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Examiners' Report June 2010

GCSE Leisure and Tourism 5LT01

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Introduction

This is the first sitting of Unit 5LT01 of the new GCSE 2009 Leisure and Tourism specification.

This replaces unit 5346 of the old specification, with some deletions and some additional information tested.

As this unit is an introduction to Leisure and Tourism, it is not expected that candidates will have depth of knowledge, but rather a broad overview of both industries.

There were four questions, corresponding to the four sections of the new specification, with a total of between 11 and 14 marks for each question, and a total of 50 marks to be answered in a shorter duration of 60 minutes. The questions were a mixture of multiple choice, short and longer answer questions. This format will continue in future series.

Quality of written communication was tested on the longer answer questions; in this case these were questions 1e and 2e.

Case studies were used to test application of this knowledge. Only information from the case studies in the examination can be used in answers to the questions, ensuring that candidates who know or have visited places used in the paper do not have an unfair advantage.

When candidates are asked to use examples in their answers, these may be from their local area, the UK or overseas.

Comments on Individual Questions

This report will provide exemplification of candidates' work, together with tips and/or comments, for a selection of questions. The exemplification will come mainly from questions which required more complex responses from candidates.

Question 1(b)

This 3 mark question asked for a definition and description of a domestic holiday. Most candidates correctly defined this as "staying in the country where you live". However, some of the examples given were not as specific as they could have been eg "a week in Cornwall". This could be incoming tourism. For maximum marks they needed to give both origin and destination and the holiday should clearly be domestic.

(b) 'Domestic' is one type of holiday taken by customers.
Define the term 'domestic' and describe an example of a domestic holiday.

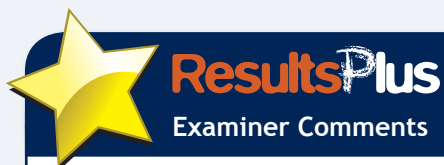
(3)

Definition

A holiday within the country you live in

Description

Spending a week in Devon



The first part of response is good. However the second part is not clear that this is a domestic holiday. The response needs an origin in the example eg someone who lives in London spending a week in Devon.

Question 1(c)

This question asked for two duties of an overseas resort representative. The specification contains five leisure jobs, and seven tourism jobs, and only these jobs will be tested in future examination series. Some candidates confused 'skills' with duties, stating "good communication" and thus were unable to score marks here. Others thought that an overseas resort representative "managed" the resort or its beaches and sea.

(c) State **two** duties of an overseas resort representative. (2)

1. welcoming all newcomers to the resort.
2. helping holiday makes with any problems or queries they might have

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Examiner Comments

Good example of a 2 mark answer. It is not necessary to give lots of detail, as the question just says 'state'. However, duties must be significantly different - so "looking after customers" and "making sure customers are happy" are too similar to gain the full 2 marks.

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Examiner Tip

Watch for the command word. It is not necessary to give a lot of detail, when the question just says 'state'.

Question 1(d)

Food and drink and merchandise were often identified correctly. Candidates should be discouraged from just stating ‘toilets’ as these are a legal requirement of every facility. ‘Tickets’ or ‘seats’ were not accepted as the question said ‘except for tickets for the event’.

(d) The O2 arena is one example of a concert venue.

Other than the tickets for the event/concert, give **two** different examples of additional products/services a concert venue may offer to its customers.

(2)

- 1 It can offer a range of music and events in the arena.
- 2 It can also offer many types of food and drinks, with some areas to sit.



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Examiner Comments

The first part is incorrect, as the candidate has not read the question properly. Food and drink together as a product/service is acceptable so this candidate could only score 1 mark. If the candidate had said ‘CDs of the music from the concert’ instead they would have scored 2 marks.



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Examiner Tip

Expanding answers to state what types of food or drink, or giving examples of the merchandise sold will help to achieve better marks.

Question 1(e)

This question was testing assessment objective 3, the evaluation skills of the candidates. Those who simply repeated the case study information would be limited to only 1 or 2 marks. More able candidates interpreted the information given on the Blue Planet Aquarium and evaluated its suitability for different types of customer. Although the case study clearly said 'the aquarium includes...' many missed this and thought that it had no other facilities, such as café, souvenir shop or toilets. However, this was credited as negative evaluative comment.

All visitor attractions offer a range of products/services.

***(e) Evaluate the products/services offered to customers at the Blue Planet Aquarium.**

In your answer you should consider

- advantages of the products/services offered to customers
- disadvantages of the products/services offered to customers
- suitability of the products/services for different age ranges.

(6)

The products and services available at Blue Planet Aquarium are. It has a big range of childrens play activities such as the big adventure playground. However the disadvantages is it doesn't seem to have any activities for adults or teens. It says children will have hours of but mentions nothing about any other age range. The aquarium includes lots of different sections however does not seem to have many animals.



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Examiner Comments

Little evaluation either positive or negative, little reference to products/services, or specific ages of children. This would be a Level 1, 2 mark answer, with very basic evaluation only. To achieve higher level marks, the candidate would need to use specific examples from the case study, and mention age ranges.



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Examiner Tip

If a question asks for evaluation, you should give some opinions - 'I think that this is good because...'

Question 2(a)

Not a lot of candidates understood the role of HR. Many saw the word 'theme park' in the stem of the question and chose B. Functional areas are in topic 1.2 of the specification, and candidates will need to know the basic role of each as these may be tested in future examination series.

Question 2(b)

Many candidates were able to identify the piece of information that matched with two Ps (place and product). Only very basic marketing principles will be tested in this unit, as the coursework in Unit 5LT02 goes into more depth on this topic.

Question 2(c)

The command word in this question was 'describe' and they were asked for ONE idea. Some candidates gave two ideas with no description. Some candidates gave one totally unfeasible idea for a museum, such as 'build a small theme park' and others gave one idea, then explained why it would attract families.

(c) The Roald Dahl weekend is one idea used to attract families to visit Eureka! Museum.

Describe another idea that a museum could use to attract families with children.

(2)

~~Animal~~ Animal weekend! find out all about different to species of animals, story stories, different types activities such as colouring in a animal.



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Examiner Comments

This response scored 2 marks. Although this was not specific, a museum such as the Natural History Museum could feasibly do this. 2 marks were awarded for the detail given, ie stories, and colouring in...



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Examiner Tip

Make sure you relate your answer to the question - in this case the idea should be for a museum. Describing your idea in more detail will get you 2 marks.

Question 2(d)

The 'Go Ape' question about safety was well answered by the candidates who recognised that this first part was concerned with the organisation NOT the customers. Many candidates were able to explain the high risk environment, and the consequences of not having a high level of safety, as can be seen in the answer below;

(d) Explain why customer safety is important to the **organisation** Go Ape.

(3)

Because people are so high up the organisation must make sure that people are kept safe otherwise it would affect the 'Go Ape's' Reputation and affect repeat business. Also if customers aren't kept safe then it may affect whether 'Go Ape' would be allowed to stay open.



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Examiner Comments

Good example, identifying the high risk environment and making all three points as given in mark scheme ie, affecting reputation; repeat business; stay open.



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Examiner Tip

The key word in the question is 'Explain' - so you can use phrases such as 'this means that ..' 'so that they can do/not do ..'

Question 2(e)

For this question, candidates were asked to focus their responses on the safety of the customers. However, some only used one paragraph from the case study, headed 'Safety Information', whereas there was much more in the other paragraphs that would have helped them to answer this question. Candidates should be encouraged to briefly annotate or highlight the case study as appropriate to help them to pick out the relevant points. The more able candidates not only highlighted and assessed the main safety features, but may also have made some negative points about the safety measures, for example that helmets would be a good idea.

*(e) Evaluate the effectiveness of the safety measures in place for **customers** at Go Ape.

(6)

Go Ape state in their information ages their safety measures which allows customers to know the risks and dangers.

It has minimum height and age ranges so that people of the right age and height can be safe and sensible on the ropes and are not too young to misunderstand how to use it or too small to slip from the ropes. They also specify a persific maximum weight so that the ropes are not pulled down or made loose.

They state in the information persific clothing rules so people are not uncomfy in their footwear and so hair is not caught in the ropes.

They ensure people under the age of 18 are supervised, so they do not mess around and understand the use of the ropes. Customers are also briefed from trained staff how to use the ropes so are not confused and know how it works.

I think that the safety measures are positively effective because customers are shown how the area works and how to use it, they also specify what clothing should be worn and age ranges. They ensure people under a certain age are supervised. However an instructor should be up on the ropes at certain areas to insure people are safe and using it correctly. It also persuades people and ensures them of the risks and dangers so they know whether to continue or not participate in the activity.

**ResultsPlus****Examiner Comments**

A good level 3 answer. However, there is only brief mention of the negative aspects of safety. There are also several spelling errors. This question assess quality of written communication (QWC) skills, and so this will restrict this candidate to 5 marks of the maximum 6 marks available.

**ResultsPlus****Examiner Tip**

To be awarded marks in level 2 or level 3 it is necessary to say WHY something is good, bad, effective, or not so effective. Use the word 'because'.
eg 'having long hair tied back is good because this means there is less chance of it being tangled in the ropes and causing injuries'.
The questions marked with an asterisk * are QWC questions, so read over your answer again and check for any spelling and grammar errors.

Question 3(a)

Most candidates gained 1 mark on this question, however, there were many 'because its fun' type answers. Although these were credited this series, the terminology used in the 'reasons why people use leisure facilities' on Page 16 of the specification in topic 1.3 (motivators) should really be given here.

Question 3(b)

Good answers were given to this question, and most were well exemplified. The most popular example being ‘going to Paris to see the Eiffel Tower’.

Sightseeing is one of the ‘reasons why people travel’ in 1.3 of the specification and candidates are expected to be able to describe each of these terms as they may be tested in future series.

(b) One of the reasons people travel is ‘sightseeing’.

Describe a sightseeing holiday. You may use examples in your answer.

(2)

Belfast is good for sightseeing has there is alot of historal buildings for example City hall, Crumlin road Jail etc.



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Examiner Comments

A good 2 mark answer. This candidate has used local examples to good effect in the description of a sightseeing holiday.



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Examiner Tip

Simply stating ‘going on holiday to see sights’ is not enough - It is better not to repeat the words used in the question. When you are given the option of adding examples, try to do this.

(2)

A sightseeing holiday is where you want to see landmarks/statues of a city or town or ~~country~~ country because its a nice place eg london.



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Examiner Comments

This answer has description of what sightseeing is but no specific example - but can still gain 2 marks.

Question 3(c)

To achieve maximum of 2 marks for each part of this question, candidates needed to relate their answers to the specific needs of the customers as stated in the question. In this case Mavis and Harry, their age, the fact that it is their anniversary and that they are first time flyers.

The choice of product was therefore quite important, as those who chose a product such as 'free newspaper' would then struggle to match this to Mavis and Harry's needs. However, candidates who chose 'many cabin crew...' would be able to relate this easily to nervous first time fliers, or excellent service for their special trip.

a new premium Economy leather seat with increased seat width and lots of leg room.

Explanation

(2)

Because they will feel relaxed throughout the flight and have room to spread out if they need to and could have a sleep if they want.

Product/service 2

A choice of three tempting meals

Explanation

(2)

This might appeal to them because its like a having a little romantic meal together with nice china dinnerware etc and the romanticness meal is good considering its there anniversary.



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Examiner Comments

First product suggested - the explanation is not specific to Mavis and Harry, (it could apply to any customer on the flight) so only gained 1 mark. The second product is linked to the anniversary so would gain 2 marks.



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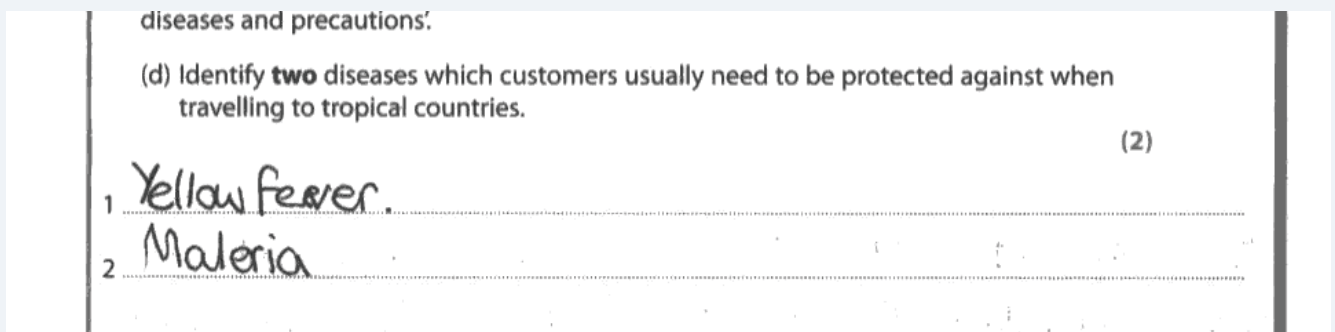
Examiner Tip

Always relate your answer to the customers in the case study. But do NOT make up their needs eg 'Mavis and Harry might be quite tall so would need extra leg room.'

Question 3(d)

Health, diseases and precautions is in the last section of topic 1.3 on page 17 of the specification. Detail of diseases is not necessary, but candidates do need to be aware of their names and existence in different parts of the world.

In this question, malaria was the most common response given. Again, there is a need to relate to the question, which in this case asked for tropical countries, so worldwide and non-tropical diseases such as salmonella, rabies, measles, swine flu and cancer were not accepted, although HIV/AIDs was accepted as it is more prevalent in tropical Africa.



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Examiner Comments

This is an example of one of the few candidates who got 2 marks. Malaria was the most popular and well known tropical disease.



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Examiner Tip

Watch for key words in the question - in this case 'tropical.'

Question 3(e)

The most common answer to this question was 'Because you will get ill.' However, for the maximum 2 marks, candidates needed to say WHY you could become ill, and relate their answers to the hygiene/poor sanitation/fly/dirt and contaminated water found in countries like Peru.

(e) Using this information, explain why customers holidaying in Peru should be given this advice on food and drink.

(2)

peru is not a very wealthy country and there food manufacturing may not be as hygienic as in england. so people should be given advice to help stop them from getting ill.

(Total for Question 3 = 11 marks)



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Examiner Comments

A 2 mark response - linking the illness and advice with the hygienic conditions in Peru.

Question 4(a)

Most candidates were able to name a business travel destination, London being the most popular response.

Some candidates had not seen the word 'destination' in the question and given a hotel name or destination facilities such as taxis.

The six types of destination are listed on Page 18 of the specification, and candidates will be expected to be able to give examples of each of these, as they may be tested in future series.

Question 4(b)

The introduction to topic 1.4 states that candidates need to know the features of each of these six types of destination. Many stated the features of business travel hotels, eg wifi, desks in rooms.

There were some candidates who gave non-specific answers, such as ‘transport’ - when they needed to say ‘good transport links’ or ‘airport nearby’ to gain the marks here.

(b) Name **two** features that are essential for a business travel destination. (2)

1 Four or five star hotels

2 Conference rooms

Business travel brings positive impacts to communities in cities



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Examiner Comments

This is a 2 mark response. Two acceptable features of a business travel destination was given by the candidate.



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Examiner Tip

Try not to give a one word answer - expand on this to make sure the examiner knows what you mean eg in this question ‘hotels’ is better as ‘4 or 5 star hotels’.

(b) Name **two** features that are essential for a business travel destination. (2)

1 hotel

2 conference rooms

Business travel brings positive impacts to communities in cities



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Examiner Comments

Hotel (could be just one with 10 rooms) this would not make a BT destination. Answer needed to say a range of hotels, lots of accommodation etc....for mark here
Conference rooms was acceptable.

Question 4(c)

This question asked for ONE positive impacts of business tourism. Some candidates gave two, neither of which was described, therefore would only score 1 of the 2 marks available. The most popular impacts suggested were jobs and money. However, for the full marks the candidates needed to say jobs 'in what?' or money 'spent where?'

Business travel brings positive impacts to communities in cities.

(c) Describe **one** positive impact of business travel.

(2)

Business travel brings more money
to the communitie in the city.



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Examiner Comments

Candidate response needed to say where the money was spent eg in local restaurants or hotels, used for what...eg to improve transport facilities for locals... for 2 marks - so only 1 mark awarded here.



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Examiner Tip

Watch for how many marks are allocated to each question, and make sure to make that many points in your answer.

Question 4(d)

This question concentrated on purpose built destinations. Candidates were asked to give EXAMPLES from the case study of these facilities. Some just gave the features of any purpose built destination, such as accommodation and activities and therefore achieved no marks. Candidates were expected to pick out specific examples from the case study - some did this successfully and scored the full 2 marks.

(d) Identify **two** different examples of facilities at Center Parcs Longleat Forest Village which are important for a purpose built destination.

(2)

1. A cafe
2. The Leisure Bowl.



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Examiner Comments

Cafe - is NOT an example as asked for. candidate needed to say 'Cafe in French style square' or similar.
Leisure bowl is fine and so scored 1 mark.

Question 4(e)

The command word for this question was 'explain'. It was clear that many candidates had a good understanding of sustainability, and suggested some very good ways in which a purpose built destination could ensure this. However, a list of suggestions, would only give them a maximum of 2 marks. To obtain 3 or 4 marks they needed to say why this would ensure sustainability.

(e) Explain how a purpose built destination, such as Center Parcs, can make sure that the destination is 'sustainable'.

(4)

Ask people to have short showers.

Ask people to also re-use their towels to save on washing them constantly.

Use eco-friendly power and heating from things like solar panels etc.

Recycle all able materials people have used throughout the attraction.



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Examiner Comments

This answer has many ideas, short showers, re-usable towels, eco-friendly power, solar panels etc. But there is very little explanation as to why this would make it sustainable. 2 marks only awarded to this answer. The nearest the candidate gets to an explanation is 'to save on washing them constantly'. If they had said 'to save water' in addition, this would have given the answer 3 marks. To gain the full 4 marks, there would also need to be an explanation of why solar panels could contribute to sustainability.



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Examiner Tip

Use the phrase 'this means that ..' when explaining something. In this case this could be 'buy food from local farmers .. this means that there will be less delivery lorries on the roads travelling long distances cutting down CO2 emissions'.

There was a good standard of responses to the majority of questions on this paper. Most candidates attempted all questions. There is no need for candidates to re-write the question on the longer response questions, and many candidates wasted time and space doing this. The key to achieving high marks is to identify the command word in the question, as candidates were inclined to explain when asked to describe and vice-versa. Assessment and evaluation are also important examination skills, especially on the longer response questions.

Comments on questions, with sample answers can be seen in the report on each individual question option.

General Advice

Candidates need to read the question carefully, looking particularly for the command word, which will usually be ‘identify, name, state, describe, explain, assess, evaluate’.

Candidates need to identify clearly what is being asked for - eg one idea, tropical diseases, features of destinations etc.

Candidates need to relate their answers to the case study material and stem of the question at all times.

If additional sheets are used, please indicate that the answer is continued at the end of the part written in the answer book.

Grade Boundaries

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Raw boundary mark	50	43	38	33	28	25	22	20	18	0
Uniform boundary mark	60	54	48	42	36	30	24	18	12	0

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