained at least 1 mark; better answers included the idea of children having fun or facilities specifically made for children e.g. "A playground with swings and slides (1) to keep children active (1).

**Countryside recreation:** many candidates repeated 'countryside' in their answers instead of describing what countryside recreation was or the associated activities e.g. "A National Park (1) where people can go and hike (1).

**Arts and Entertainment:** many candidates gave a list of examples of facilities and failed to give a detailed description which meant they were not able to gain the full mark e.g. "Cinemas (1) where people can go and see a film(1).

### Question 2(b)

The majority of answers seen were awarded max marks. There were still a number of candidates who failed to use the verb and put "computers", "music", "games consoles".

Examples of good responses:

"Listening to music."

"Playing on the computer."

"Reading a book."

### Question 3

This was generally well answered with many of the candidates able to give the required correct term for the "purpose of a visit".

Examples of good responses:

"Sightseeing" (2)

"Visiting friends and relatives/relations" (2)

"Business" (2)

#### Question 4(a)

The duties of the fitness trainer were described by many candidates. However, many of the responses seen lacked detail and sometimes were not related to the specific duty.

Examples of good responses:

##### (a) Fitness trainer

- 1 A fitness trainer will often structure an exercise/fitness plan to go with a customer's fitness levels, abilities and to work on places that need improvement to help the customer get the best result
- 2 Also a fitness trainer will often hold special sessions in the gym like a spin session on the bikes or a particular workout to help customers learn exercises and how to do them correctly.

(4)

##### (a) Fitness trainer

- 1 to teach people how to use the machinery ~~which~~ such as a treadmill so they don't injure themselves and use the equipment ~~inappropriately~~
- 2 provide ~~the~~ people with suitable workouts for them to do, including showing them the exercises and helping them become fitter.

(4)

General answers gained a maximum of 1 mark only e.g. "Shows you how to use the equipment" (1) and "Helps you exercise." (1)

#### Question 4(b)(ii)

The duties of the park ranger were described in greater detail with fewer generalised responses. Poorer answers gave examples of zoo keepers or park keepers rather than Park Ranger. It was encouraging to see a number of candidates mention National Parks and have a good grasp of the duties of a Park Ranger.

Good answers included "Someone who protects the environment (1) in a national park." (1)

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#### (b) Park ranger

- 1 to protect and conserve the park  
this includes daily checks around  
the park to make sure no wild animals  
are there as this could endanger visitors.
- 2 to make sure routes around the  
park are safe eg. No fall down trees  
blocking it, and to ensure any signs  
on these routes are visible so the  
visitors can find there way around. (4)

General answers gained a maximum of 1 mark only e.g. "Someone who protects the park." (1) and "Someone who gives help and advice to visitors" . (1)  
At the A grade boundary candidates normally did exemplify their responses.

#### Question 5(a)

The majority of answers seen gained at least 2 marks, with many candidates showing a grasp of the concept of a package holiday and how it is put together and by whom. When this occurred, candidates achieved full marks.

An example of a good answer was "A package holiday includes accommodation (1) and flights (1) which are all sold at one price." (1)

#### Question 5(b)

This was generally well answered but some candidates still gave 'all inclusive' as a type of holiday.

Good answers included domestic (1), short break (1) and independent (1).

#### Question 6(a)

There seemed to be an improvement in the quality of answers from previous series with fewer candidates giving toilets and disabled access in their response. There is still a tendency to split product and service and give a list rather than detail in the description of two products/services.

Examples of good responses:

"A swimming pool, where you can book lessons or train." (2)

"A place where you can go for treatment after a football injury." (2)

### Question 6(b)

Many answers contained stereotypical views of what a 62 year old is like with regard to mobility and his failing health. Suggestions were for him to do less strenuous activities, like swimming or bowls. Better answers mentioned limited choices of activities, going to the leisure centre during the day or joining age related activities and classes.

#### Level 1 responses:

"Go to the exercise classes especially for the over 60s."

"Go to the cafeteria and take advantage of the over 60s meal deal."

#### Level 2 response:

"Mr Mealing could keep active by keeping fit and healthy using the gym or swimming or participating in special aerobic sessions at any time of the day to suit him as he does not have to go before or after work because he is retired and can pick and choose when he goes."

### Question 6(c)

Many answers referred to what Leisure centres didn't have 20 years ago rather than what they did. Swimming pools and sports halls were mentioned most - but some candidates seemed to think that pools were cold, outside and so were changing rooms - some didn't have roofs!

#### General answers:

"They only had a swimming pool and squash courts." (1)

"Leisure centres were not very big." (1)

#### A better response:

"Leisure centres twenty years ago were usually run by local councils. (1) They did not have a great choice of classes and activities to do. (1) They were usually housed in small buildings. (1) Sometimes there would only be either a swimming pool or squash courts or a small fitness centre." (1)

### Question 6(d)

As in previous series, candidates gave detailed descriptions of what leisure centres are like now but didn't refer to the past and so only managed to gain marks from Level 1. Those that did refer to the past, as well as the present, often lacked detail so gained low Level 2 marks.

#### Level 1 response:

"They have a gym or aerobic sessions where people can get. They can have a sauna or go in the Jacuzzi to relax after their exercise session. They did not have this twenty years ago."

#### Level 2 response:

"They only had a few activities like squash/football/swimming. They were not open for late sessions for business people. They did not have many activities for young people. They now have activities for young people such as Pulse8 or spinning on bikes which they did not offer twenty years ago."

#### Level 3 response:

"Leisure centres now have state of the art digital exercise equipment which can be programmed to individual's training plans whereas 20 years ago all equipment used to be manual. They have advanced booking systems because of the improved technology which mean that there is little risk of overbooking and people can reserve squash courts for examples, from their homes. They used to have to book personally or call in every time they wanted to use the centre which meant that activities had to be planned in advance. There are digital TV screens which show football matches and other sporting events in the cafes/bars which means that people can relax and watch live entertainment after their sessions at the centre, rather than go home and watch highlights at home which is what used to happen." (6)

#### Question 7(a)

On the whole well answered with many candidates gaining maximum marks.

#### Strong responses included:

"They are flying to Berlin; this is transportation which is a tourism component. Whilst they are there they want to visit museums and historic sites. This is arts and entertainment which is a leisure component." (2)

"They are staying in a youth hostel which is accommodation and catering which is a tourism component. They will all go out for a meal which is catering. This is a leisure component." (2)

#### Question 7(b)

Some candidates chose a leisure component instead of a key tourism component. Transportation and tourist information and guiding services were the most popular tourism components.

A good response:

Key tourism component ...Transportation.....  
Explanation ...To be able to travel a further distance to reach more attractions they would need to find & use of type of transport they also use this component to reach the place they stay at in Berlin. For Using an efficient form of transport would mean they could fit more leisure activities into their weekend & also cost and availability is important allowing them to get to different places as quickly & easily as possible..... (4)



### Question 8

All candidates were able to interpret and use the information from the map to generally gain full marks for parts (a), (b) and (c).

#### Question 8(a)

All worth 1 mark to a maximum of 3 marks.

- Etap Novotel
- Mercure The Lodge
- Urdd City Sleepover
- St Davids Hotel and Spa
- Jolyon's
- Cardiff Serviced Apartments
- Flat Dragon
- Express by Holiday Inn
- Future Inns

#### Question 8(b)

All worth 1 mark to a maximum of 3 marks.

- International Sports Village
- National Welsh Tennis Centre
- Cardiff Bay Water Activity Centre
- Yacht Club

#### Question 8(c)

All worth 1 mark to a maximum of 2 marks.

- Water bus
- Road/car
- Cycle
- Yacht
- Rail/train

#### Question 8(d)

Some candidates described types of transport in general or thought there was a lack of transport in the area. These were weaker responses. Very few candidates made the link between how the availability of transport can affect what people choose to do in their leisure time when living in a particular area.

#### Level 1 response:

There are a lot of different types of transport available to the people living in Cardiff which means that they can get around easily and get to lots of different places in Cardiff without too much bother.

#### Level 2 response:

By having lots of different transport, people living in Cardiff can get to all different kinds of activities and facilities in and around Cardiff as long as their chosen type of transport goes directly to or near to such facilities as the Tennis Centre, the shopping centre or The Millennium Stadium. This can be a good bus route for example, which operates regularly and directly to these places. The people who live in Cardiff have a choice of transport to get them to their different activities.

### Question 9(a)

There were many poor responses with many candidates unaware of the definition of a tourist town or city. Better answers mentioned transport system, accommodation and activities.

For example:

- Built up area(1)
- Built up area(1) with accommodation.(1)
- Attractions for leisure purposes (1) due to industrial or cultural or seaside heritage. (1)

### Question 9(b)

This was well answered and most candidates achieved the full two marks for naming two other UK tourist towns and cities other than Cardiff.

### Question 9(c)

It was good to see candidates try to write in more detail and be more focused on the positive and negative impacts of tourism but few showed analysis. Responses concentrated on money, jobs, pollution.

At the F grade many responses did not relate to the impacts of tourism on a coastal area such as the Torquay Harbour marina development but were of generalised impacts of tourism. These responses were mainly descriptive with limited analysis. 1-3 marks were awarded.

#### Level 1 response:

"The port will get even busier so the water will get polluted and there will be more visitors coming to the area."

At the C grade boundaries there was usually some analysis which showed some reasoning. Here candidates could gain 4-6 marks.

#### Level 2 response:

More visitors mean more money is coming into the area so local shops, cafes and hotels will all be busier and making more money. There will be more jobs for locals although these may be seasonal in nature. The marina will be able to host more events which will put it on the map but more people brings water pollution, rubbish and less opportunity for locals to enjoy water sports or activities because the prices may be inflated for the tourists.

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.

### Level 3 response:

More visitors will bring all kinds of environmental erosion to the area which will affect locals and trades people who rely on the port for their livelihood as the water could dry up which means that the boats could not be berthed or the fish could become scarce. There will be more visitors which could mean that there is more demand for local arts and crafts which could benefit local people and the community, through the prices paid and the demand for items. The maritime events will become popular which will bring more trade and visitors which means that the local economy will be more secure and that there would not only be seasonal jobs but jobs available all year round to keep up with the flow of visitors. People will want to use taxis and stay at hotels. This could be annoying for locals as they might feel as if the visitors are taking over their town.

### Question 9(d)

Many candidates gave more than one suggestion but credit was only given for the one suggestion required in the rubric. This question was point marked with 4 marks being available for detail in the description and 2 marks available for the justification of the sustainability. Many candidates answered the question with responses relating to sustaining a development rather than how it could be developed sustainably and so lost marks as suggestions focused on development to increase tourism rather than considering the environment. As in previous series many candidates did not appear to understand the meaning of sustainability. Answers seen included bins, involve local people, recyclable materials but many suggested making the harbour bigger, building hotels. Consequently justification was weak and not applicable to sustainability.

### Description:

- So local people feel involved and part of the new development.(2)
- Work with local people. (1)
- Allow local people to still berth their boats at the marina. (1)
- Encourage as many local tradesmen to sell local crafts as souvenirs. (2)
- Use recyclable materials which are locally sourced such as wood from buildings which have been knocked down or from trees which have been chopped down to make way for the marina.(4)

### Justification:

- So local people feel involved and part of the new development.(2)
- Local people will not feel that they are being pushed out by people with bigger boats and more money who are just visitors to the area and who may pollute the water with their bigger boats.(2)
- The Marina development could work closely with local people, organisations and businesses to encourage the use of goods and services that support employment for local people and businesses.(2)
- Local crafts from local people could be sold as souvenirs at "Living Coasts" which would support the livelihood of local tradesmen, the local community and economy. This would mean that they would benefit from the marina both financially and creatively.(4)

### 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, suggest etc.

Please note that some 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	68	61	54	47	43	39	35	31	0
UMS	90	80	70	60	50	40	30	20	0
Cum %	0.2	2.4	12.7	34.7	51.0	66.7	78.8	87.4	100

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