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Examiners' Report January 2011

GCSE Leisure & Tourism 5LT03 01

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Introduction

This was the first paper for this unit in the new specification for GCSE Leisure and Tourism. The content has a quite different focus in terms of content in relation to the old specification although there are a few similarities. Question types such as the matching box exercise in Q3(b) are similar in the way they are being assessed. Where there is subject overlap the nature of the questions is often different. The new specification is less theoretical and tends to look at issues in more depth with greater use of real examples from the industry. Two topics in the new specification are specific to tourism.

The overall emphasis is based on real situations and a focus on the application of knowledge and understanding. For instance in 3.2, knowledge is required of specific destinations, features and their appeal to different types of visitors; this was not the case with the old specification. The new question paper does still allow for direct testing of knowledge and understanding.

The idea of change within the industry is a common feature of both the new and old specifications and question papers. Here the new specification is more specific and focuses on the development of new products/services and how organisations in the industry are affected. The old specification required a more generalised/historical account. The impact of tourism is a topic common to both, though the focus is again more specific and has a broader scope. The issue of sustainability is also common to both old and new specifications but in the new specification the focus is on specific measures being adopted by the industry and destinations and is more in-depth.

This paper contains multiple-choice questions which were not on the papers for the old specification. Overall, the focus of questions rather than their type, are quite different being more specific as opposed to general and more applied than theoretical.

There were **50** marks available on this paper.

Quality of written communication was tested on two questions Q1(c) and Q3(c).

The paper consisted of multiple-choice, short answer and extended writing style questions covering all four topics.

The questions were set to assess candidates' learning of the content of the specification given in the 'Detailed Unit Content' section.

The question paper was divided into four sections to reflect each of the four topics of the unit. Full details can be found on p35-42 of the unit specification.

Questions were also devised to meet the requirements of the Assessment Objectives (AO). The assessment objectives are as follows:

A01 - recall, select and communicate knowledge and understanding in a range of contexts

A02 - apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks

A03 - analyse and evaluate information, sources and evidence make reasoned judgements and present conclusions.

Summary of Candidate Performance

Considering this was the first paper of the new specification for this unit it was encouraging to see that candidates engaged very well with most aspects of the paper. The majority attempted all questions and wrote enthusiastically. There was good evidence to suggest a sound understanding of much of the unit content. Many candidates were able to demonstrate analytical skills and the quality of written communication was in general high.

The approach to individual questions follows in the main body of this report however a general summary of areas for improvement may be beneficial to centres.

Poor exam technique, with regards to not answering the question, was probably the biggest factor that hindered achievement for many.

For instance in Q1(b) examiners were looking for responses related to how the recession had affected the leisure and tourism industry. Whilst it was evident that candidates clearly understood the effects of the recession to consumers, the majority failed to relate their answers to organisations within the industry.

In Q4(c) examiners were looking for advantages of measures such as carbon offset schemes to tour operators. Many wrote about the benefits to Gambia and the environment and did not relate their answers to considering how tour operators might benefit.

The other main factor was candidates simply not knowing some of the unit content and terms.

For instance:

In Q1(a) whilst the majority gave 'natural disasters' and gained the mark, some candidates gave 'credit crunch' - the question clearly stated one other example. Some gave examples such as 'weather' or 'climate change'. Examiners were looking for examples as stated in the unit specification.

In Q2(a) and Q2(b) the specification clearly indicates which destinations candidates should learn about in terms of location. Whilst some scored full marks for both a) and b) it was disappointing to see that many had used guesswork here and did not gain all the marks available.

In Q3(b)(ii) examiners were looking for methods as given in the unit specification, in this case legislation. Whilst many recognised 'law' it seemed they could not make the connection to the term. For this series this was accepted.

In Q3(b)(iii) again examiners were looking for specific methods as given in the unit specification. Most candidates clearly had a good understanding of how negative impacts are controlled and many gave a wide variety of suggestions, which for this series were credited. The requirement was for one other method (i.e. besides legislation) and although in the specification 'planning and legislation' are combined as a method candidates need to recognise that 'planning' on its own is a valid method worthy of the mark.

Question 1 (b)

This question was not answered well by many candidates who had not read the question carefully. Examiners were looking for examples relating to organisations within the leisure and tourism industry. Reference to mergers, bankruptcies, increased air fares/membership fees or 'credit crunch lunches' and special deals were expected. As mentioned previously, candidates did pick up on recession and showed understanding but they then related their answers to the customers so responses such as 'growth in home base leisure' were popular.

The recession that started in 2008 led to changes in the leisure and tourism industry. In the UK, one example of the influence of the recession was an increase in domestic tourism.

(b) Give details of **two** other examples of how the recession influenced the leisure or tourism industry.

(4)

Example 1

People took Holidays in their own country instead of abroad for example camping instead of a beach holiday in Spain.

Example 2

People A rise in home-based Leisure so more people watching their own TV rather than going to the ~~the~~ cinema to watch a film because its too expensive.



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Examiner Comments

This is a typical response - the candidate has not answered the question.

This response gained no marks. Whilst the candidate has clearly focused on leisure and tourism and the recession the response does not relate to the industry. Examiners were looking for reference to organisations such as health clubs, airlines etc.

Note also that responses related to the impact of the rise in domestic tourism were not appropriate as this was given in the stem of the question.



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Examiner Tip

Read your answer back and check - have you answered the question? Here how could you have made the link to the industry to gain full marks?

Question 1 (c)

This question was not particularly well answered by many. Examiners were looking for responses that used the information given on the new types of camping products/services and related this growth as a response to changing consumer trends - changing tastes and lifestyles. Candidates tended to take one of two approaches. They either wrote about changing tastes and lifestyles with no reference to the new camping products/services or else they wrote about the new camping products/services with little if any reference to trends. Many did not recognise that the subject had changed and continued to write about the recession and cost being an issue.

Better responses were seen where candidates referred to the increased interest in the environment, outdoor activities but who still wanted all the home comforts and luxuries.

*(c) Explain how changing consumer trends have led to the growth of these new types of camping products/services. In your answer you should consider:

- changing tastes
- changing lifestyles.

(6)

Changing consumer trends have led to the growth of these new types of camping products/services as many people are now looking for a different and exciting. Customers now prefer going camping as it gives them an opportunity to experience something new. As the interest in camping rises, companies need to come up with new ideas to attract the new customers resulting in new camping products/services.

Changing in lifestyles has also led to the growth of new types of camping products/services as people now have everything they need; to find out information, and to entertain themselves at home which means they also have high expectations of the holiday companies. Therefore these companies need to come up with new ideas to exceed their customer's expectations.



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Examiner Comments

In this example the candidate has clearly attempted to answer the question and this is an example worth high Level 2 marks. There is a clear link between trends and the new products/services although not fully developed.



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Examiner Tip

Use the question to start your answer as this candidate has done 'changing consumer trends has led to the growth of these new types of camping products and service because...' This will help you stay focused. If the question paper has an extract/article like there is here you are expected to use it to show you can apply your knowledge. This information is there for a reason so use it in your answer!

Question 2 (c)

This question was answered quite well by many who were able to describe the role of the tourist board correctly and in some detail. Some candidates offered a description that was more appropriate for a National Park Authority and did not score any marks. Examiners were looking for reference to promotion, information for potential tourists, websites and marketing campaigns.

(Source: adapted from <http://www.georesources.co.uk/ukmap.htm>
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(c) The tourist board that covers the New Forest is called Tourism South East. Describe the role of Tourism South East.

(2)

Tourism South East is the regional tourist board for that area, it promotes tourism in that specific area of the country to demestic and international holiday makers.



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Examiner Comments

An example worth full marks.



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Examiner Tip

When you are asked to describe for (2) marks, either make two separate points or one detailed point.

Question 2 (d)

New Forest or countryside areas; general or specific was acceptable. Even where some appropriateness was evident, candidates often gave a description and did not explain how the feature gave appeal.

Q2 (d) (i)

This question was not particularly well answered by many. This seemed to be for one of two reasons. Some did not seem to understand what the question required them to do. Others did not know about the features of countryside areas in terms of types of accommodation available and/or natural attractions. Examiners were looking for detail appropriate to either the

Q2 (d) (ii)

Candidates were generally more successful with the second part of the task which was answered quite well by many. Candidates showed a good understanding of why their chosen feature would appeal to families. Where natural attractions had been chosen, popular responses referred to doing things together, picnics; space to play and run around, fresh air, health benefits and education. Where accommodation was the chosen feature, many candidates picked up on the popularity of camping for families, or space for gardens and play areas for children. Fewer picked up on the choice of self catering options ideal for families on a budget.

Read both parts of 2(d) before answering this question.

(d) 'Natural attractions' and 'types of accommodation' are features of tourist destinations that give them appeal.

- (i) Choose **one** of these features and explain why it is important in giving appeal to a countryside area, e.g. the New Forest.

Choose **one** feature and put a cross in the box to indicate your choice.

(3)

Natural attractions

Types of accommodation

Explanation

New Forest is a national park which means that people would want to visit it because of its natural beauty and to view the wildlife in its natural habitat.



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Examiner Comments

This is a response that scored full marks. Examiners were looking for an understanding of why 'natural attractions' are a reason people would go to the destination or type of destination. Why do they appeal?



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Examiner Tip

(i) Show the examiner that you know the general features appropriate to that destination. Ask yourself could this be anywhere, if you know the names of places and features put them in your answer. Use connecting words to show that you have explained; try words like 'because'.

Read both parts of 2(d) before answering this question.

(d) 'Natural attractions' and 'types of accommodation' are features of tourist destinations that give them appeal.

- (i) Choose **one** of these features and explain why it is important in giving appeal to a countryside area, e.g. the New Forest.

Choose **one** feature and put a cross in the box to indicate your choice.

(3)

Natural attractions

Types of accommodation

Explanation

It is important for the natural attractions to look good because that's why people go there to see the natural attractions of the countryside. Giving appeal will bring more money to that area because more people will go there if it's got good appeal.



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Examiner Comments

This response scored full marks.

Question 3 (a)

All the questions in question 3 test knowledge of the topic 3.3: Impacts of Tourism.

This was well answered by the majority of candidates who picked up the mark.

3 (a) Identify **one** positive impact of tourism on the local community.

(1)

Increase in employment opportunities



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Examiner Comments

A particularly good example.



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Examiner Tip

When there is only one mark available, you only need to make one point. It may be just one word or a short phrase as in this example.

Question 3 (c)

It was encouraging to see that this question was answered quite well by many candidates who engaged well with the case study. The standard of grammar and spelling was also good in many instances. Candidates scored well and were able to pick up marks within Level 2 and above by using information given in the case study and considering appropriate impacts. Level 3 marks were scored by candidates who gave a structured, balanced analysis considering positive and negative impacts on the people who lived in Bali and the environment.

Where candidates were less successful was when they wrote about the benefits of Bali to tourists i.e. warm, beaches, can go diving etc. rather than the impacts of tourism.

*(c) Using the information given on Bali on pages 10 and 11, analyse the possible impacts of tourism in Bali.

(6)

There could be positive and negative impacts of tourism in Bali. The young locals instead of rice farming and fishing many of them have moved on to work in local hotels due to a growth in tourism over the years. This is good for tourists and brings money to the locals but more hotels may mean damage to the local environment. The people from Bali have moved on from their traditional ways due to tourism, but some have kept their craft making skills and used them to make pots and masks which brings more money to the locals.



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Examiner Comments

An example of a top Level 2 response worth 4 marks. Here the candidate has made good use of the stimulus material. To move into Level 3 some consideration of impacts to lifestyles and the environment would be expected.



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Examiner Tip

Plan your answer where *QWC and for analysis consider each type of impact separately. Refer to information in the case study to get more marks. Here you could refer to Bali starting, diving, coral reef, traditions etc. Use connecting phrases 'this means that' or 'on the other hand', 'however' to show analysis. Make some conclusions at the end use word such as 'overall there are more'

Question 3 (d) (i)

The majority of candidates gained at least 1 mark here. Marks were lost when candidates used the information given but did not say why.

(d) Negative impacts at tourist destinations such as Bali can be managed in different ways.

Balinese cover-up

'Tourists in Bali could be prevented from wearing bikinis and other skimpy beachwear if a new law is passed next month.'

(Source: adapted from the *Sunday Times*, 21 September 2008 © Times Newspapers Ltd 2008)

(i) Explain why this 'cover-up' is being considered.

(2)

because of religious reasons as most of the bali people are hindu's a take religion very seriously.



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Examiner Comments

This is valid and worth 1 mark, but does not give us a reason saying why the new law may be introduced for the second mark.

(d) Negative impacts at tourist destinations such as Bali can be managed in different ways.

Balinese cover-up

'Tourists in Bali could be prevented from wearing bikinis and other skimpy beachwear if a new law is passed next month.'

(Source: adapted from the *Sunday Times*, 21 September 2008 © Times Newspapers Ltd 2008)

(i) Explain why this 'cover-up' is being considered.

(2)

Tourist might go for the hot weather and this cover up will put people off.



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Examiner Comments

A surprising number of candidates misinterpreted the question completely.

(d) Negative impacts at tourist destinations such as Bali can be managed in different ways.

Balinese cover-up

'Tourists in Bali could be prevented from wearing bikinis and other skimpy beachwear if a new law is passed next month.'

(Source: adapted from the *Sunday Times*, 21 September 2008 © Times Newspapers Ltd 2008)

(i) Explain why this 'cover-up' is being considered.

(2)
Bikinis and other beachwear could be offensive and upset the locals as the Balinese are mainly Hindus and this dress wear might be offensive to their religion.



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Examiner Comments

Overall, the question was successful in discriminating the more able candidates who used all the information available and gave a full explanation and gained 2 marks.



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Examiner Tip

When you are asked to explain something, you must give a reason or say why. Use a connecting word/phrase 'this is because'.

Question 3 (d) (iii)

This question was also not particularly well answered as many candidates did not seem to understand what was required in terms of 'method'. Again most had a go and many suggested 'ways' rather than methods - limit numbers, fines, where these were appropriate ways of reducing negative impacts this was accepted in this series.

(iii) Suggest **one** other method that may be used to manage negative impacts at tourist destinations.

(1)

Another method could be managing visitors



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Examiner Comments

A minority of candidates correctly gave a method.

Question 4 (b)

This question was not well answered by those candidates who did not know the term 'carbon offset'. The term is given in the specification and candidates should know them and be able to offer explanations or descriptions. In the main, most candidates did attempt the question. Many gained 1 mark for 'reducing carbon dioxide emissions'. Many wrote about solar power and energy saving schemes, these measures whilst sustainable, do not explain carbon offset. There were some excellent responses that related the consequences of flying and the benefits of planting trees and gained full marks although these were in the minority.

Measures used to become more sustainable include carbon offset.

(b) Explain what is meant by 'carbon offset'. You may use examples you have researched or studied in class to support your answer.

(4)

Programmes may have raised money to be more eco friendly. Making people more aware of the damage they can cause to the environment from car emissions and other transport. By raising money they can use it to help the environment.



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Examiner Comments

This is a typical response. The candidate has not answered the question.

Measures used to become more sustainable include carbon offset.

(b) Explain what is meant by 'carbon offset'. You may use examples you have researched or studied in class to support your answer.

(4)

to cut down your a carbon emission to make your carbon foot print smaller.



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Examiner Comments

This is an example of a candidate applying some guesswork and gaining a mark!

Measures used to become more sustainable include carbon offset.

(b) Explain what is meant by 'carbon offset'. You may use examples you have researched or studied in class to support your answer.

(4)

~~Carbon offset is the amount that~~
~~the amount of carbon dioxide that~~
~~is offset by planting trees~~
~~to absorb carbon dioxide, so the~~
act of countering CO₂ emissions
by planting trees to absorb carbon
dioxide and give out oxygen



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Examiner Comments

An example of a good response showing an understanding of the term.



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Examiner Tip

Never leave an answer blank! Examiners cannot award marks when you haven't attempted the question. Even if you have not answered the question exactly correctly you may still pick up a mark

Question 4 (c)

The question was not well answered by many candidates who had either not attempted the question or had not read the question carefully. It was not dependent upon candidates knowing what carbon offset was because the question was about 'measures' such as carbon offset. Examiners were looking for reference to tour operators in general terms, and how they would benefit, responses expected relating to PR, image, more custom, leading the way etc. Some responses said why

Gambia would benefit, or why it would be good for the environment. As already mentioned, it was encouraging to see candidates attempting questions even where they were unsure and this should be encouraged as they may well have gained a mark.

(c) Describe the advantages of measures such as 'carbon offset' to tour operators such as The Gambia Experience.

(6)

- better name for business
- competitive edge over rivals
- help local to help their own countries
- so saves them money
- Makes them greener
- more customers



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Examiner Comments

This was the last question on the paper and sometimes timing can be an issue for some candidates. Here is an example of how to deal with time running out! The response is a simple list of ideas but all points made are valid and relate to tour operators.

(c) Describe the advantages of measures such as 'carbon offset' to tour operators such as The Gambia Experience.

(6)

The advantages of carbon offset mean they can be more recognised as a eco-friendly company. This means more money for the company because more people are likely to go with them than any other company who aren't eco friendly. They reduce the carbon footprint which is good for the environment. The appeal of the tour operator company will be increased because they are a more eco-friendly company.



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Examiner Comments

There was a maximum of three marks for lists, as three advantages have been listed this scored 3 marks. This is an example of a response worth 4 marks.

The response is clearly focused on tour operators and answers the question. For full marks the response either need more detail on the points given or consideration of some more advantages was needed.



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Examiner Tip

If you start to run out of time just jot some ideas down, do a list you could still gain the odd mark! Remember to write neatly so the examiner can read your answers.

Being the first paper for this unit it was pleasing to see that overall, many candidates showed a good understanding of the unit and attempted to answer all the questions. Standards of communication, language used, spelling and grammar were, in the main, very good. Where scores were disappointing it was felt that these issues are not insurmountable and can be overcome in the next series.

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